



**Apprenticeships MOT:**

Derby City Council

**Carried out by:**

Kay Butterfield, Spark & Associates, on behalf of the LGA

**Contacts:**

Kay Butterfield, Spark & Associates: [kay@spark.org.uk](mailto:kay@spark.org.uk)

Jamie Saddler, Apprenticeships Adviser, LGA: [jamie.saddler@local.gov.uk](mailto:jamie.saddler@local.gov.uk)

**June 2021**

***Funded by UK Government***

## Introduction

This report represents the twenty-ninth Apprenticeships MOT conducted by the Local Government Association as part of our apprenticeships support programme for the sector. The LGA is grateful to Derby City Council (DCC) for agreeing to be part of this process.

This report was developed following discussions with the Apprenticeship Team Manager, Tania Hay; the Apprenticeship Lead for the leadership programme, Helen Davenport; the Head of Organisational Development, Angela Seal; three apprenticeship managers and three apprentices. The discussions explored DCC's apprenticeship programme, highlighted good practice, identified barriers and assessed the local authority's progress against the Apprenticeships Maturity Model – a self-assessment tool developed by the LGA to help local authorities benchmark their apprenticeship programme's performance.

The Apprenticeships MOT is a process that is designed to help local authorities develop their apprenticeship programmes by:

- Understanding the local authority's current position on apprenticeships and which areas it should consider for improvement;
- Show how the local authority compares to the national and regional averages on starts, levy spend, schools and Maturity Model self-assessment;
- Provide an external assessment of the local authority's performance against the Maturity Model to compare that with the local authority's own assessment;
- Produce a short report setting out progress, comparisons, improvement priorities and identifying areas where the LGA support can help

This report endeavors to bring all of the above together to offer a short analysis of DCC's apprenticeship programme, an assessment of where the LGA believes the council is up to, six recommendations for key areas to focus on and further information on LGA support offers that may be able to help the council progress.

We hope that this report proves to be a useful tool for DCC in further developing their apprenticeship programme and delivering more starts.

## Context Setting: How does Derby City Council perform compared to other councils?

### Apprenticeship Starts

Since the introduction of the Apprenticeship Levy and Public Sector Apprenticeships Target, Derby City Council has sat broadly in the middle of the sector. The council has not met the public sector target in any of the first three years, though their performance was slightly above the average council in each year.

The government's official figures for public sector target performance show that in 2017/18, DCC created 71 apprenticeship starts against a public sector target of 179. This was equivalent to just 0.91% of its headcount (including maintained schools) against the 2.3% target. Derby's performance was roughly in line with the local government sector average of 0.9%.

In 2018/19, apprenticeship numbers increased, with 116 starts created, equivalent to 1.57% of the council's headcount. Although the council again missed the 2.3% target, the progress was sufficient to put it ahead of the local government sector average of 1.4% and only just behind the overall public sector average of 1.6%.

In 2019/20, Derby fell back a little on their total number of starts, dropping to 102, though as their headcount also fell, their percentage performance against the public sector target increased. The apprenticeship starts created by the council were equivalent to 1.7% of their headcount, which, while again falling comfortably short of the public sector target still exceeded the local government sector average of 1.5%.

As the below table shows, DCC's performance against the public sector target has slowly improved compared to other councils, rising to 61<sup>st</sup> out of 150 upper and single tier councils by 19/20. While this has seen them rise to second in the East Midlands, their performance overall still leaves them in the middle third of all councils. Figures for 20/21 were not available for comparison at time of writing.

	Derby City Council Apprenticeship Starts - Comparative Data					
	18/19 <sup>1 2</sup>			19/20 <sup>3</sup>		
	Actual Performance	National Ranking	Regional Ranking	Actual Performance	National Ranking	Regional Ranking
<b>Public Sector Target (Percentage Met)</b>	1.57%	71 <sup>st</sup> / 150	4 <sup>th</sup> / 9	1.70%	61 <sup>st</sup> / 150	2 <sup>nd</sup> / 9
<b>Total Starts</b>	116	50 <sup>th</sup> / 150	6 <sup>th</sup> / 19	102	59 <sup>th</sup> / 150	8 <sup>th</sup> / 9

### Apprenticeship Levy Spending

Local authorities often struggled to spend the apprenticeship levy in the three years since its introduction, although spending doubled across the sector between 18/19 and 19/20. On

---

<sup>1</sup> Overall starts data and progress against the public sector target was published in the government's Further education and skills: November 2019 bulletin.

<sup>2</sup> Essex County Council did not submit data through the public sector reporting process

<sup>3</sup> Data for 2019/20 comes primarily from the Government's latest update to the public sector target data. Nine local authorities did not submit data through this process. Seven of these submitted data to the LGA via our survey so have been included in the comparison. Torbay and Wiltshire are not included as they did not submit data through either process.

average, local authorities in England spent 27.1% of their total levy funds generated between April 2017 and March 2020. Derby was slightly above average, having spent 30.84% by March 2020. Figures for 20/21 were not available for comparison at time of writing.

#### Returning Unspent Levy Funds to Government

2019/20 was the first year that the government's 'Levy clawback' policy kicked in, whereby any levy funds unspent by an employer after 24 months revert to government to be spent elsewhere in the national apprenticeships budget. 59% of upper and single tier councils, had seen at least some funds expire by the end of March 2020, including Derby City Council.

Based on our survey responses, we estimate that the total number of councils that had returned funds to the Treasury increased to 83% by the end of 2020, though this figure may be higher due to the COVID pandemic significantly disrupting recruitment for many councils.

In total in 2019/20, we estimate that the local government sector returned around £23m to government in unspent levy funds at an average of around £2.1m per month. For the councils that saw funds expire, the average loss was £155k during 19/20, though this was likely to have accelerated through 20/21.

#### Transferring Levy Funds to Other Employers

One way that councils can ensure less of their levy goes unspent is by transferring up to 25% of their funds each year to other employers. Based on the data we have collected over the last few months, we know councils have committed at least £10m in levy funds for transfer, creating at least 2,109 apprenticeships. Among the councils that have transferred funds, the average authority has committed £156k to be transferred to create 33 apprenticeship starts.

55 per cent of upper and single tier councils had completed a levy transfer by the end of March 2021, and this number has been steadily growing since as many more councils face losing unspent levy funds back to the Treasury and are looking to use them instead to support apprenticeships with local employers as part of COVID recovery. Hampshire has transferred the most funds of any council in the country, transferring almost £900k to create 161 apprenticeship starts, and plan to increase that to almost £2m to create a further 190 starts over the next 12 months.

In the East Midlands, in addition to Derby, Derbyshire, Leicester, Lincolnshire, Nottingham and Nottinghamshire have all completed one transfer, while Leicestershire has told the LGA they are still considering whether to use their transfer function in 2021/22.

## **Apprenticeships MOT Part 1: Assessing the Present, Future Ambitions and Goals**

This section of the MOT is designed to assess the current state of play with the council's apprenticeship programme, identify successes and challenges, what the council wants to achieve with its programme going forward, what barriers may prevent these goals being reached and what help the council has identified it needs to tackle them.

We asked DCC Apprenticeship Team Manager to consider five key questions to begin the MOT process:

1. What do you feel your council is doing well when it comes to apprenticeships?
2. What do you think you are not doing as well on?
3. Where do you want your programme to be in 12 months' time?
4. Are there any barriers to achieving these goals?
5. Are there specific areas where you know you need help?

Summaries of the discussion follow below under each heading.

### What do you feel your council is doing well when it comes to apprenticeships?

The Apprenticeship Manager believes that as there isn't a corporate training budget this has meant that apprentices are taken up more widely across the council.

The team outlined that they use the experiences of current and previous apprentices to promote the benefits of undertaking an apprenticeship at internal events and to share reality of 20% off the job and how this was managed in order to dispel the myth that this is a barrier.

The council's view, that was endorsed through meeting with managers and apprentices, is that they have a highly reputable leadership apprenticeship programme that is undertaken as a development opportunity for existing workforce. This is available at team leader through to senior leader. Of the recent three graduates undertaking the chartered manager standard at level 6, two have achieved 2:1s with one achieving a 1:1. The council's view is that their apprentices are highly supported to undertake the training both on and off the job and that they provide excellent mentoring support. As these are the first apprentices to have completed with the university the university are using them as a case study to promote to other potential apprentices.

The council celebrate apprenticeship achievements. An example was shared regarding one of their social worker apprentices has just been awarded Apprentice of the Year by Nottingham Trent University under the category for Public Sector.

### What do you think you are not doing as well on?

The apprenticeship team's view is that the development of existing workforce isn't a high priority within the council. They suggested that there is a low expectation in respect to career development and that not every manager supports their apprentice sufficiently. The removal of the master's qualification within the level 7 senior leader standard is viewed as having a potential negative impact in interest to undertake the standard. Therefore, the council are intending on securing sponsorship by the relevant department for the master's qualification by ensuring a project is identified that will result in a cost saving to the department that will exceed the cost of the master's qualification.

As outlined above there is no corporate training budget. There is a long list of standards that are being undertaken which brings challenges which include:

- Identifying training providers that deliver the specialist standards – As the providers that deliver the standards the council uses in bulk (e.g. customer services) do not tend to deliver the standards that the council requires in smaller numbers, the council is left with no choice but to contract with an increasingly lengthy number of training providers, which also take time to identify;
- The more specialist standards only need one or two starts which reduces the importance of the council as a customer to the training provider;
- The resources of the team are stretched the more that training providers have to be identified and then subsequently managed.

has resulted in there currently being 15 training providers to manage for 152 apprentices currently on the programme within the council within an under resourced apprenticeship team.

While the council is successfully using a number of apprenticeship standards, apprenticeships are not yet embedded in every directorate in the council as some, like Children's, have not been as receptive.

The team are concerned that new apprentice recruits into the council are only recruited into temporary contracts and paid the National Minimum Wage for Apprentices. There are also no clear progression routes, which limits the number of higher calibre applicants to select from.

#### Where do you want your programme to be in 12 months' time?

The apprenticeship manager would like to achieve the following across the council:

- Adopt 'Apprenticeships First' in respect to recruitment – change managers' views regarding employing a new apprenticeship recruit from being a 'nice to do' to something they 'need to do';
- Get the Senior Leadership Team to adopt a corporate message to promote the benefits of apprenticeship training programmes to encourage the take-up of apprenticeship standards to be across every council directorate;
- Establish clear career pathways that incorporate apprenticeship standards;
- Create longer employment contracts for new apprentice recruits;
- Change perception of some employees within the council of what an apprenticeship is and develop embedded understanding that apprenticeships are relevant for all;
- Reposition apprenticeships from the current focus (reporting on spend and numbers achieved) to focus on what training is needed for the council to deliver its services and how the training undertaken through an apprenticeship standard is a solution. It is hoped this will change perceptions of apprenticeships, putting a higher value on them which will then increase spend and numbers.

#### Are there any barriers to you achieving this?

The leadership apprenticeship lead expressed view that it would be useful if funding could be made available to cover backfill. This led onto a discussion around the need to change the culture of some managers in the council to adopt a positive view towards undertaking 'Time for Learning' and not having the view that 20% off-the-job training is a negative to the business.

The need for prospective apprentices to produce maths and English certificates for the leadership degree standards or otherwise undertake functional skills training is viewed as an

issue and has resulted in some candidates withdrawing who weren't able to find their certificates or get duplicates and didn't want to sit the functional skills tests.

Are there specific areas where you know you need help?

Embedding apprenticeships into the culture of the council was expressed as an area of support that is needed.

## **Apprenticeships MOT Part 2: Assessing the Apprenticeship Experience**

The second part of the Apprenticeships MOT seeks to examine what the apprentice experience is like at the council, covering how they are supported within the organisation, whether mentors are in place, how managers with apprentices are supported and how apprentices are themselves used to promote the benefits of an apprenticeship to others in the organisation and potential new starts.

In addition to the council's apprenticeship lead, we also spoke to three managers of apprentices and three apprentices.

### **Discussion with DCC Apprenticeships Team**

#### **1. How are apprentices supported with the organisation?**

The council have an apprenticeship liaison officer. However, the person in this role retires in July and what role is required going forward is under consideration. The role provides the link for new starts and their line manager.

The council also have an apprenticeship network that has been run by an apprentice. However, there is currently no-one undertaking this and the apprenticeship team haven't been able to identify an apprentice who is willing to do this. As a result of the discussion at the MOT the apprenticeship lead committed to actively trying to resolve this position.

#### **2. Are there mentors in place to support them? If so, are the mentors provided with any support or training?**

There is a mentor network for those that are supporting the leadership standards at levels 5 to 7. This was established as part of the training that the University of Derby delivered to ensure mentors were available to support apprentices undertaking the leadership standards. However, of the 40 staff members that commenced the mentor module only half completed this.

#### **3. How do you manage the off-the-job training element of the apprenticeships?** **a. Is 20% off-the-job an issue with managers?** **b. How do you work with providers to ensure that the 20% off-the-job is delivered in a way that best suites the council's needs?**

The team manage off-the-job training through reports from the training provider and where there are issues, the team put in place appropriate interventions with the manager and apprentice.

#### **4. Do you have processes in place to deal with issues that might arise with a learner?**

The apprenticeship manager in the council holds quarterly monitoring meetings with the training providers where they discuss all the apprentices progress and any issues. The training providers all provide progress reports in advance of these meetings. Managers of apprentices within the council are encouraged to raise any issues, though there isn't any specific format to gather this in.

#### **5. Is there a set process in place for apprentices' managers to follow and how are they supported?**

Support is available from the apprenticeship team should a manager need it. The team ensure that all the required ESFA documentation is in place.

6. Do you use surveys of apprentices and managers to measure the success of programmes?

No surveys have been used.

7. What happens when an apprentice completes their programme? Eg. annual awards ceremony? Graduation ceremony? Interview support? Job/interview guarantee?

The apprenticeship team arrange celebrations of achievements for all the standards undertaken. Achievements are also celebrated at colleague conferences.

8. Do you use your existing apprentices to promote the benefits of apprenticeships to others in the organisation or externally, for example, through case studies, attendance at staff meetings or job fairs?

The council arrange information events to encourage others to consider undertaking a standard and have existing apprentices and those who have completed to participate in these to share their experiences.

### **Line Manager and Apprentice Feedback**

The standards being undertaken across the three apprentices we spoke to were: Project Management; Business Administration; Senior Leader.

All the managers shared the same positive experience of managing an apprentice and both the apprentice and manager felt they were well supported.

All apprentices outlined that were supported by their line managers and where available in the case of the leadership standard by their mentor. The two other apprentices that don't have trained mentors felt that they still had a mentor in the form of either their line manager or a colleague that acted informally in this capacity.

Each of the apprentices outlined that off-the-job training has been managed in a flexible manner with examples provided where at different times of the year this might be weekly and at other times would be undertaken in blocks. This was a direct result to be responsive to either work priorities or course work deadlines.

As only the leadership standards have mentors assigned to them, the consensus was that addressing this issue should be one of the recommendations outlined later in this report.

Everyone was aware of the support available from the council's apprenticeship lead. The Project Management apprentice and their manager highlighted that the council's apprenticeship lead had intervened to help solve a particular issue. A boot-camp had been held recently for apprentices to help them prepare for their exam, but the apprentice felt that it would have been more beneficial if its content had been covered within the training days and delivered over a longer period. Although it wasn't an issue for this particular apprentice, concerns were also expressed over the requirement to be an independent learner without the training provider helping apprentices to learn these skills if they did not have them. Both of these concerns are now being investigated by the apprenticeship lead but it does highlight the need to identify a route to obtain more regular feedback from managers and apprentices.

All managers confirmed the process to sign up an apprentice was clear.

The need to introduce how the council develops the apprentice further and embed apprenticeship programmes as part of succession planning to retain apprentices once invested in their development was highlighted as an area for improvement by one of the managers.

## **Apprenticeships MOT Part 3: Maturity Model Analysis**

The remainder of the review focused on DCC's performance against the Maturity Model, taking each of the areas cited in the 'Mature' bracket of the Maturity Model one by one and exploring how far the council were implementing the ideas within their apprenticeship programme.

The maturity model is designed to be a self-assessment tool to help councils shape and improve their apprenticeship programmes. It was inspired by a similar process that was developed to help councils improve their troubled families' programmes. Following the success of the LGA's model, Health Education England has adapted it for use in supporting NHS Trusts to develop their own apprenticeship programmes.

There are five key "strands" in the Maturity Model - Leadership and Culture; Procurement and Provider Management; Workforce Development; Planning, Delivery Structures and Processes and Engagement. Each strand contains four levels of assessment – Early, Developing, Maturing and Mature – to highlight key outcomes, processes, and milestones to benchmark your progress as your apprenticeship programme develops.

### **Leadership and Culture**

Apprenticeships sits within the portfolio of the Elected Member responsible for Skills and Employment. Currently, there is no clear support from senior officers outside of the Head of Organisational Development (Angela Seal who participated in the MOT). Changes are planned that are aimed at improving the level of senior officer support.

The council's Apprenticeship Board was chaired and managed by the apprenticeship lead. However, as the chair wasn't at senior leadership level it was viewed as not having the required strategic level of engagement and needing a wider remit that focused more broadly on skills and employment rather than a narrow focus on apprenticeships. This was therefore disbanded in October 2020 with the intention that a Skills and Employment Board would be established, however, this is not in place yet.

The Head of Economic Regeneration and the Director of Education and Skills have the lead for establishing this Board. The apprenticeship lead (Tanya) produced a paper to Personnel Committee to encourage the progress to establish this Board be prioritised. This paper was submitted in April and a response is due in June. Members of the Board will be Directors of: Economic Regeneration, Education and Skills along with Heads of Services from Adult Learning and Organisational Development. The latter will ensure that the apprenticeship team is represented and provide a channel for papers to be submitted to by the apprenticeship manager.

Apprenticeships will be governed by the new Skills and Employment Board alongside the Head of Organisational Development (Angela) who has now been in post approximately thirteen months and the Strategic Director of Corporate Services, (Simon Riley).

The view of the apprenticeship lead is that support is growing but that a number of other actions need to be undertaken before the level of support is fully in place, this includes having the Board in place.

An apprenticeship strategy was developed in 2019 and approved by the Apprenticeship Board. However, the reflection from the apprenticeship lead is that it is a stand-alone strategy that doesn't link into what other departments need to do. This was realised along with needing a Skills and Employment Board that would join up apprenticeships with skills and employment initiatives.

There is also an associated action plan that links back to the apprenticeship strategy but actions contained within this plan have not been reviewed and refreshed since the Apprenticeship Board was disbanded whilst waiting for the Skills and Employment Board to be established as it wasn't anticipated that there would be a time gap.

The apprenticeship team consists of:

- apprenticeship manager – full-time;
- organisational development consultant who leads on the leadership apprenticeship – 2-3 days per week;
- apprenticeship liaison officer – full-time. Post holder retires in July and post is under review;
- administrator – 18.5 hours.

There are no dedicated staff to support schools. Support for schools is undertaken on a light-touch basis between the apprenticeship manager and the apprenticeship liaison officer.

There are no formal apprenticeship champions, but the council's view is that there are lots of advocates of which some were met by the LGA representative undertaking the MOT.

The council have developed an application process for levy transfers and have supported three employers. These are with a local care provider; a music business that teaches music therapy in schools to pupils with dementia and Derby Homes (ALMO). 12 opportunities have been supported.

Six months ago, an Employment, Education and Training Board was formed with a key focus to support care leavers. The apprenticeship manager outlined that the council have always provided support for care leavers but the new board brings together internal and external stakeholders to increase the number of opportunities that are available. The board has established a care leavers journey from traineeship to apprenticeship to employment. The apprenticeship manager is part of this board and the view of the team is that this is working really well.

When it comes to measuring Return on Investment (ROI), a new piece of work is currently being developed for the leadership programme. More broadly, there is no systematic measuring of apprentices' impact on the council's objectives and no ROI has been established to drive change and improvements. As a result of the MOT discussions this was recognised as one of the gaps to look at what steps can be taken to address this across the standards being undertaken.

### **Procurement and Provider Management**

The council use both the YPO and Crown Commercial Framework to procure apprenticeship training. If the standard isn't available on either of these the council will procure independently but this is very rare.

The frameworks charge a fee to the training provider for any business that is awarded, and this can on occasions impact on the council's ability to find the right provider.

The council doesn't work with other councils on procurement as they feel they don't have the capacity of time in the team to do this.

Feedback from apprentices and line managers does inform future procurement requirements. However, this isn't proactively sought.

The council use the performance management framework that is part of the YPO and CCS procurement process. Key performance indicators are in place as part of the contract. These

include student progress and student experience. The apprenticeship lead receives quarterly progress reports in advance of meeting with each of the training providers.

### **Workforce Development**

Communication of the council's approach to apprenticeships is through the council's weekly news bulletin and MiDerby which is the council's intranet site. The team ensure that they review and refresh the apprenticeship page of the intranet regularly and use this to promote to colleagues the availability of apprenticeship standards. When the team deliver workshops to raise awareness of apprenticeships, they also direct colleagues to the intranet page for further information. The team also encourage colleagues who have undertaken an apprenticeship to promote their experience to others within the council.

The council undertook a Business Needs analysis in 2018 but this didn't link into the data and didn't identify which apprenticeship standards could support training needs that were identified. The team agreed that undertaking a new analysis would be beneficial.

The team use the LGA's apprenticeships mapping tool and this has been put on MiDerby. The apprenticeship team have mapped an occasional job role to a standard but this has been on an ad hoc basis.

The council have developed career pathways for financial roles within the council and are currently working through this for adult social care. Career pathways development was also undertaken for Derby by the LGA (Welna Bowden) for street pride and refuse as part of the Apprenticeships Accelerator Programme.

An Apprenticeships First approach has not been adopted by the council, but it was discussed as part of the MOT and is something the team are keen to develop.

When it comes to engaging with trailblazers to develop new apprenticeship standards, Derby's apprenticeship manager is on the level 2 business administration trailblazer group. The team's view is that this standard is a high priority for the council's workforce.

The council are also involved in the trailblazer group for securing the approval to develop the Electoral Services Officer.

### **Planning, Delivery Structures and Processes**

The council outlined that they had achieved 1.9% of the target last year. However, they were only able to recruit 5 new starts when previous year this had been 50. This was due to the challenges that the council faced due to the Covid pandemic. The council do have a forecast plan and this forecast outlines that the target will continue to not be met.

As outlined under Leadership and Culture whilst the new Board is waiting to be implemented the action plan has not been continued to be reviewed as it needs to be refreshed in light of the changes. The apprenticeship manager and OD consultant's view is that there aren't enough resources in the team to deliver on the plan.

The impact of apprenticeships is not measured against the council's objectives. The only council objective relating to apprenticeships is: 'use apprenticeships most effectively'. The impact of apprenticeships isn't measured against this.

As outlined within Leadership and Culture Derby has made levy transfers. However, the apprenticeship manager's view is that this needs to be embedded within joint working with Economic Growth Team to increase opportunities to do this and maximise the 25% transfer allowance.

Best practice on apprenticeships is shared to an extent, but the team's view is that this isn't co-ordinated and that more could be done in this area.

The Skills Board and Employment will integrate the internally and externally facing apprenticeship activity. This is why the establishment of the Board is viewed by the apprenticeship team as a vital piece of work that needs progressing.

### **Engagement**

The council used to meet regularly with the ESFA Account Manager but the ESFA have recently withdrawn this service. The council's view is that it was valuable and would like this to be re-instated.

The team have engaged with a number of support programmes provided by the LGA. This includes both opportunities to be part of the Apprenticeship Action Groups which took place in 2019 and 2021.

The apprenticeship manager, Tania, was a member of the East Midlands Network until it was disbanded in 2017. Tania is the chair of the LEP Compact Group which has membership from the NHS, the Fire Service and training providers. The group meet five times a year.

The council has a strategic partnership with the University of Derby, who deliver approximately 42% of the council's starts. The largest number of starts are within the suite of leadership standards. As a result of the partnership the university provided mentorship training for managers of those undertaking chartered manager and senior leader standards.

There are approximately 50 maintained schools in Derby of which one is a senior school the rest are primary and junior schools. Prior to the pandemic the apprenticeship manager attended head teacher and governor meetings.

The team work closely with Derby College to enable the College to provide support to schools in Derby. The council haven't completed any Schools Apprenticeship Plans with schools in Derby.

## Maturity Model Ratings

Based on 83 councils self-assessing against the Apprenticeships Maturity Model in the last eighteen months, the median council in England has the following ratings:

Category	Rating
Leadership and Culture	Maturing
Procurement and Provider Management	Developing +
Workforce Development	Developing +
Planning, Delivery Structures and Processes	Developing +
Engagement	Maturing

As part of this MOT process Derby City Council self-assessed against the LGA's Apprenticeships Maturity Model and awarded itself the following ratings:

Category	Rating
Leadership and Culture	Developing
Procurement and Provider Management	Maturing
Workforce Development	Developing +
Planning, Delivery Structures and Processes	Developing +
Engagement	Maturing

Based on our own assessment of the council's performance against the Maturity Model, the LGA has given Derby City Council the following ratings:

Category	Rating
Leadership and Culture	Developing
Procurement and Provider Management	Maturing
Workforce Development	Developing +
Planning, Delivery Structures and Processes	Developing
Engagement	Maturing +

As can be seen from the above ratings, the LGA's assessment of DCC's performance against the Maturity Model is relatively similar to the council's own self-assessment, with slight differences in two areas (a slightly lower rating in Planning, Delivery Structures and Processes and a slightly higher rating in Engagement respectively).

The key takeaway from our headline assessment is that we believe DCC to be performing well against the Maturity Model and as can be seen through comparison with the first table, with the exception of Leadership and Culture and Planning, Delivery Structures and Processes, the council is in line with or ahead of the median council in the sector in three of the categories.

Our assessment of DCC's current position in each of the five strands of the Maturity Model is outlined below:

### Leadership and Culture

Both the LGA and the council themselves felt that 'Developing' was a fair assessment for their performance in this strand. Oversight of the apprenticeships programme has been reduced since the Apprenticeships Board was disbanded in October 2020 and the action plan that is

linked to the apprenticeship's strategy has not been reviewed. If Derby wants to improve its Maturity Model rating in this strand it is important that this is resolved.

As outlined already within this report the new Skills and Employment Board will include oversight of apprenticeships within its remit once it is established. The Head of Organisational Development, who is the senior responsible officer for apprenticeships and who the apprenticeship team report to, will be a member of the Skills and Employment Board. As this move has yet to be implemented, we can't award a rating higher than Developing in this strand. However, once the Board is up and running, Derby would move up to Developing + in this strand and make a big step forward towards Maturing.

We also feel it is important to highlight the risk to the continuation of the programme due to the employment status of apprenticeship team members. The apprenticeship manager is only seconded to the team until March 2022. The Liaison Officer and Administrator posts are permanent. This is why improving Delivery Structures is one of the LGAs Recommended Six to Fix. The LGA also agree with the view of the apprenticeship team that more resources are needed to develop and grow the council's apprenticeship programme.

The council should consider formalising apprenticeship advocates and establishing apprenticeship champions, to increase awareness of the programme further.

We were encouraged to hear about the council's plans that are addressing the support for care leavers being recruited as apprentices.

If the council wants to take further action to boost social mobility and progress further in this strand of the Maturity Model it could consider obtaining data on the number of BAME apprentices currently on programme, for example, and establish a target to increase this within the next 12 months.

The council should establish how to better monitor the impact apprenticeships have in delivering the council's wider priorities as well as consider adopting measures to monitor the return on investment of its apprenticeship programme over the next 1 to 2 years.

### Procurement and Provider Management

We agree with DCC's own assessment of their performance in this strand of 'Maturing' as the procurement approach is well established and is working in practice as is the management of training providers which includes agreeing KPIs and receiving quarterly reports in advance of review meetings.

However, due to capacity within the team they are not able to proactively seek feedback from managers and apprentices in respect to their experience of the training providers. The team do successfully resolve issues that are brought to their attention in respect to training providers and use this feedback when selecting provision in the future.

The limited capacity of the team means that they are unable to work with other councils to procure provision instead they access national frameworks that are already developed.

The council might want to consider developing a high-level visual report to enable each member of the team to see at a glance where the apprentices progress is going well and where conversations are needed to be held. This will support the team to engage with the apprentices and their managers' more proactively.

Currently, due to resource limits, the team don't issue a survey to managers or apprentices. As already mentioned, resources need to be reviewed if the council want to develop and expand the current provision. There is also a lot of work that is solely dependent on the

apprenticeship lead which puts the provision at high risk of being able to continue uninterrupted should they not continue in the role.

### Workforce Development

Again, we agree with the council's assessment of Developing+ in this strand. The 'plus' assessment is because the team are involved in two trailblazer groups and have a couple of good communication routes that they use to ensure colleagues across the council understand what apprenticeship standards are available as outlined earlier within this report. These are examples of 'Mature' activities.

However, there are some elements missing that prevent us from awarding a higher rating, including not having an Apprenticeships First approach to recruitment. This is outlined as one of the six to fix alongside the need to undertake a hotspot analysis.

A number of pieces of work could be undertaken would enable the council to progress within the maturity model but the team are held back from undertaking these due to the capacity to do this. This includes linking the council's skills gap and 'hotspot' data to identifying matching apprenticeship standards and proactively undertaking conversations with relevant managers within the council to introduce these.

The council would also benefit from tailoring the LGAs mapping that the team have uploaded onto their intranet to their own workforce.

Though the council do have some examples of where they have developed career pathways, the most mature being roles within finance, they don't recruit new starters into career pathways. This means they aren't making their opportunities as attractive as other companies within the city, for example, Rolls Royce Group and Toyota Motor Manufacturing and therefore will be limiting high calibre applications. In addition to this the council only pay the national apprenticeship wage. An ongoing issue is that until someone is recruited as an apprentice and working in the council the programme isn't highly regarded and until a manager has experienced the benefits of recruiting an apprentice the programme isn't viewed as a valued workforce solution. Instead, it is viewed as something good that the council does, but in times of limited budgets and limited staffing, apprenticeships need to be viewed as one of the great solutions to attracting high calibre future skilled workforce.

Apprenticeships will need to be repositioned across the council in order to establish a successful Apprenticeship First approach. Developing case studies and formalising apprenticeship champions will help this. It is important to note that the leadership programme is a highly regarded opportunity. This is however only for the existing workforce. If career pathways were developed that enable the applicant to progress to degree level (for example administrator through to chartered manager) and recruited into, it would enable the council to attract its future skilled workforce and position the council alongside the large commercial companies already mentioned. This is happening in pockets but isn't recruited into from the start.

### Planning, Delivery Structures and Processes

This is one strand where the LGA's view and the council's differs slightly as we awarded a rating of Developing here, slightly lower than the council's own rating of Developing +. This is because of the current 'on hold' position that there is in respect to the Board and the effect this is having on planning.

The council have successfully transferred some levy funding to other employers, a key element of this strand, however there are still areas for development to achieve 'Maturing' include developing an application process with the Economic Growth Team to maximise the

opportunities to transfer 25% of levy funding; develop a levy spend forecast over 3 years that is reviewed and updated annually based on analysis of workforce data and experience of delivering the programme.

The limited resource available to the team means that despite the fact they have a forecast for 2021-22 that identifies that they aren't able to meet the Public Sector target they don't have the capacity to be proactive and implement workforce solutions with managers within the council to rectify this. In addition, the pandemic meant that the team had their work reprioritised, one result has been a 90% reduction in new recruits into the council as apprentices in 2020 compared to 2019. All starts onto the council's apprenticeship programme have dropped by 55% compared to the previous year.

The apprenticeship team need sufficient resources to enable them to proactively co-ordinate the sharing of best practice across the council; implement and monitor their apprenticeship action plan; and measure the impact of apprenticeships against the council's objective to use apprenticeships most effectively.

These areas for development should ideally use the council's own data and be integrated into a proactive delivery plan.

### Engagement

This is a strand where DCC have made some good inroads, though some areas need more work to achieve a rating of Mature. Our rating of Maturing +, which is slightly higher than the council's self-assessment of 'Maturing', makes the council one of the higher achieving councils within this strand. Engagement is clearly a strength of the apprenticeship manager and she is very proactive in respect to this this includes, as outlined earlier in the report, chairing the LEP Compact Group which includes representation from all public organisations in Derby.

The apprenticeship manager had regular engagement with their ESFA Account Manager but there are now no regularly meetings scheduled and no recent contact. Unfortunately, the ESFA have recently informed a number of the council's that they no longer have a dedicated Account Manager and instead have a self-serve process. The LGA will be reviewing this element of the Maturity Model in light of the new and emerging arrangements and therefore are not viewing the council's current level of engagement with the ESFA in a negative light. The LGA also appreciate the view of the council that this was a valuable resource that the council would like to see re-instated and will be raising this with the ESFA on behalf of the local authorities.

The council have engaged really well with many of the support programmes from the LGA as outlined earlier in this report. An easy and useful step to take to maintain the council's current position or progress even further within this strand would be to access more of the LGA's resources, for an example use of the K Hub resources and utilising the support webinars (live and the bank of recordings), many of which are supportive of the recommendations in this report.

The council have established a partnership approach, whilst still abiding to procurement requirements, with both the local university and college. The latter of which engages with the team's support, with schools within the city.

One area for improvement is to complete apprenticeship plans with schools to enable a proactive approach rather than reactive. Capacity to engage with all schools is a challenge to the council, as it is for other councils. This is an area of this strand we would recommend the

council takes another look at and we have made a more detailed recommendation to that effect in the next section.

## **Six to Fix: LGA Recommendations for Targeted Action**

While the LGA's Apprenticeships Maturity Model provides a comprehensive guide to the steps the council should take to develop a high-quality apprenticeship programme, Derby City Council will be able to make significant progress towards meeting its goals by taking targeted action in several key areas. Our 'six to fix' outlines six key recommendations for targeted action which should help the council create more apprenticeship starts and grow their programme.

### **1. Develop a new apprenticeships action plan to cover key targets for the programme, 'needs-based' goals and a multi-year spending plan**

We are encouraged to hear that DCC has an apprenticeship plan, however as the apprenticeship lead shared this hasn't been reviewed or refreshed since October 2020, the result is there is no active plan in place. For DCC to progress to a 'mature' rating in several of the Maturity Model strands a multi-year plan based on priorities is needed. The LGA appreciates that work on the plan was put on hold whilst the new Skills and Employment Board was established, but this is a pressing priority that now needs to be implemented. Any update to DCC's plan needs to cover all the key aims of its programme, including:

- What the council is trying to achieve;
- Why the council is trying to do this;
- What actions will be taken to implement the plan;
- Who is responsible for taking forward those actions;

The plan should also address the council's approach to apprenticeship recruitment, workforce development needs, any steps it will take in working with training providers, what support is available in house, what resources are available, how it will be communicated and how it will be governed.

The plan should identify some 'needs-based' goals for the apprenticeship programme that are based on ensuring it delivers on some of the council's workforce needs as well as its wider priorities. These could include, but are not limited to, addressing skills shortage areas, redesigning service delivery, developing a younger and/or a more diverse workforce, delivering on the council's role as a corporate parent or developing the skills base of the wider community (primarily through levy transfer). As noted earlier in this report some of this work is already happening in respect to care leavers.

Identifying the areas, the council wants to prioritise and measuring the impact that its apprenticeships programme is having on these areas will also help with measuring the return on investment of the programme which is included within recommendation 1.

The final part of this process will be to develop a multi-year spending plan, ideally covering the next 3-5 years. This essentially involves developing a tool to track the council's levy spending profile and identifying areas and scope for future spending.

While this point has not been a high priority to date for the council if the council moves to a more proactive and longer-term approach to apprenticeship delivery you will need to ensure your budget can cover the plans and also be aware of what is left for more reactionary delivery which may still be needed. The spending plan will allow you to put your apprenticeships programme on a sustainable footing and more readily allow you to see what you might be able to transfer to other employers.

The template finance tool developed by Lancashire County Council may be helpful in creating this tool (see appendix 1 for details of how to download it). This will also help DCC consider

what data it wants to track and display, something which is not always available in the form that local authorities want from the existing functions on the Apprenticeship Service.

## **2. Implement new Oversight Board and define its responsibilities in order to secure buy-in and drive the programme forward**

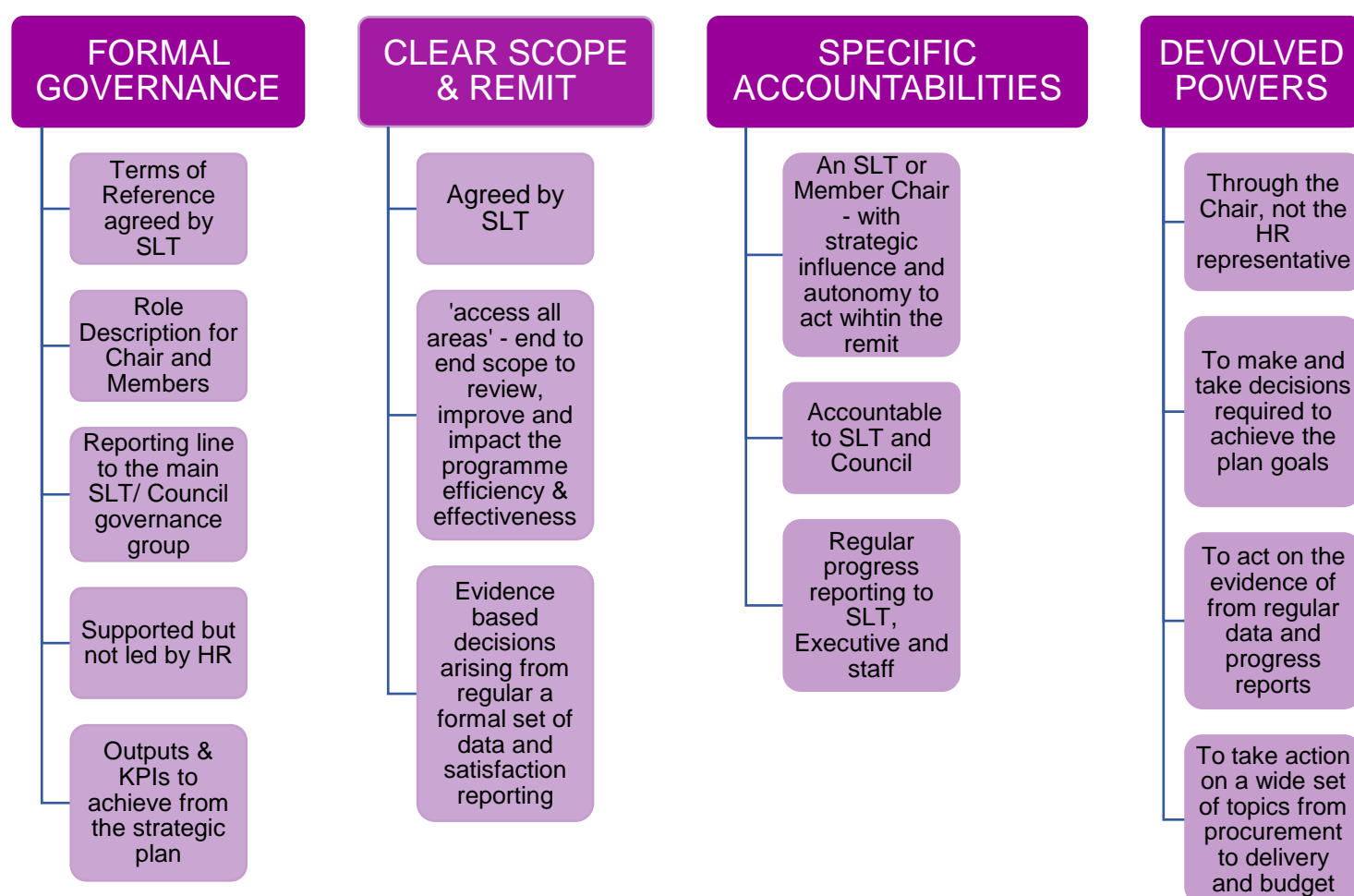
Having an oversight board for a council's apprenticeships programme is a key part of the Maturity Model and, in our view, when implemented effectively provides a strong level of support, oversight and direction for the apprenticeships programme. We were encouraged to hear that DCC is in the process of putting a new Skills and Employment Board in place that will provide this oversight after a gap of eight months without after the Apprenticeships Board was disbanded. We would encourage DCC to move forward with establishing this Board quickly to provide greater strategic direction to and buy-in for the council's apprenticeships programme.

It is worth commenting on the concerns that were raised by the team that the only current scrutiny tends to be very numbers based and the team would like to see a broader approach.

Clarity is needed in terms of what the new terms of reference for the Board will be and how members' responsibilities will be defined? We suggest it should include members undertaking proactive work to engage their area, understanding and feeding back workforce requirements, and potentially having a lead on a particular element of the apprenticeship plan. The Board should play a key role in securing buy-in across the organisation, providing clear oversight of the programme, demonstrating the importance of apprenticeships to the council and its leadership and providing the authority to underpin and drive the actions that will be needed to implement the plan.

Common characteristics of an effective group in a mature organisation are set out for reference in Diagram 1 below.

**Diagram 1: Common characteristics of effective Apprenticeship Delivery Board**



### 3. Improve Delivery Structures

The current structure of the apprenticeship team puts the programme's future at risk.

The apprenticeship manager's post is on secondment until 31 March 2022. The liaison officer and administrator posts are permanent. The liaison officer retires in July and the post is then being reviewed. The Organisational Development Consultant who has the responsibility for the leadership programmes has an undefined number of days to undertake this work per week and this therefore varies depending on other work load.

This position should be reviewed and, though we appreciate the team doesn't want the focus of the work to be on how much levy has been spent, consideration should be given to the cost effectiveness of resourcing a team that has the capacity to maximise levy spend.

As long as the team are under-resourced activities such as systematically capturing feedback from both apprentices and managers are unlikely to be undertaken. The benefits of being able to undertake surveys would include being able to identify future requirements that the team can develop ready to be undertaken.

There are currently no formal apprenticeship champions in place within service areas and DCC should consider introducing them to help improve engagement with managers, act as advocates for apprenticeships more generally and help further build a culture of positivity towards apprenticeships. In our experience, word of mouth often proves to be one of the most

effective ways of persuading people of the benefits of apprenticeships, especially if it comes from someone who both understands the needs of their service area and has experience either as an apprentice themselves or as a manager of an apprentice, now or in the recent past. The LGA were made aware that the team are due to issue a survey to capture the apprentices experience and amongst the questions is one asking for volunteers to be ambassadors.

#### **4. Increase engagement, with a focus on schools**

In our discussions, the apprenticeship manager outlined that they have an informal arrangement in place with Derby College to work with schools who are interested in undertaking apprenticeships as the council does not have enough resources to engage effectively with each of their schools on an individual basis. As already outlined within this report prior to the pandemic the apprenticeship manager attended head teacher and governor meetings to understand what the schools' requirements were and these were then referred onto the College to progress.

We have identified a number of other approaches local authorities have taken that DCC might want to consider taking to increase engagement with schools. These include:

- **Create a Schools Apprenticeships Engagement Plan** – developing an action plan to underpin their efforts on school's engagement on apprenticeships. This should include the broad aims of the programme, its scope, what the key deliverables are, any success factors or key risks, and key milestones for delivery. A template 'Schools Apprenticeship Action Plan on a Page' is contained within the Apprenticeships in Schools Toolkit.
- **Procuring a Main Provider for Schools** – As council resource is an issue, DCC could consider working with their schools to procure a dedicated main provider to deliver their apprenticeship training. The provider would need to be capable of delivery across the full range of school standards but could also be given the responsibility for 'selling' the offer to the council's schools and may also be persuaded to offer up some of its own staffing resource to the council to help manage the volume of starts. This has been an approach pursued successfully by both Bath and North East Somerset and North Somerset councils.
- **Schools Apprenticeships Delivery Board** – develop a board specifically to oversee school's engagement and use of apprenticeships. This is a model that has worked well elsewhere, in Hampshire and Walsall, particularly when school representatives have been invited to take part and given a greater stake in making sure the levy gets spent. Some common characteristics of an effective Apprenticeships Delivery Board are shown in Diagram 1 above that can be tailored for Schools' Delivery Boards.
- **Extending the adoption of a workforce development led approach across all schools** – by building on the Schools Apprenticeship Plans already produced with some schools and working with the remaining ones to produce a plan. This plan (see the toolkit for a template) helps a school to identify where its biggest 'demand areas' for apprenticeships might be. This not only helps the council plan more effectively for the training provision schools will need but it will also lead to a more sustainable pipeline of apprenticeship starts from those schools taking part. This is obviously a time consuming and resource intensive process as the council have already experienced and therefore the approach taken is to steadily expand as time and

## **5. Develop an Apprenticeship First approach for recruitment linked to a Workforce Development led approach**

The apprenticeship team were clear in our conversation that they would like the council to adopt an Apprenticeship First approach to recruitment but outlined a concern that they had that would need to be resolved alongside this approach. The concern was that the full funding for the post isn't lost if the post is converted to an apprenticeship vacancy. The team shared that due to the council paying new apprenticeship recruits the minimum apprenticeship wage they have a limited number of high calibre applicants. In addition to this there are no clear progression routes for apprentices that can be advertised at the recruitment stage. The team also shared that not all managers look at the profile of their team to consider workforce planning needs. Due to the council not having training budgets the council has by default got an Apprenticeship First approach for upskilling its workforce.

The LGA is keen to encourage councils to adopt an Apprenticeships First approach to recruitment. It is an important part of the workforce development strand of the maturity model.

There are two key aspects to an Apprenticeships First policy. First is adopting a policy where managers must consider whether a vacancy can be an apprenticeship before they go out to recruitment. Second is requiring that any manager looking to authorise staff training or development must consider whether it can be delivered via an apprenticeship before looking at alternative training methods.

Adopting these policies does not mean that every vacancy or every staff training course will be an apprenticeship – there may be many that are not suitable, whether that's because a qualification isn't at the right level, the right occupation is not available, or the learner's contract isn't long enough to complete an apprenticeship. Other options may be more appropriate. But the key reason to introduce Apprenticeships First is to ensure staff think about apprenticeships differently, that starts and levy spend are maximised and no potential opportunities are missed. This policy ensures that apprenticeships move from being a 'nice to have' in the recruitment process to the default option unless they are deemed to be inappropriate in individual circumstances. It also helps ensure that hard-to-fill vacancies are made more attractive from the outset with on and off the job training attached. Budget savings may also arise with training that might have been funded through other means now funded out of the levy.

As a first step, the apprenticeships team should analyse vacancies over the last twelve months and identify how many could have been an apprenticeship but were not advertised as such, and whether any of these vacancies went unfilled. This may help to highlight whether there have been significant missed opportunities or if there are areas where apprenticeships might help make the recruitment offer more attractive to prospective applicants.

The LGA has consistently advocated the benefits of a workforce-development-led approach to apprenticeships. Identifying your organisation's skills needs, gaps and hotspots are all key pieces of information any employer needs to ensure they are using apprenticeships in the most strategic and effective way possible.

A more strategic approach to workforce planning will need to be underpinned by accurate and recent workforce data analysis. The LGA recommends that an up-to-date analysis of workforce data is carried out to enable the council to understand the full range of apprenticeship opportunities there are within the council and ensure that apprenticeship starts can be closely aligned to the organisation's wider workforce development needs. There are also less obvious, but equally important elements of workforce data that can highlight other 'hotspots' within the council's workforce, such as retention difficulties, the need for succession

planning to deal with an impending wave of retirements, hard to fill vacancies or high agency costs. In many cases apprenticeships will offer a ready-made solution to these problems and the return on investment can be measured.

As there is limited capacity in the apprenticeship team it might be worth considering recruiting a data analyst apprentice to help provide some of this capacity and expertise as well as contributing to the council's own apprenticeship target.

There are LGA resources that the council can draw on to assist it in this work. There are a number of guides to help assist with the kind of data to collect and analyse as part of an effective workforce analysis. We have held several webinars on workforce development issues and identifying 'hotspots' (recordings can be viewed on the LGA website) and you can access other via the K:HUB [available here](#).

## **6. Develop Mentors**

During the MOT discussion the apprenticeship team shared that there was an inconsistent approach to mentors. If the apprentice was on a standard that is part of the leadership programme, then the apprentice has a trained mentor but one wasn't formally made available for apprentices undertaking other standards.

It is recommended that mentors are available for all apprentices, new recruits and existing staff members.

In our view, the council should:

- a. Develop a training programme for prospective mentors
- b. Establish a mentor list that apprentices can select a mentor from
- c. Maintain the mentor list to ensure that supply meets demand

One way of offering some degree of mentoring without having to find volunteers to go through a formal process of training is to encourage apprentices that have completed their first year, (or indeed completed their qualification completely), to volunteer to 'buddy-up' with a new apprentice. Buddy schemes tend to be informal and help ensure new starters have a friendly face and point of contact they can speak to who has been through a similar experience themselves.

The council may also want to consider how it can make use of its experienced managers to help support and advise first-time managers of apprentices. This does not necessarily have to be a full-blown mentoring scheme, but creating networks or matching up experienced managers with less experienced ones – at least in their first few months of managing an apprentice – may help create some useful sounding boards and help to spread best practice.

## What LGA support is available to help?

- **LGA's Apprenticeships Support Programme**

The LGA's apprenticeships support programme provides a range of practical support and advice for local authorities and their maintained schools on developing and enhancing their apprenticeship programme, including:

- Guidance and advice notes
- Sharing best practice from around the sector
- Webinars on key aspects of managing an apprenticeship programme
- Toolkits
- Action learning
- On-site support
- Regional and national events
- Support for developing new standards that are important to the sector

If you want to find out more about our support programmes, what's on offer and who to contact, visit our main apprenticeships page at:

<https://www.local.gov.uk/apprenticeship-support-programme>.

- **Apprenticeships Maturity Model and Tools**

The apprenticeships team should now be familiar with the Maturity Model due to its use in the MOT process, but more information about what it is and how it works, as well as a copy of the latest version is available at the link below. Councils should consider how they can use this tool to benchmark performance and guide their progress as they seek to develop their apprenticeship programmes further.

[www.local.gov.uk/apprenticeships-maturity-model](http://www.local.gov.uk/apprenticeships-maturity-model)

The LGA has developed a series of tools with our partners to help councils realise various elements of the Maturity Model. You can find all of the tools in a special folder on our apprenticeships KHUB group dedicated to LGA Guides, Templates and Tools. You can access this folder [here](#) (must be a member of and logged into our KHUB group for this to work). The tools are sorted into sub-folders based on the strand of the Maturity Model they are related to. An excel spreadsheet outlining which tools are in which sub-folders is [available here](#) to help you navigate your way through what's available.

- **Apprenticeships Mapping Tool**

The LGA's Apprenticeships Mapping Tool maps apprenticeship standards across to local authority job roles. Regularly updated, the tool is the quickest way to identify what apprenticeship standard or framework will be the best fit for a person in a particular job role and can help with the development of career pathways and as a resource to cross-reference in an Apprenticeships First approach. You can download the tool from the LGA's Apprenticeships KHUB Group [here](#) (must be logged in to use the link). Monthly newsletters are also produced that advise you on the most recent updates to the Mapping Tool and provide news and other key updates on standards. You can find the latest newsletters [here](#).

- **Schools Resources**

The LGA has developed a toolkit for Apprenticeships in Schools, which was launched in December 2019 and revised with new guides added in July 2021. This toolkit has been developed in association with Spark & Associates, using the knowledge and experiences of schools and local authorities across England. The toolkit is intended to provide a simple guide and set of templates to enable schools to start or expand their apprenticeship programme for their workforce, with support from their local authority.

The toolkit comprises our main guide and a series of stand-alone templates, handouts and leaflets for Head Teachers, school staff and Local Authorities to use and adapt for the particular circumstances at each Local Authority and school. Each tool has been developed from successful practice in councils working with schools and can be downloaded and customised.

The Schools toolkit can be accessed [here](#).

**Existing Updated Guides:**

1. Successful practice checklist for schools
2. About Apprenticeships in Schools Leaflet
3. Myth-busting Posters/Templates
4. School Apprenticeship Plan Template
5. Training Provider Selection Checklist Template
6. School Apprenticeship Survey Template
7. LA Schools Apprenticeship 'Action Plan on a Page' Template
8. A to Z of Apprenticeships for Schools

**New Guides:**

1. Workforce Planning in Schools - A guide to using apprenticeship to recruit, retain and retrain staff in your schools
2. Apprenticeship Funding and Accessing the Levy - A guide for schools
3. Apprenticeships and Your School Staff – A guide for Governors
4. Apprenticeships and Your Career – A guide for school staff
5. Using the A to Z of Apprenticeship for Schools and Roles and Career Pathways – A guide for schools
6. Using Off the Job Training in Apprenticeships to Add Value to Your School - A guide for schools
7. Apprenticeship Roles and Career Pathways - Teaching Assistant
8. Apprenticeship Roles and Career Pathways - Teacher
9. Apprenticeship Roles and Career Pathways - Catering
10. Apprenticeship Roles and Career Pathways – Caretaking and Maintenance
11. Apprenticeship Roles and Career Pathways - Back Office and Support
12. Apprenticeship Roles and Career Pathways - Digital and ICT

The recording of the Apprenticeships in Schools and the Schools Toolkit webinar can be listened to [here](#).

- **Lancashire County Council's Financial Mapping tool**

Developed by Lancashire County Council, this financial mapping tool allows councils to keep full track of their apprenticeship programme, from starts numbers to available levy funds and transfers to forecasting future spend, the tool has proved popular since being released to the sector. It is available for download from the LGA's Apprenticeships KHUB Group [here](#) (must be logged in to use the link).

- **Guide to Measuring Return on Investment of Apprenticeship Programmes**

The LGA launched a guide to measuring the return on investment of apprenticeship programmes during National Apprenticeships Week 2020. The guide sets out the principles of ROI, what makes for a good apprenticeship programme, how to measure ROI and what areas you may wish to prioritise. You can download the guide from the KHUB [here](#) and you can watch the recording of the accompanying webinar [here](#).

- **Wider support programme - webinars**

The LGA also runs a webinar programme on apprenticeships for the local government sector. We've covered a wide range of issues from public sector target reporting and managing 20% Off the Job training to workforce development and making the case for apprenticeships to managers. We are regularly joined by guests from local authorities and government to provide policy updates, best practice and case studies. Each webinar is recorded so you can watch it back later. You can find all of the recordings for every webinar we have held from 2018 to 2020 on the LGA website here: <https://www.local.gov.uk/key-aspects-managing-apprenticeship-programme>

We are in the process of uploading the recordings of all of our webinars in 2020/21 to our website, but in the meantime, if you want to watch any back, you can find the slides for all our webinars here in the KHUB (must be logged in for this link to work) and you can watch the webinars back here:

- **LGA 2020 Apprenticeships in Local Government Survey Results** (with Jamie Saddler, LGA Apprenticeships Adviser) – [Listen again here](#)
- **Becoming an Employer-Provider** (with Rebecca Rhodes, Director, Spark Consulting; and a case study from Northamptonshire County Council) – [Listen again here](#)
- **Replacing Business Administration Level 2** (with Jamie Saddler, LGA Apprenticeships Adviser; Lucy Hunte, Health Education England; and case studies from Somerset, Liverpool and Shropshire Councils) – [Listen again here](#)
- **Looking towards COVID-19 Recovery Q&A** (with ESFA Account Managers) – [Listen again here](#)
- **Influencing Apprenticeship Take up and Preparing a Persuasive Case** (with Rebecca Rhodes, Director, Spark Consulting; and case studies from Coventry City Council, Suffolk County Council and the London Borough of Bexley) - [Listen again here](#)
- **Identifying and Securing Quality Delivery in Provision & Providers** (with Rebecca Rhodes, Director, Spark Consulting; and case studies from Dudley MBC and Shropshire Council) - [Listen again here](#)
- **Maintaining Momentum During Covid** (with Rebecca Rhodes, Director, Spark Consulting; Richard Daulton, Account Manager ESFA; and case studies from Somerset, Wiltshire and Kirklees Councils) - [Listen again here](#)
- **Budget Day Apprenticeships Update** (with Jamie Saddler, LGA Apprenticeships Adviser and ESFA Account Managers) – [Listen again here](#)
- **Reaching Local People - Supporting the Hard to Reach** (with Rebecca Rhodes, Director, Spark Consulting; and case studies from North Tyneside, Somerset and Wiltshire Councils) – [Listen again here](#)

- **Reaching Local Employers - Successful Apprenticeship Impact Using Levy Transfers** *(with Jamie Saddler, LGA Apprenticeships Adviser; John Myers, Head of Apprenticeship Funding Policy, ESFA; and case studies from Hampshire and Shropshire Councils)* – [Listen again here](#)
- **Rebuilding the Workforce Plan** *(with Rebecca Rhodes, Director, Spark Consulting; Jamie Saddler, LGA Apprenticeships Adviser; Nigel Carruthers, Senior Adviser, LGA; and a case study from Bristol City Council)* – [Listen again here](#)