THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■

Staff Apprenticeships Policy

Introduction

As an employer, the School is committed to the development of its staff and to the recruitment of a diverse range of talented employees who can make a valuable contribution to the School.

The School recognises that apprenticeships offer a unique opportunity to develop new and existing staff, into current and future roles, with nationally recognised qualifications up to and above degree level.

This policy, the School's Apprenticeship Management Toolkit, and the government's apprenticeship funding rules (whilst being liable to change), give guidance and support for staff and managers to use when considering the use of apprenticeships.

Scope of Policy

The School views an **apprenticeship** as a real job with an industry recognised and Education and Skills Funding Agency (ESFA) approved structured study programme. Apprenticeships may be a framework or standard, with an end point assessment where applicable.

The School views an **apprentice** as any LSE employee who is using levy funds to complete an apprenticeship, and who has an employment contract and in a role that gives them suitable opportunity to develop and put into practice, new behaviours, knowledge and skills.

As such, an apprentice is first and foremost a School employee who is undertaking a structured development programme, and all other School employment policies therefore apply.

Policy Aims

This policy outlines the School's overall commitment to supporting apprenticeships for the development of its staff and the betterment of its workforce.

Whilst the School recognises that in future it may consider offering to deliver apprenticeship training to employees of other organisations, this is not within the scope of the policy.

Policy Principles

Equity, Diversity and Inclusion

The School is committed to equality of respect and opportunity, and recognises that apprenticeships can provide development and/or access to employment to those who may not have the opportunity to gain qualifications via traditional study routes.

The School is also committed to proactively using apprenticeships to support the career development of staff groups currently under-represented in higher salary banded roles.

Providing Opportunity

For an individual, apprenticeships are in effect, fee free study. The School needs to ensure this opportunity is offered out fairly, whilst balancing operational requirements, and ensuring compliance with funding rules.

Apprenticeships will always need to be relevant to the workplace, either to the employee's current post, or to their future career plan.

The eligibility of both the employee and post is defined by the funding rules. To ensure accessibility to apprenticeships, where possible and operationally viable the School will consider variations of tasks to ensure employees have the opportunity to gain new knowledge, skills and behaviours, and put learning into practice.

If more than one employee is interested in an apprenticeship opportunity, a selection process may be used. This can mirror LSE recruitment processes, but will also allow for nomination by managers; successful apprenticeships require support and involvement from the employee's line manager.

The School will also consider where its apprenticeship levy may be able to be transferred to another employer. This does not necessarily need to be an employer in the School's supply chain, but the arrangement should be one that contributes to the betterment of society.

Support to Succeed

While an employee is on an apprenticeship, at least 20% of their working time needs to be spent on apprenticeship-related activities. Apprenticeship training can be delivered in a variety of ways, including face to face meetings on and off site, classroom workshops, e-learning, and self-guided study. While they are developing and evidencing additional knowledge, skills and behaviours, employees may need additional support in managing themselves, their workload, and their time.

Any issues should be raised early to ensure suitable support is sourced and put into place.

Before the apprenticeship and throughout it, the School will work with employees, managers and with training providers to ensure all course delivery is suitable for the employee and the role.

Managers and employees on an apprenticeship should meet regularly to discuss all aspects of the apprenticeship, including success rates, self-management, and time / workload management.

Employees are encouraged to communicate with their manager – and where necessary, their training provider – to raise any concerns.

Fairness of Reward and Remuneration

Government apprenticeship funding rules outline expectations for employees and employers in regards to remuneration for apprentices. However, the 'apprenticeship wage' is far lower than School salary scales and the School is committed to paying the London Living Wage, including for those undertaking apprenticeships.

In most cases, employees will be undertaking apprenticeships to enhance their skills whilst continuing to deliver the full requirements of their roles; in these circumstances the normal salary band for the role will apply.

In cases where an employee undertaking an apprenticeship is not yet able to deliver the full requirements of a role until they have completed their apprenticeship, in part or in full, the School may consider varying their salary until they are appropriately equipped to deliver the role. This would be subject to the following conditions:

- This would be a temporary arrangement while the employee is doing their apprenticeship and they are gaining the skills they need in order to do their current job.
- All salary payments will be within School salary scales – at no point would an employee be paid less than Step 1.0 of Salary Band 1.
- The employee will be paid one increment below the bottom of the normal Salary Band for every year that their apprenticeship is expected to last – e.g. a two year apprenticeship will lead to a starting salary two increments below the normal entry point.
- Automatic increments will apply in the normal way.
- Managers can accelerate increments in the contribution round should the employee master the skills required for the role quicker than anticipated.

Managers will have the discretion to use the saving made during this period to resource the aspects of the role not undertaken by the employee and/or to recognise the contribution of other team members whose workload is impacted by this arrangement, e.g. via a responsibility allowance. These arrangements will allow the School to balance and reflect the contributions of both the employee who is receiving the apprenticeship investment and development related activities, and of their peers who are currently delivering the role requirements in full.

Workforce Development

Apprenticeships add to the range of development and progression opportunities currently available to School staff, supporting staff engagement activities, retaining expertise within the School and enabling the School to maintain its competitive edge as an employer.

They allow formal qualifications to be more accessible to a wider range of people, giving current and new staff an opportunity to develop new skills. They can be used to bridge skills gaps in hard to fill roles, or to support delivery of strategic business plans. They support better talent management, efficient workforce development and succession planning, and therefore, reduction of recruitment costs.

The School will proactively identify apprenticeship opportunities, considering and utilising apprenticeships in wider staff management processes, including change management, recruitment and selection, workforce development, and succession planning. The School will also consider where current development programmes could run alongside, or be transformed into apprenticeships.

Managers will be encouraged to consider using apprenticeships for staff mobility – to fill vacant posts, to support secondments and project work, and to cover periods of extended leave.

Staff and managers are invited to consider apprenticeships throughout the performance appraisal process, and through individual, role or department training needs analysis.
Mutual Commitment to Quality

The School contributes to the apprenticeship levy, and therefore includes levy funds in the resources it has available for the development of its staff.

This will be reflected in the way the School will work with staff and managers to select excellent training providers that offer quality programmes, delivered in a way that suits the employee, the manager, the content and the role.

The School also expects staff and managers to take all steps to make the most of the opportunity; engaging with providers and being clear about the expectations of each party, completing all required work and paperwork, regularly communicating and meeting to ensure positive outcomes and mutual satisfaction, and exploring ways to add additional value both to the School, and to the staff member.

Adding Value

Recognising the investment the School is required to make into the levy, it will seek to quantify return on that investment. This will include setting targets for apprenticeship uptake across the school, and confirming indicators for measurement of success.

The School aims to become a sector leader in the effective use of apprenticeships and the apprenticeship levy for staff development. It will seek continuous improvement in the effective use of apprenticeships, and will regularly benchmark itself against others to understand progress and identify additional opportunities.

Review schedule

Review interval	Next review due by	Next review start
1 year	20/12/19	20/10/19

Version history

Version	Date	Approved by	Notes
1	22/11/2018	JNICC	

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Communications and Training

Will this document be publicised through Internal Communications?	**No**
Will training needs arise from this policy	**Yes**
If Yes, please give details **The policy will be included in the recruitment selection training**	