

Strategic plan

2018-2023

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An introduction from the Chair of the Institute for Apprenticeships Board, Antony Jenkins



Quality apprenticeships can change lives. When delivered to meet the needs of both the employer and the apprentice they offer the prospect of a ladder of opportunity to people of all ages, a tangible boost to individual businesses

and, as a cohesive programme, the chance to make a profound difference to the economy and productivity of this country.

Successive governments have understood the potential power of a quality apprenticeship programme. Whilst well-intended, many initiatives have struggled to address (or indeed contributed to) the establishment of a landscape characterised by the delivery of low-quality, low-level apprenticeships, misaligned from the skills needed in the wider economy.

Established in April 2017 as an independent public body, our Institute is completely focused on addressing these challenges. We are, and will continue to be, wholly led by employers; they develop and approve all apprenticeship standards with our operational support. Alongside this employer-driven ethos, we strive for quality in both our own operations and our influence on the wider apprenticeship and technical education landscape. Quality is at the core of everything we do.

Our first year has been dominated by the need to quickly develop and embed the processes and capability to deliver our core functions – primarily

supporting the development, approval and publication of apprenticeship standards and assessment plans, and advising government on the appropriate funding bands for those standards.

Now these core functions are in place, the time is right for the Institute to explain our thoughts for how we both continue to improve the quality of our own operations, as well as make a real and lasting impact on the wider skills agenda.

Our services will remain focused on improving the quality of apprenticeships and technical education, and will continue to be driven by employer need. We will, however, become faster and more digital in the way we interact. We will agree with the Department for Education a workable transition of responsibility for technical education and develop a cohesive and accessible map for individuals and employers. We will continue to develop the offer we give to those we collaborate with – ensuring that relationships are mutually beneficial. We will also look to develop our standing in the landscape; seen as an expert domain on apprenticeship and technical education knowledge and understanding.

This publication provides some broad context to the challenges the Institute faces in improving quality across apprenticeships and technical education, sets out our strategic priorities over the next five years and explains more about our organisation and the way we work. It is published alongside a business plan for 2018/19, which provides greater detail about the objectives and activities for the Institute in the operational year.

Mission Statement

To improve access to high-quality apprenticeships and technical education, in order to transform the skills landscape.

Vision

The Institute is widely recognised and respected for our progress in securing consistently high-quality apprenticeships and positive experiences for employers and learners in England.

Values

The Institute strives to deliver a quality service. The Board have agreed on four values which underpin our organisation's culture. These four values are:

EXCELLENCE/QUALITY

Delivering high quality products for all our customers and inspiring others to do the same.

PROFESSIONAL

Acting fairly, honestly and transparently in order to be trusted and consistent in everything we do.

INDEPENDENT

Making sound decisions based upon strong evidence-based expertise.

COLLABORATIVE & INCLUSIVE

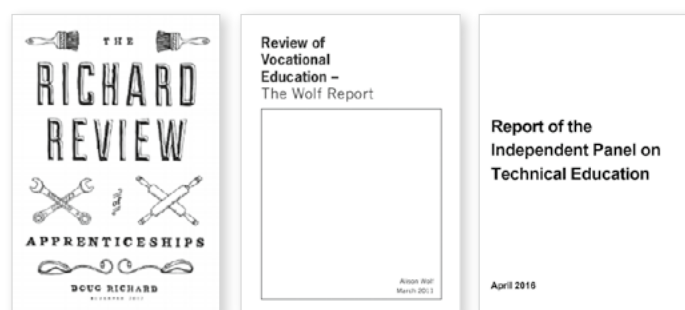
Recognising and valuing the input of others and encouraging strong partnerships through effective communication.



Drivers for change

Prior to 2017, there was a drive from government and employers to reform the apprenticeship system.

Various reports, including the **Richard Review of Apprenticeships** in 2012, highlighted our work-based training was behind some of our European neighbours, and **employers** were increasingly unable to find and develop people with the skills they needed.



Although the country was seeing around half a million apprenticeship starts a year, **only just over half completed** them and there was an imbalance towards level 2 apprenticeships.



Some apprentices didn't receive any off-the-job training, and in some cases apprentices weren't aware they were even on an apprenticeship.



While early efforts to address the issues were well-intended, **employers continued to complain of severe skills shortages**, particularly at levels 3, 4 and 5.



In response to these challenges employers were asked to write standards, the Institute was established and the Apprenticeship Levy was set up – placing control back into the hands of employers and enabling the development of new, quality apprenticeship standards.

The Response: Increased investment and employer control

We do not just want to see more apprenticeships; we want **better quality apprenticeships** in **more sectors**, covering **more roles**; to persuade **more employers** to offer apprenticeships and enjoy the benefits.

By 2019/20 annual investment in apprenticeships in England will be **£2.45bn** – double what was spent in 2010-11.



The levy **reverses the trend of underinvestment in training** by developing a funding model that incentivises businesses to invest in quality training for their apprentices.



For **non-levy paying employers**, the **Government will co-invest by paying 90 per cent** of the cost of training and assessment.



The apprenticeship reforms that were introduced in April and May 2017 have had a positive impact. There has been a decisive shift from apprenticeship frameworks to apprenticeship standards, and the mix of apprenticeships being undertaken today better reflects the skills needs of the economy. Between August 2017 and March 2018, the number of starts on apprenticeship standards was 105,000. This is 1000% higher than the number of starts on apprenticeship standards for the period August 2016 to March 2017 when there were only 10,000 starts on apprenticeship standards.

by the end of June 2018,
over 250 trailblazer groups
are on course to have
developed over

300

apprenticeship standards that
are approved for delivery

There are currently over

500

apprenticeship standards
in place or in development

Over
2500

businesses in over 100
sectors have so far been
involved in developing
apprenticeship standards

80%

of apprenticeship
standards approved or
in-development are at
level 3 or above

92% of learners say that their
apprenticeship has improved
their career prospects, while

97%

say that their ability to
do their job has improved

85%

of apprentices have a
sustained positive destination,
into employment or further
learning.

How will the Institute for Apprenticeships continue to make a positive impact on the design and delivery of quality apprenticeships and T levels?

Applying our values, our strategic principles are:

Efficient, quality solutions

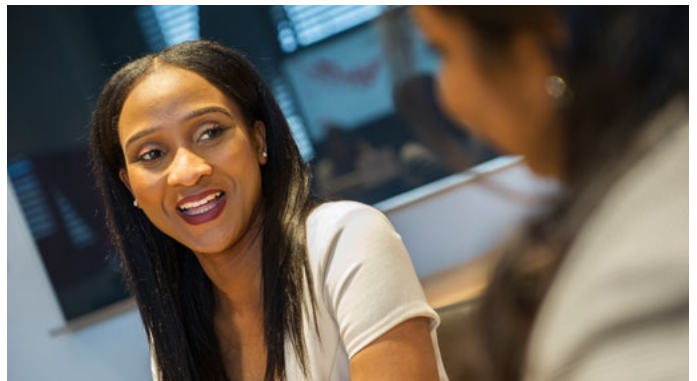
Run efficient and effective systems, which deliver quality decisions and solutions for employers through the approval of standards and assessment plans, ensuring that new apprenticeship standards are published, accessible and reviewed in a timely fashion.

Collaborative relationships

Enhance relationships and embed better understanding - boost engagement and collaborative working through our work with route panel members, trailblazers and our engagement with stakeholders, enabling them to be ambassadors for high quality apprenticeships.

Building credibility and transforming the landscape

Build authority and grow our reputation – by making a lasting and sustained impact through the evidence we provide, the support we give and the thoughts and ideas we generate.



The following section provides an illustration of what the Institute sees as its aspirations and measures of success over the next five years. It should be considered in parallel with the Institute's Business Plan for 2018/19, which provides the Institute's specific objectives and activities for the next financial year, linked to these high-level principles.

1. Efficient, quality solutions

Run efficient and effective systems, which deliver quality decisions and solutions for employers

We have established streamlined systems for the approval of standards and assessment plans and making recommendations on funding bands. We will use feedback, analysis and intelligence to influence the continual review and development of our approach. This will enable us to evolve our priorities and focus, while continuing to deliver flexible solutions that promote quality in apprenticeships and technical education.

Efficient, quality solutions – our aspirations

Over the next five years, the Institute will be recognised as an operationally efficient organisation, who consistently delivers high-quality apprenticeships and T levels that employers want, to help transform the country's skills landscape.

The Institute will have:

- supported the development, approval and publication of apprenticeship standards, to the extent that the country has a broad and relevant inventory of high-quality standards. This inventory will be periodically reviewed to ensure it continues to meet employer needs, has a good coverage of occupations and supports the government's skills reform agenda;
- firmly embedded an effective digital system for all interactions between the Institute and those wishing to access its services;
- an approach to funding band advice which is valued and trusted by all those involved in the apprenticeship programme and provides accurate and timely advice to the DfE;
- a well established external quality assurance delivery solution, providing excellent feedback and continually improving end-point assessment across apprenticeships;
- successfully implemented all aspects of technical education delivery for which the Institute has responsibility and
- fully embedded a culture of continuous improvement into the organisation to ensure that it remains a 'learning organisation' able to quickly adapt its approach to address changes in the economy, feedback from stakeholders and utilise technological advances.



2. Collaborative relationships

Enhance relationships and embed better understanding - boost engagement and collaborative working

In establishing an employer-led structure, recruiting route panels, peer reviewers and engaging with stakeholder groups, the Institute has established a great number of relationships with those with an active interest in quality apprenticeships. The challenge remains to ensure that the mutual benefit of those relationships is clearly defined and organisations and individuals always feel they are working together with the Institute.

Collaborative relationships – our aspirations

Over the next five years, the Institute will develop the relationships it has with the broad range of organisations who are actively engaged in the design and approval of apprenticeship standards and T levels. Those who have collaborative relationships with the Institute will clearly understand what the Institute can do to help and support them and the services or advice the Institute requires in return. In addition, these collaborative relationships will have generated a body of quality advocates; who support the Institute to define the view of apprenticeships and technical education. These relationships will:

- be mutually beneficial. Groups and individuals will be clear what the Institute provides and what the Institute expects in supporting the development and promotion of quality apprenticeships and technical education;
- ensure the Institute retains its fundamental 'employer-led' approach, but also provides representation and a voice for a broad range of other interested and engaged stakeholders, and partner organisations;

- recognise and celebrate the work trailblazer groups undertake in partnership with the Institute to develop new apprenticeship standards;
- support the Institute and its Board, by providing a compelling voice to promote the power of high-quality apprenticeships and technical education addressing skills gaps in the economy; and
- feed directly into the development of, not only the Institute's corporate narrative, publications and events, but also the Board and development of the Institute's future strategy.



3. Building credibility and transforming the landscape

Build our authority and grow our reputation – by making a lasting and sustained impact

The Institute has quickly built a good understanding of both the challenges faced and huge potential of the apprenticeship programme. Using this experience and knowledge, we need to work with our partners to continue improving the quality of the programme, celebrate its achievements, build understanding and improve access to quality apprenticeships and technical education.

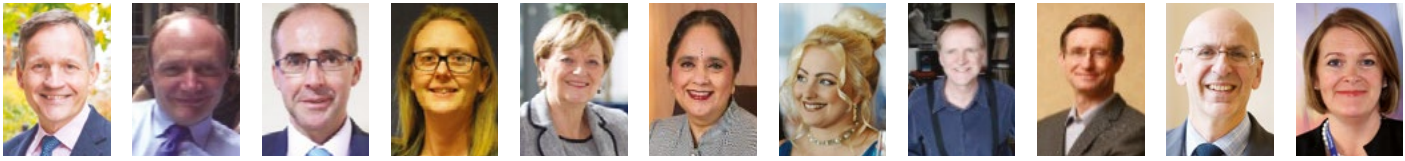
Building credibility and transforming the landscape – our aspirations

Over the next five years the Institute will use its unique perspective to develop its authority and reputation as an expert and trusted source for information. Its core operations, employer-led approach and focus on quality will have a real and sustained impact on developing the skills landscape. Specifically it will have:

- maintained an effective and robust evidence-based narrative about the apprenticeship landscape and have consistently applied a data-driven approach to support our own and wider government objectives;
- developed a reputation for providing honest, evidenced and high-quality leadership when developing opinion on apprenticeships and technical education;
- established a reputation for being responsive, insightful and accurate through the advice and input it makes to the development of the apprenticeship and technical education policy;

- worked with its Quality Alliance to ensure that the concept of quality, defined in the Quality Statement, is fully understood and embedded into both the development and delivery of quality apprenticeships and technical education.





The role of the Institute for Apprenticeships' Board

The Institute's Board has a responsibility to ensure that the Institute complies with its statutory responsibilities, relevant legislation and government accounting rules in relation to its use of public funds. The Board has collective responsibility for:

- establishing the strategic direction of the Institute, in line with the annual strategic guidance issued to the Institute by the DfE (Department for Education). Also, ensuring it discharges its statutory duties as set out in the Enterprise Act and within the available resources framework;
- determining the steps necessary to deal with any developments which are likely to affect the Institute's ability to discharge its statutory functions, and keeping the Minister of State for Apprenticeships and Skills informed if any such developments arise;
- ensuring that any statutory or administrative requirements for the use of public funds are complied with;
- ensuring that the Institute operates within the limits of its statutory authority and any delegated authority agreed with the DfE, and in accordance with any other conditions relating to the use of public funds and that, in reaching decisions, the Board acts in accordance with Managing Public Money and any subsequent guidance issued by central government;
- ensuring that it receives regular financial information concerning the management of the Institute, is informed in a timely manner about any concerns about the activities of the Institute and provides positive assurance to the DfE that appropriate action has been taken on such concerns; and
- demonstrating high standards of corporate governance at all times, including using the independent audit committee to help it address key financial and other risks.

The Board consists of the Chair, the Chief Executive and up to ten other members appointed by the Secretary of State for Education.

Details of all Institute for Apprenticeship Board members, including full biographies, can be found on the Institute for Apprenticeships' website: <https://www.instituteforapprenticeships.org>

Supporting the Institute

The Institute is supported by a number of different groups, panels and committees who develop, agree and review apprenticeship standards, assessment plans and funding band recommendations. These tiers are all supported by Institute staff which enables them to undertake their part of the process in an informed and structured manner, to deliver efficient, quality solutions.



These structures also provide advice and support to the Institute and its Board through:

- helping develop the Institute's view and understanding of the skills landscape, by providing feedback on their first-hand experience of what is working well and what the issues are when delivering or being involved in quality apprenticeships and technical education;
- providing effective oversight, scrutiny and recommendations on the Institute's governance and structure; and
- using their influence to promote the potential of quality apprenticeships and technical education as a ladder of opportunity and a route to addressing skills gaps.

Supporting the Institute

Employers	Remit/Purpose
Employer trailblazers	<p>Employer trailblazer groups develop new apprenticeship standards. They are made up of employers recognised by the Institute and reflective of those who employ people in the occupation, including small employers.</p> <p>Trailblazer groups also have a role in the subsequent reviews of their apprenticeship standards, checking if they are still required and fit-for-purpose. It is also expected that trailblazer employers will employ apprentices in the occupation once developed and market the apprenticeship standard actively once it is approved for delivery.</p>
Panels	Remit/Purpose
Route Panels	<p>Route panels are industry-led groups, who use their experience and knowledge to make recommendations regarding the apprenticeship standards and assessment plans developed by trailblazer groups, and to advise on the appropriate funding bands for those standards. The members have a broad knowledge of occupations in their area of expertise.</p> <p>The recommendations of the route panels are then considered by the Approval & Funding Committee (further details below).</p> <p>The role of the route panels will develop and broaden over time to reflect the Institute's wider Technical Education remit.</p> <p>Further details on the 15 route panels, their members and Chairs can be found on the Institute's website: https://www.instituteforapprenticeships.org/</p>
The Quality Alliance	This group brings together the various bodies, whose roles together ensure the quality of apprenticeships. The Quality Alliance's role is to monitor quality across the sector and build effective coordination to improve quality where appropriate.
Apprentice Panel	This panel provides an apprentice perspective for the Board and helps ensure that apprentice views are considered and represented within the Institute's policy making process.
Stakeholder Reference Panel	This panel helps the Board access a broad range of views and expertise about the impact of the Institute's work on apprenticeship quality and take-up, through the involvement of a wide group of sector representatives. Its focus is on dialogue and engagement, as well as providing insight to the Board.
Committees	Remit/Purpose
Approval & Funding Committee	To act on behalf of the Board to make final decisions on the approving apprenticeships standards, assessment plans and making final decisions on behalf of the Institute on funding band recommendations, which will be put to DfE.
Quality Assurance Committee	To act on behalf of the Board, to ensure that standards and assessment plans remain fit for purpose and that end point assessments are being operated effectively. The Committee also monitors and ensures that there is consistency across external quality assurance (EQA) options.
Audit and Risk Assurance Committee	To support the Board in its responsibilities in terms of control, governance and risk management.
Remuneration Committee	To establish and conduct a formal and transparent process for the remuneration packages for the Institute's Chair and CEO, Committee members, Route Panel chairs and members, as well as any other external members.

Institute Business Plan

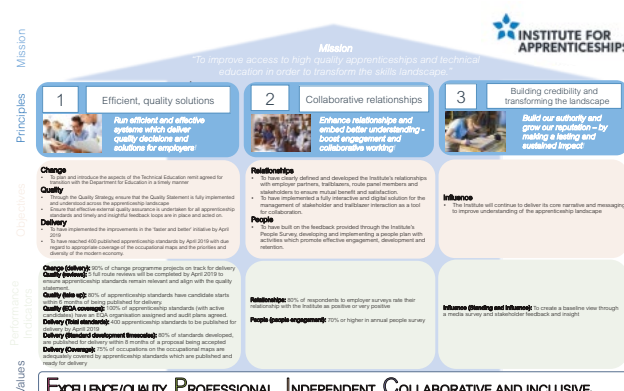
Alongside the publication of this Strategic Plan is the release of the Institute's Business Plan for the next operational year. It is intended that this will be an annually published edition, setting out what the Institute aims to achieve in the next twelve months, against its three strategic principles.

Achievement against the Business Plan will be included in the Institute's Annual Report and Accounts in 2019.



Explaining the 'how'

A key aspect of the annual Business Plan will be details on how the Institute has organised its objectives and performance monitoring approach, to directly link to the delivery of its core mission. It will also feature details on the ways the Institute plans to operate over the coming year.



Objectives and measures

The Business Plan will also provide a clear and structured guide to the Institute's key objectives and high-level activities for the operational year.

Details of the performance measures the Institute Board will use to monitor operational progress are also described.

Principle 1 efficient, quality solutions

Apprenticeships & T level quality

Ref	Objective Description
QU01	Through the Quality Strategy, ensure that the Quality Statement is fully implemented and understood across the apprenticeship landscape
QU02	Ensure that effective external quality assurance is undertaken for all apprenticeship standards and timely and insightful feedback loops are in place and acted on.
QU03	Ensure a quality assurance framework is agreed for T levels

By March 2019 we will have:

Worked with the Quality Alliance to fully develop and publish the quality strategy to embed the quality statement across the apprenticeship and technical education landscape

Developed the approach to data and information sharing across Quality Alliance members to ensure that insight and understanding is appropriately shared to increase knowledge and improve quality

Ensured EQA delivery is consistent across all approved providers, that their process fits within the IFA's framework, they have the organisational capacity and capability to fulfil this role and have no substantive conflicts of interest

Ensured a high quality, efficient and effective EQA service is available to those who have selected the IFA option

To learn from the EQA process and the quality assurance approach used for apprenticeship assessment plans and design an effective process for the assurance of T level qualifications to deliver robust, high quality qualifications for employers, learners and the economy

Performance measures

	Apprenticeship & T level quality
Reviews	By April 2019, an initial pilot will be completed, approach agreed and full timeline developed.
Take-up	80% of apprenticeship standards have candidate starts within 6 months of being published for delivery.
EQA coverage	100% of standards (with active apprentices) have an EQA organisation assigned and implementation plans agreed.

Institute Objectives 2018/19

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The Institute's Business Plan for 2018/19 is available as a standalone document on the Institute's website: <https://www.instituteforapprenticeships.org> alongside this plan.

Figures and statistics used in this publication were correct as of 1 June 2018.

