

Apprenticeships reform policy briefing. October 2016- update.

Introduction

This briefing outlines the changes to apprenticeship delivery and funding in England. We outline the current state of play in the sport sector and implications for college sport departments. It is aimed at curriculum managers of sport departments and Apprenticeship Managers.

'Fixing the foundations', the [HM Treasury productivity plan July 2015](#), outlined the government's commitment to apprenticeships. Within this document there is the commitment to deliver three million apprenticeship starts by 2020 - since this announcement apprenticeships are at the front of everyone's mind. We support the government's ambition for an apprenticeship to be viewed as equally credible to a place in higher education by young people and their parents.

Colleges have been criticised for not 'doing their bit' to meet the apprenticeship target. They have been challenged to increase their market size from 43% to 60% while still maintaining high-quality provision.

Scrutiny of the types of apprenticeship on offer has been evident in the Sainsbury review, and comments on the quality of delivery outlined by Ofsted. Those sectors with a rich tradition of apprenticeships being at the heart of the industry, for example construction and engineering, have been praised. Industries where apprenticeships have been used as a vehicle for funding pre-existing training have been widely criticised, in some cases prosecuted for fraudulent activity and the subject of high-profile documentaries.

Within this briefing we will outline the challenges and opportunities for colleges to deliver apprenticeships in the sport and active leisure sector.

This briefing has been updated to reflect the changes in the reform released October 2016. The summary of the main changes to the proposals are:

- Additional funding to support 16-18 apprentices on Frameworks – this is a 20% uplift on the funding band maximum.
- Providers will receive additional funding to support learners from deprived areas.
- Employer levy funds will remain in their digital account for 24 months, before removal on a monthly basis.
- From May 2017 a new rule allows main providers to subcontract to a smaller



provider who is not on the register, as long as the contract for delivery is less than £100,000.

- Main providers will be able to sub-contract delivery to a provider who is on the register up to a maximum accumulated funding value of £500,000.

The current state of play in the sport sector

Firstly we must make the distinction between an apprentice for employment and one for sporting prowess. Sport is an anomaly within the sector - the Advanced Apprenticeship in Sporting Excellence (AASE). AASE has provided talented sports people with the opportunity to show the impact of their sports career to prospective employers and higher education institutions. However, AASE breaks all the 'normal' rules of apprenticeships. In the rest of the briefing we will discuss the employed apprentice.

There are between 9,000 and 11,000 apprentice starts per year in sport and active leisure. All apprenticeships are level two and three, a very large proportion of the apprenticeships are in fitness instruction and personal training. These are delivered by a small number of private/commercial training providers, with 96% being delivered by just three organisations

100% of colleges deliver apprenticeships but only 34% deliver the sport and active leisure frameworks, contributing to less than 14% of apprenticeship starts. In the construction industry 301 colleges deliver 98% of all apprenticeships.

Available frameworks and their uses

The current apprenticeship frameworks were developed based on the National Occupational Standards (NOS) designed by employers based on the roles outlined below. The frameworks will be available for use until September 2017 and will be replaced by new trailblazer standards (see apprenticeship reforms section) after this date.



	Roles identified by employers.
Core Role	
Leisure Attendant	
Physical Activity Leader	
Fitness Instructor	
Personal Trainer	
Group Exercise Instructor	
Sport Development	
Technical Specialism	
Wet (In the context of Leisure attendant)	
Dry (In the context of Leisure attendant)	
Ice (In the context of Leisure attendant)	
Exercise to Music (In the context of Group Exercise Instructor)	
Cycle (In the context of Group Exercise Instructor)	
Circuits (In the context of Group Exercise Instructor)	
Aqua (In the context of Group Exercise Instructor)	
Population Specialism	
Ante-Natal	
Post-Natal	
Children	
Disability (In the context of technical role)	
Teenagers & Young Adults	
Adults	
Older Adults	
Environment	
Primary School	
Secondary School	
Community	
Club	
National Governing Body (In the context of Sport Development)	
Sports Performance (In the context of personal trainer)	
GP referral (in the context of personal trainer)	

Frameworks currently on offer:

Framework title	Level
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Sports Development	3
Activity Leadership	2
Exercise and Fitness	2 and 3
Leisure Operations and Management	2 and 3
Supporting Teaching and Learning in Physical Education	3
Coaching Swimming	2
Coaching Tennis	2 and 3

What type of apprentice does the industry need?

The type of apprenticeship a college decides to offer should link to your college's objectives, corporate plan and vision and not be wholly driven by the commercial opportunity. Some colleges have struggled to make their apprenticeship provision viable, with the objective of making a commercial surplus more dream than reality.

Clearly the fitness industry is saturated with providers willing, able and available to quickly respond to an employer's whim. In fact, many of the large employers, private health club chains and leisure trusts in our sector, are tied into contracts with private training providers. The fitness sector will be a tough nut to crack.

Since the introduction of the primary school sport premium there has been a growth in the relationships between schools, colleges and private training providers. We are seeing growth of apprenticeship provision in this area with apprentices delivering under supervision of a more senior coach. The 'multi-sport' coach will be critical in achieving the outcomes identified by the chancellor in the March 2016 budget, where the sugar tax will be used to extend the school day providing more after-school sports opportunities.

Apprenticeship reforms - what this means for sport frameworks and colleges.

Following the Richard review in 2012, apprenticeships will be based on standards designed by employers to meet their needs, the needs of their sector and the economy more widely. These standards, which will replace the current frameworks, will be short, easy to understand documents that describe the level of skill, knowledge and competency required to achieve mastery of a specific occupation and to operate confidently in the sector.

Trailblazers in a range of sectors will develop new apprenticeship standards and the high-level assessment approaches that sit alongside them. The trailblazers will provide clear examples of effective practice and approaches which others can build on as the government moves towards full implementation of the reforms during 2015/16 and



2016/17. The aim is that, from 2017/18, all new apprenticeship starts will be based on the new standards. As the new standards are developed and agreed the government plan to cease funding apprenticeships under current frameworks.

This [document](#) provides a list of all the apprenticeship standards that are currently being developed by groups of employers (trailblazers). It identifies their stage of development – including whether they are ready for delivery. In March 2014 the government published the first apprenticeship standards developed by Phase 1 trailblazers. Since then Phase 2 and Phase 3 trailblazers have commenced and the Physical Activity Trailblazer is a part of Phase 3.

As part of the Physical Activity Trailblazer, a group of employers have been working together on behalf of the sector to develop two apprenticeship standards – Leisure Manager and Personal Trainer. Facilitated by CIMSPA and ukactive, trailblazer secretariat, this consultation has been created to capture the views of a wider range of employers and partners about the design of the Leisure Manager and Personal Trainer standards. In addition to the Leisure Manager and Personal Trainer standards, Streetgames have led an industry group to develop a new Community Sport apprenticeship. The Community Health and Sport Activator apprenticeship is being created to encourage young people to lead more active, healthier lifestyles and in doing so, divert vulnerable youngsters away from anti-social behaviour and crime.

- More than 1,400 business in more than 100 sectors are involved in the development of standards
- 205 standards published so far
- 152 standards are in development
- More than 40% of the standards so far are for Higher and Degree apprenticeships

The increased funding in primary schools following the sugar tax announcement will provide an opportunity for colleges to work closely with local schools. Colleges can work with schools to deliver apprenticeships and support the delivery of physical activity opportunities.

Standards **split the delivery and assessment elements** of the apprenticeship, whereas at present existing college staff provide both functions within frameworks. Colleges need to consider how this change will affect staff roles. Obviously colleges will need to undertake continuous formative assessment of student progress, however they will no longer be responsible for the formal assessment process that will allow the apprentice to claim their certification. The end-point assessment (EPA) has to be undertaken by an independent organisation that is on the SFA's Register of Apprentice



Assessment Organisations (RAAO) for that specific standard. The employer, or (more likely) the college can choose any Apprentice Assessment Organisation listed on the register. There is nothing stopping colleges individually or collectively applying to be put on to the RAAO, indeed some have already done this.

The split between delivery and assessment creates an opportunity for colleges to work in partnership and assess each other's candidates. This may also provide an opportunity for collaboration with training providers.

End-point assessment

Every apprenticeship must have an end-point assessment. This tests the apprentices against the standard to confirm whether or not they are fully competent. As with apprenticeship standards, we have given employers and professional bodies a high degree of freedom to set out what should be assessed, how it should be assessed and by who at the end of the apprenticeship, to meet the needs of their occupation. It is important to have independence and consistency in the assessment of apprenticeships to ensure recognition and transferability. Some really innovative approaches to end-point assessment have come through the early trailblazers. This includes involving Professional Bodies or other employers in the end-point assessment process, practical trade tests, extended projects, professional interviews or university-style vivas and more.

The Levy

In April 2017 the way the government funds apprenticeships in England is changing. Some employers will be required to contribute to a new apprenticeship levy, and there will be changes to the funding for apprenticeship training for all employers.

The apprenticeship levy requires all employers operating in the UK, with a pay bill over £3 million each year, to make an investment in apprenticeships.

The levy will be 0.5% of pay bill paid through PAYE. The levy allowance is not a cash payment and cannot be used to buy apprenticeship training. Employers in England who pay the levy and are committed to apprenticeship training will be able to get out more than they pay into the levy, through a top-up to their digital accounts.

What it means for employers

Employers that are too small to pay the levy will have to pay 10% of the training costs, with the remaining 90% paid by the government. Employers with fewer than 50 people



working for them will not have to pay towards training costs of 16-18 apprentices, which will be 100% met by government;

When employers take on a 16-18 apprentice, they will receive £1,000 to “meet the extra costs associated with this”. This would be paid to employers in two equal instalments after three months and 12 months, as under the current funding system. Initially, these payments will be made to employers via their training provider. Eventually, the government says this will be paid directly to employers;

An additional £2,000 of support will be available for employers and training providers that take on 16 to 18-year-olds or young care leavers with an education, health and care (EHC) plan. The employer and provider will each receive £1,000. Employers with fewer than 50 employees will also have 100% of their training costs paid for by government if they take on these apprentices;

Employers will be able to use levy funds to retrain workers in new skills, even if they have prior qualifications. The government says this will “give them the freedom to make the training decisions that are right for them so they can train any individual to start an apprenticeship, as long as it is significantly different from their previous qualifications”;

For those Levy-paying employers that want to spend more on training than is in their digital account they will see 90% of their additional apprenticeship training costs funded by government. In an update to the original policy funds in an employer’s digital account will now expire after 24 months not 18 months.

A new register of training providers (RoTP) will be introduced from April 2017 to “improve the link between training providers and employers to help employers identify a high-quality provider so they can deliver the skills they need to grow”.

The proposed funding system will consist of 15 bands, each with an upper limit ranging from £1,500 to £27,000. This will be the maximum amount of digital funds an employer which pays the levy can use towards an individual apprenticeship or that the government will co-invest. All existing and new apprenticeship frameworks and standards will be placed within one of these funding bands, with employers left to negotiate prices with providers.

Additional payment for providers

In addition to the price that the employer and provider agree for training to 16 to 18-year-olds on a framework, the provider will also receive a payment from government equivalent to 20% of the funding band maximum for that framework. This 20% uplift



for providers is a transitional measure designed to support stability whilst providers adjust to the reforms. It will keep it under review and envisage reducing this uplift as more apprenticeship starts are on new apprenticeship standards. The uplift will also apply to 19 to 24-year-olds who were formerly in care or who have an Education and Health Care plan. These payments will come direct from the government and will not be deducted from an employer's digital account.

Providers face some additional costs associated with training younger learners and those that need additional support. In response to this providers will also receive the same additional £1,000 payment as employers for supporting those apprentices who are aged 16 to 18, or 19 to 24 and are either a care leaver or have a Local Authority Education, Health and Care plan. This will be paid over two equal instalments at three months and 12 months. This will be on top of the funds providers receive for core training and it will not come from employer digital accounts.

Additional support in areas of disadvantage

Responses to the initial government proposals highlighted the need for extra support to meet additional costs associated with training individuals from disadvantaged backgrounds. However, the current system of uplifts is complex and not transparent to employers. Therefore for one year only the government will introduce for frameworks a simplified version of the current system whilst they conduct a fuller review into the best way to support individuals from all backgrounds into apprenticeships.

Providers will receive an additional £600 for training against a framework for an apprentice who lives in the top 10% of deprived areas (as per the [Index of Multiple Deprivation](#)), £300 for any apprentice who lives in the next 10% of deprived areas (the 11-20% range), and £200 for those in the next 7% (the 21-27% range). This coverage is consistent with the area covered in the current system of provider uplifts. These payments will come direct from the government and will not be deducted from an employer's digital account.

English and maths

It is expected that Apprentices should reach a basic level of English and maths at Level 1 and if possible Level 2. It is also expected that employers will provide time and support to individuals to achieve these qualifications. When employers agree with their provider that their apprentice needs training to meet this minimum standard, the provider will be able to claim a flat rate of £471 from the government to deliver each qualification. These payments will come direct from the government and will not be deducted from an employer's digital account.



Learning support

Some apprentices who have a learning or other disability may require extra learning support to achieve their apprenticeship and this can involve additional costs for training providers. Providers will be able to claim costs from government up to an additional £150 each month for these apprentices. Where there is evidence of greater learning support needed then additional funding may be provided. This is a continuation of the current system of support. These payments will come direct from the government and will not be deducted from an employer's digital account.

Funding Bands

Every apprenticeship will be placed in a funding band. All existing and new apprenticeship frameworks and standards will be placed within one of these funding bands. This will depend on the level and type of apprenticeship. The upper limit of each funding band will cap the maximum amount of digital funds an employer who pays the levy can use towards an individual apprenticeship. The upper limit of the funding band will also cap the maximum price that government will 'co-invest' towards, where an employer does not pay the levy or has insufficient digital funds and is eligible for extra support.

Employers can negotiate the best price for the training they require

- Employers will be able to negotiate prices with providers.
- If employers want to spend more than the funding band limit, using their own money, then they will be free to do that.
- Funding bands do not have a lower limit.

The table following shows the funding bands for the current apprenticeship frameworks in sport and the additional payments available.



Apprenticeship title	Pathway title	Level	Maximum funding band value	Additional Employer payment	Additional Provider payment (Inc uplift)
Playwork	Playwork	2	£1,500	£1,000	£1,300
Playwork	Playwork	3	£2,500	£1,000	£1,500
Spectator Safety	Spectator Safety	2	£2,000	£1,000	£1,400
Spectator Safety	Advanced Spectator Safety	3	£1,500	£1,000	£1,300
Activity Leadership	Outdoors	2	£1,500	£1,000	£1,300
Activity Leadership	Exercise and Fitness	2	£2,000	£1,000	£1,400
Activity Leadership	Coaching	2	£1,500	£1,000	£1,300
Activity Leadership	Leadership	2	£2,000	£1,000	£1,400
Exercise and Fitness	Exercise and Fitness	2	£2,500	£1,000	£1,500
Exercise and Fitness	Personal Training	3	£2,000	£1,000	£1,400
Leisure Management	Leisure Management	3	£2,000	£1,000	£1,400
Outdoor Programmes	Outdoor Programmes	3	£2,000	£1,000	£1,400
Sporting Excellence	Sporting Excellence Pathway One	3	£5,000	£1,000	£2,000
Sporting Excellence	Sporting Excellence Pathway Two	3	£2,500	£1,000	£1,500
Leisure Operations and Leisure Management	Leisure Operations	2	£1,500	£1,000	£1,300
Leisure Operations and	Leisure	3	£2,000	£1,000	£1,400



Leisure Management	Management				
Sports Development	Sports Development	3	£2,000	£1,000	£1,400
Coaching	Coaching Swimming	2	£1,500	£1,000	£1,300
Coaching	Coaching Tennis	2	£1,500	£1,000	£1,300
Coaching	Coaching Tennis	3	£2,000	£1,000	£1,400
Supporting Teaching and Learning in Physical Education and School Sport	Supporting Teaching and Learning in Physical Education and School Sport	3	£3,000	£1,000	£1,600

Colleges as Levy-paying employers opportunities

Quite a number of colleges will pay into the levy. Colleges have traditionally taken apprentices within their staff, but it is likely that the commitment to apprenticeships within college teams will increase. Generally colleges do not use apprenticeship for staff development activities such as teacher training. There may be opportunities for sport departments within colleges to use the levy as an opportunity to employ apprentices to support the delivery of enrichment and competitive opportunities.

In addition to this levy, paying employees will be able to transfer up to 10% of the annual value of funds entering their digital accounts to other employers. This may be an opportunity for colleges who work with large employers such as professional clubs to negotiate the transfer of some funds to recruit an apprentice for the college.



Examples of good practice

The Sheffield College

What delivery model do you use? And which framework are you delivering?	<p>The Sheffield College provides a flexible and responsive apprenticeship offer that aims to meet the needs of our employers. Many employers value the traditional 'day release' delivery model whereby learners attend college one day per week throughout the apprenticeship. However some employers take advantage of our online distance-learning delivery mode, with training taking place using a blended approach by a Training Assessment Facilitator.</p> <p>The Sport department offer apprenticeships in the following frameworks: Activity Leadership, Activity Leadership (Outdoor Activities), Exercise & Fitness (Gym Instructor), Exercise & Fitness (Personal Trainer), Leisure Operations and Sport Development. Supporting Teaching and Learning in Physical Education is currently being developed for launch in September.</p>
What roles are your apprentices undertaking?	<p>The Sheffield College sport apprentices have secured a range of job roles through our excellent employer networks. Outdoor activities apprentices work with specialist providers whilst sport coaching apprentices provide high-quality PE and school sports delivery. Leisure providers have sought leisure operations apprentices to support sport centre operations, facilities bookings and pool lifeguarding. Sports development apprentices contribute towards a number of Sport England-funded projects. A number of fitness providers take advantage of our exercise and fitness apprentices employing them in roles such as Gym Instructors or Personal Trainers.</p>
Which employers are you working with? And how did you engage them?	<p>We work with lots of employers across the region such as leisure and fitness providers, primary schools, professional sports clubs, community organisations and sports coaching companies and hotels. The college has continued to prioritise the development of strong partnership relationships to remain the provider of choice. The Sheffield College offers a high-quality, comprehensive service to support workforce training and development. Employer engagement activities are an integral part of day-to-day business, ensuring local employers have the opportunity to shape and influence curriculum design, provide work experience opportunities and celebrate the success of learners across The Sheffield City region. Job Connect provide information, advice and guidance to prospective candidates whilst supporting employers with training needs analysis and a comprehensive recruitment service for apprentices.</p>



Feedback from employers

Emma, Links School Sports partnership – ‘We are delighted with their Activity Leadership apprentice Isabelle who has now progressed on to university with lots of sport development experience.’

James/Scott, College Sport Makers – ‘Hannah has been an excellent addition to the team who has supported the delivery of the FEAF project outcomes and continued to demonstrate high levels of customer service.’

Milton Keynes College

What delivery model do you use? And which framework are you delivering?

Milton Keynes College Sports Leadership programme follows a three-year model. During year one (study programme) students attend college three days per week with their main qualification being the Level 2 VTCT in Sports Studies, but students will also attend various sports leadership and volunteering short courses during this period. In addition to gaining qualifications students will also attend half a day per week dedicated work experience at various local schools and a separate afternoon session completing voluntary work at other organisations within the community, helping to deliver sports festivals, tournaments and events.

Moving into year two, students’ main qualification is the NVQ Certificate in Activity Leadership. They are based at local schools three days per week helping to deliver PE sessions and after-school clubs. The students will receive placements at three separate schools to gain a wider experience of how schools operate similarly and differently, providing a more varied work experience. Students also attend college one day a week whereby they work towards completion of NVQ tasks and the L2 Certificate in Supporting PE and School Sport. Students also attend a number of short leadership and volunteering courses, as well as working on other projects such as Sport Relief, Coca Cola mass participation festival etc.

In the third year students will complete an Advanced Apprenticeship in Supporting PE and School Sport. Apprentices are employed full-time by one of the local schools who have supported the students in the previous two years. The apprentices’ main roles will be helping to coordinate and deliver the schools’ PE and after-school provision.

What roles are your apprentices undertaking?

The apprentices support and lead on the delivery of PE and extracurricular activities in primary schools. They plan, evaluate and analyse their lessons. The students are able to observe and learn from experienced primary school teachers.

In addition to the schools-based work, the students also spend time volunteering at various community and charity events.



Which employers are you working with? And how did you engage them?	Local schools, Premier Sport, Street Games, Sports Leaders UK and various National Governing Bodies of Sport.
Feedback from employers	<p>The Sports Leadership programme has received national acclaim from organisations such as AoC and SkillsActive. The programme has also been recognised nationally with various individual and organisational sports leadership and volunteering awards from Street Games, LEAP and Sports Leaders UK.</p> <p>Initially when the college ran a one-year programme the partner organisations identified the great opportunities and development that the students were receiving, but suggested that they required further experience and training before they entered a full-time workforce position. We have therefore in response built the programme into the three-year model we have now which allows the learners to receive the necessary level of support in the first two years of the programme, before entering full-time employment.</p>



Portsmouth College

What delivery model do you use? And which framework are you delivering?

In 2014 Portsmouth College saw a rapid expansion of its mainstream sports courses. Feedback from parents and students said this was due to the fact that the college had established a wide range of academic and professional exit routes from the courses, one of which was apprenticeships in the sport and leisure sector. The increase in Sports Apprenticeship provision was an educated decision from the college after the rise of university fees, coupled with the lack of pathways to employment in sport locally. After assessing the opportunities in the local and regional labour market, as well as the industry standard qualifications, the following frameworks were launched:

- Exercise and Fitness (Level 2 & 3)
- Sports Development (Level 3)
- Supporting Delivery in P.E and School Sport (Level 2 & 3)

Delivery Methodology

Traditional:

As the apprenticeship provision was targeted at students looking for an alternative to mainstream sixth form or as an exit route from college, the initial methodology was to follow a traditional approach, with apprentices visiting the college for training for half a day a week and working alongside other sports apprentices working in the sector. This format presents positives and negatives:

Pros:

- Support - Provides a nurturing environment for younger apprentices, often working in a professional capacity for the first time
- Networking - Encourages networking between apprentices/employers working in the same sector.
- Access - to college facilities and learning support.
- Good practice - Sharing of good practice with others on the course.
- Dedicated study time - where apprentices become regularly accountable for their work.
- Synergies - can be found across organisations that can be developed into new business opportunities.
- Effective use of tutor's time - meaning they can explore theory and criteria in greater detail.

Cons

- More expensive – teachers cost more than assessors.
- Less employer engagement – more time in the classroom means less time to visit the employers.
- Logistics – can be challenging to coordinate apprentices starting around the



same time as this is governed by the employer and not the institution.

Alternative delivery methodology:

Whilst the traditional delivery model definitely works for younger apprentices we have also learnt that it is important to have a more flexible, adaptable delivery model for more experienced apprentices or those in roles that allow them to develop and apply their knowledge in the workplace, rather than in the classroom.

When following the alternative model, assessors will visit the apprentice in work every two to three weeks in order to deliver the relevant theory, assess the progress made and the grading criteria that has been met.

Pros:

- Workplace learning - Apprentice is given more time in the workplace to apply what they have learnt.
- Delivery is learner-led - facilitating a greater opportunity for the ownership of learning.
- Cost-effective for the institution - due to less contact time.
- Greater employer engagement – ensuring that they are happy, allowing the tutor to tackle any issues early on.
- Start date - Individual delivery means that apprentices can start at any point during the year.

Cons

- Access - Less access to college facilities and academic support.
- Time - Apprentice is not accountable to a set time during the week when they complete their study/work.
- Good Practice - Less opportunity for networking & sharing good practice.
- Teaching time - Less time for the tutor to explore theories and working practice in greater detail.

The Future:

Due to the success of the apprenticeship provision beginning to shorten the local skills gap and satisfying the need of the local labour market, the college has now established full-time courses in Exercise and Fitness and Supporting the delivery of P.E and School Sport, resulting in the following outcomes:

- Exit Routes - Extended exit routes for our sports students.
- Adaptability – as students begin to define the career path they are interested in they are able to select industry specific pathways in both year two or three.
- Rationalisation - Full-time courses can be dovetailed with apprenticeships to improve economies of scale.



	<ul style="list-style-type: none"> • Community Engagement – increased numbers on the full-time course means that the college are able to support a huge range of school and community provision voluntarily, such as the School Sport Partnership programme. • Accessibility vs Exclusivity – the college is now able to offer the courses to ALL students who show the desire to succeed in the sector, whilst also retaining the exclusivity of the apprenticeships for those who really excel – this works as a fantastic catalyst for mainstream courses.
<p>What roles are your apprentices undertaking?</p>	<p>Exercise and Fitness Apprentices</p> <ul style="list-style-type: none"> • Gym Instructor • Personal Trainer (assisting until qualified) • GP referral (assisting until qualified) <p>Sports Development Apprentices</p> <ul style="list-style-type: none"> • Sports Development Officer Assistant • Sail Training Activities Co-ordinator • Community Centre Activities Co-ordinator • Outdoor Activities Development Officer • School Sports Co-ordinator <p>Supporting the delivery of PE and School Sport Apprentices</p> <ul style="list-style-type: none"> • PPA coach • Bikeability Co-ordinator • Public Services assistant • Sports Coach • Dance Instructor
<p>Which employers are you working with? And how did you engage them?</p>	<p>Initially we engaged with most of our sports employers through the network of the sports department, who were already supporting a range of sporting provision across the city.</p> <p>We were also one the first providers to deliver the Supporting the Delivery of PE and School Sport framework, which is now the recognised AFPE qualification for anyone looking to deliver P.E or school sport. This led to a number of companies delivering PPA cover engaging with us around apprenticeship provision and as our reputation as a provider began to grow so did the number of enquiries. Most of our engagement in this sector has been through a personal contact of word of mouth. We also have comprehensive information about our apprenticeships available on our website.</p> <p>Here are some of the employers we are currently working with on Sports Apprenticeships:</p>



- The Box, Portsmouth
- ROKO
- Active4Less
- Portsmouth Sail Training Trust
- Winchester City Council
- Personal Best Education
- Soccer Scholar Academy
- Portsmouth School Sports Partnership
- Peter Ashley Activity Centres
- Planet Education
- John Pounds Community Trust

Feedback from employers

Here is a quote from an employer we work with from each of the frameworks we offer:

Matt, John Pounds Community Trust:

'The Portsmouth College apprenticeship scheme has proven to be exceptionally beneficial to our organisation. The college identified James as a good candidate and after he excelled at interview we were delighted to appoint him on a Sports Development apprenticeship, with a brief to expand our sports provision, especially fencing. James has become an integral member of the team and, with Holly's support, is beginning to develop our programme across the board.'

Dan, Personal Best Education:

'It's great that we are able to offer employment in the sector to young talented coaches and leaders, supported by the fantastic training that Portsmouth College offer through Supporting the Delivery of PE and School Sport course. The course gives them a fantastic baseline to develop their coaching acumen as they build a career in sport for themselves.'

Clare, The Box:

'By offering our instructors the opportunity to take up the Personal Trainer apprenticeship with Portsmouth College they are given the best possible chance to succeed in the fitness industry. Apprenticeships offer a great way to earn whilst you learn on the job, something that is essential in our sector.'



Quotes from Apprentices

Laura at Portsmouth Sail Training Trust:

'The apprenticeship with Portsmouth College has been a good way to gain experience, and achieve qualifications that are relevant to my area which is sailing. You can also earn a wage at the same time. During my apprenticeship I have achieved my RYA Yachtmaster Offshore Commercially Endorsed and RYA Diesel Engine. I have also been able to skipper a yacht of eight people and race in the Squib fleet at Cowes Week 2015. I love the fact that my apprenticeship allows me to work outside every day, and each day is always different.'

Kieran at Personal Best Education:

'I would recommend an apprenticeship with Portsmouth College as they are very supportive, and for me the apprenticeship offers a lot of variety. I have delivered my own after-school club, worked in all difference sports, and I am constantly learning on the job. Since the start of my apprenticeship I have improved my communication skills, in particular how to deal with behaviour management. I have also achieved the Level 2 Mulitskills qualification.'