OCR
Oxford Cambridge and RSA

APPRENTICESHIPS

APPRENTICESHIPS

Summary Brochure

ocr.org.uk/apprenticeships

Oxford Cambridge and RSA Examinations has a very strong vocational heritage which goes back to 1856. We also have a very strong culture of research that provides us with the expertise to offer a wide range of vocational qualifications.

Apprenticeships are part of our whole vocational offer

At OCR we are passionate about vocational education and the opportunities that it gives to people from all walks of life. Apprenticeships are part of our whole vocational offer and we strongly believe in their value as a key route through vocational learning.

We aim to ensure that the needs of our learners are prioritised, through successful engagement and strong partnerships with employers, centres and government. Our aim is to help individuals get the skills they need to progress to an Apprenticeship and help them develop throughout their Apprenticeship learning journey.

OCR has extensive experience of supporting the delivery of Apprenticeships, as our Apprenticeship provision covers a number of vocational areas. Our wide range of experience enables us to be flexible when it comes to finding the right approach for an Apprenticeship programme, and to offer leading-edge assessment products and services.

Our ongoing Apprenticeship involvement with a range of employers has been paramount, enabling us to listen to their recommendations and views about what is suitable for industry to allow standards to become robust, productive and of sufficient stretch.

We recognise through engagement the value of Apprenticeships, in which successful learners represent the average net present value of every £1 spent of government money returns £26 back to the economy at Level 2 and £28 at Level 3.

Our work will continue to encourage employers to commit to becoming involved in training for the future skills needs of different sectors and to train today's learners for the future.

This brochure tells you more about Apprenticeships, explains the progression routes they're part of, and outlines the complete package we can offer you.

WHAT ARE APPRENTICESHIPS?

An Apprenticeship is a real job with training so learners can earn while they learn and achieve nationally recognised qualifications.

Apprenticeships provide a great way to combine work with study, enabling learners to gain experience at the same time as taking nationally recognised qualifications, completing on programme learning and earning a salary. In all cases, the apprentice would be employed to perform a specific job role and, within the same period, would study the subject specific to their Apprenticeship at a college or training provider.

Apprenticeships are becoming an increasingly popular alternative to university, with around half a million Apprenticeship starts a year. With a continued push to ensure that Apprenticeships have the same status and esteem as a degree, they're becoming even more relevant in today's workplace. They have a great fit with employers both large and small, as well as offering career progression opportunities that can provide a route into higher education.

"The biggest benefit for me in doing an Apprenticeship is being able to learn new skills and put then into practice in my job."

Courtney James,
Level 2, Health and Social Care apprentice

Who do they suit?

Apprenticeships are open to anyone aged 16 or over, including workers, job seekers, school leavers and career changers. It doesn't matter whether they're just leaving school or seeking to start a new career; the only prerequisite is that they're living in England and are not in full-time education. There may be specific entry requirements depending on the Apprenticeship and industry.

An increasingly popular alternative

Apprenticeships provide an alternative to university for learners who want to continue their education while embarking on their chosen career. This approach is becoming an increasingly popular and viable alternative and remains in the political spotlight. Learners can get ahead of their peers at university as they gain work experience. It is proving popular as learners earn while they learn, plus there are no tuition fees. Progression in Apprenticeships is from Level 2 to Level 7.

Modern work-based qualifications

As Apprenticeships look set to play an even bigger role in our modern world, we're working hard to support our centres with assessment standards and cutting-edge qualifications to publicise and engage with employers.

Apprenticeship Participation by Age*
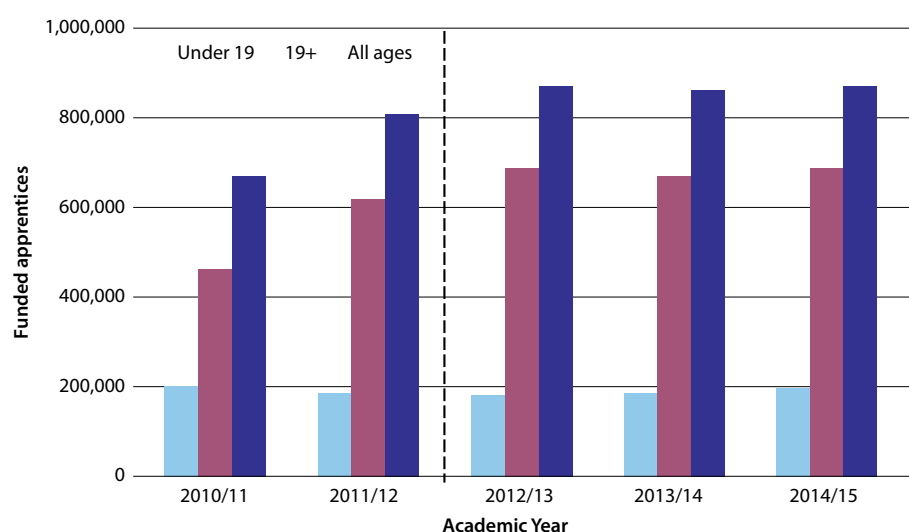
* **Learner numbers for 2011/12 onwards are not directly comparable with earlier years**

Source: Department for Business, Innovation and Skills – March 2016

"Apprenticeships have a vital role to play in supporting the long-term economic plan. Through the support of employers, Apprenticeships are a solid route into some of the country's most prestigious professions."

Nick Boles,
Minister of State for Skills and Equalities

APPRENTICESHIP REFORM: WHAT CHANGES ARE BEING MADE?

The reform programme has been set out in *The Future of Apprenticeships in England: Implementation Plan*, published in October 2013.

The key measures aim to:

- Increase the quality of Apprenticeships through more rigorous testing and grading at the end of the Apprenticeship
- Put employers in the driving seat of designing Apprenticeships so they meet the needs of the industry
- Simplify Apprenticeships by replacing complex frameworks with standards written by employers.

Summary of the main elements of the reform programme

Employer-led Trailblazers designing Apprenticeships	Give employers the opportunity to set skills, knowledge and behaviours
Short, concise standards replace long, complex frameworks	Provide a clear and attractive offer for parents, apprentices and businesses
Apprenticeships must last at least 12 months	Drive up the quality of Apprenticeships
Apprenticeships have an end-point assessment and include grading	Employers control funding

At OCR, Apprenticeships are at the heart of our vocational offer, making them relevant for industry.

We have embraced the new Apprenticeship reform programme and are encompassing the changes as part of our future Apprenticeship provision.

What are Trailblazers?

The Apprenticeship reforms are significant and it will take time to move from the existing programme to the new approach. To support the transformation, groups of employers are working together to design new Apprenticeship Standards for occupations in different sectors; these are known as Trailblazers. Each Trailblazer has nominated a Chair, a lead employer who will represent the group as part of the standard and submission process to the Department for Business, Innovation and Skills (BIS).

What is an Apprenticeship Standard?

New Apprenticeships are based on standards designed by employers to meet the needs of their sector and the economy more widely. These standards (which replace existing frameworks) focus on how an apprentice should demonstrate mastery of a specific occupation.

It is important to note that Apprenticeships are no longer defined by qualifications as these are no longer mandatory, unless the Apprenticeship Standard specifies mandatory qualifications for the purpose of professional registration; to fulfil a legal or regulatory requirement; or where the qualification acts a licence to practise.

Where qualifications are specified, there will be a prerequisite for all apprentices to take the end-point assessment.

The content of the Apprenticeship Standard needs to cover

Full competence in an occupation displayed by appropriate knowledge, behaviours and the experience to be able to fulfil the role for industry.

Evidence of employer support, including smaller businesses.

Sufficient stretch that the standard contains sufficient content and it's pitched at such a level that a new entrant to the occupation would find it stretching and will require at least one year of training to meet the standard.

English and maths

All Apprenticeships need to include opportunities for learners to develop English and maths.

For Level 2 Apprenticeships: apprentices must achieve Level 1 English and maths.

For Apprenticeship Levels 3 to 7: apprentices need to achieve Level 2 English and maths (this is Functional Skills or GCSE equivalent).

It is important to refer to the individual Apprenticeship Standard as some standards may differ.

Behaviours

As part of the introduction, each new Apprenticeship Standard will describe the behaviours that an individual will be required to demonstrate. Each group as part of the content scoping will include details about how this will be expected to be covered in the assessment plan within the categories specified. It will be important to refer to each assessment plan to check whether behaviours will be assessed separately or incorporated into other areas of assessment. Regardless of how behaviours may be evaluated from standard to standard, behaviours will help to determine the end assessment performance outcome.

What will make up an Apprenticeship Standard?

Each Apprenticeship Standard is written for a specific occupation and has one occupational level

Apprentice is recruited and an Apprenticeship Agreement is produced

Induction is completed for the apprentice

Initial assessment is conducted with an individual learning plan produced

On-the-job training is required to build experience and off-the-job training is mandated to a minimum of 20% or equivalent to complete training and education

Qualifications are not mandatory but may exist in standards; this will be defined in the assessment plan (if qualifications are not contained, qualifications or other on programme training can be included)

Assessment of behaviours is required in the Apprenticeship Standard

English and maths

Gateway – the employer and provider work together to sign off that the apprentice is ready for the end assessment

End assessment is completed (end assessment may include production of a portfolio, a test or completion of a project)

Apprentice achieves a mastery of occupational competence

The whole Apprenticeship Standard is completed, certificated and graded

What information is required for the assessment plan?

While the nature of assessment will differ between occupations, assessment plans need to focus on the end-point assessment process and do the following:

- Explain what will be assessed (the skills, knowledge and behaviours listed in the standard)
- Explain how the apprentice will be assessed (which methods or range of methods will be used at the end of the Apprenticeship to judge competence)
- Indicate who will carry out the assessment (who will be the assessor for each aspect of the end-point assessment)
- Propose quality assurance arrangements to make sure that assessment is reliable and consistent across different locations, employers, training and assessment organisations.

End-to-end process of approval

- The Trailblazer group constructs and submits an Expression of Interest to produce an Apprenticeship Standard – this then goes to BIS for approval.
- Once approved, the Trailblazer group is to write a new Apprenticeship Standard.
- The standard is written to define the occupational detail covering required knowledge, skills and behaviours. This is submitted to BIS for approval. Once this stage is completed, the Trailblazer group can begin to develop the assessment plan.
- The Trailblazer group produces an assessment plan to cover the end assessment detail; this is then submitted to BIS detailing comprehensive assessment details including end assessment components.
- Once the final stage is approved, a funding cap is allocated to the approved plan and the standard is deemed ready to deliver to start recruiting apprentices on the new Apprenticeship Standard.

End assessment

The introduction of the end assessment is a very significant part of the Apprenticeship reform changes.

The end-point assessment assesses the skills, knowledge and behaviours in a holistic way and judges whether the apprentice is fully competent and can perform the occupation effectively. The end assessment covers a variety of assessment methods and may include multiple methods. For example: a portfolio, observational assessment, written or multiple-choice tests, or production of a project.

The length of the end assessment must be proportionate to the full duration of the Apprenticeship; again the standard will define the length of time this will be expected to be.

There needs to be clear independence in the end-point assessment, to ensure the impartiality of whoever makes judgement on competence and passing of the end-point assessment. **The assessment organisation and assessor must be independent from the on-programme Apprenticeship delivery provided by the provider and employer.**

Grading

Going forward, Apprenticeships will be graded (in most cases) a pass, merit or distinction (or at least one level above a pass to recognise outstanding performance). Grading is applied in each Apprenticeship Standard and the assessment plan will detail which assessments or qualifications will carry a grade. Grading will be applied to the whole Apprenticeship or as a minimum be applied to the end assessment.

What you need to know about the End Assessment Register

OCR is on the End Assessment Register for Digital Apprenticeships!

Only organisations eligible to conduct independent end-point assessment for apprentices may be involved in the end-point assessment. These organisations are independent from on-programme Apprenticeship delivery and have been assessed as having the required expertise and experience in addition to the necessary risk and quality assurance processes in place.

Employers and providers will select from the register to decide which organisations they would like to conduct the independent end assessment for each Apprenticeship Standard.

Funding

The funding model will look different for the new Apprenticeship Standards; an interim funding model is currently available for Trailblazers until the Skills Funding Agency (SFA) implements a new funding process. Individual Apprenticeship framework funding models currently under Specification of Apprenticeship Standards for England (SASE) will remain the same. Funding updates are released through gov.uk

As part of empowering employers the following elements will be introduced:

- A core government contribution (CGC) will apply for each standard, with the principle of a single government co-investment rate for core funding. This means that for every £1 employers contribute to external training and assessment of the Apprenticeship, the government will pay £2.
- There will be additional payments for small businesses; taking on a 16- to 18-year-old apprentice; and on successful completion of the Apprenticeship programme.
- A new voucher mechanism is being proposed via the Digital Apprenticeship Service for employers and providers from 2017. The Digital Apprenticeship Service will provide calculations of funding available which will allow employers to pay for off-the-job training of their apprentices by drawing on government funds, including those raised through the Apprenticeship Levy.

Apprenticeship Levy

The levy will put control of Apprenticeship funding in the hands of employers and will encourage employers to invest in apprentices.

The Apprenticeship Levy on larger employers announced in the Summer Budget will be introduced in April 2017. It will be set at a rate of 0.5% of an employer's pay bill. Each employer will receive an allowance of £15,000 to offset against their levy payment. This means that the levy will only be paid on any pay bill in excess of £3 million and less than 2% of UK employers will pay it.

The levy will be paid through Pay As You Earn (PAYE) and will be payable alongside income tax and National Insurance. The levy will raise £3 billion in the UK. There is legislation to permit the imposition and collection of the Apprenticeship Levy and this will be introduced in the Finance Bill 2016.

All employers who do not pay the levy will be able to access government support for Apprenticeships.

The process for lead providers and providers on the new Apprenticeship Standards

Interim funding model during 2016/2017 until the Digital Apprenticeship Service (DAS) is implemented in 2017

STEP ONE: The Apprenticeship is chosen, the employer selects the Apprenticeship Standard to use. The provider checks the funding values and understands the price ranges and whether any employer incentive payments are available.

STEP TWO: The employer selects the provider(s) needed to deliver the Apprenticeship training and end-point assessment, appointing a lead provider to co-ordinate the whole training programme. As part of this a provisional price is agreed.

STEP THREE: The employer selects the apprentice and funding eligibility is confirmed by the lead provider. Incentive payments are also checked for eligibility for small employer and 16- to 18-year-old apprentice incentive payments.

STEP FOUR: A payment schedule and written agreement are produced between the employer and provider, along with a final price for delivery of training and assessment to include the end-point assessment.

STEP FIVE: The employer supports the apprentice. Once the apprentice is employed, the lead provider creates an ILR for each apprentice to register with the SFA, ensuring that the right codes are recorded on the ILR. The provider delivers the Apprenticeship and provides the evidence required for the programme.

STEP SIX: Throughout the delivery of the Apprenticeship, the employer transfers cash contributions to the lead provider in line with the agreed delivery and payment schedule. The lead provider collects and validates employer incentive forms and transfers incentive payments from the SFA to the employer.

STEP SEVEN: The nominated assessment organisation will deliver the end-point assessment. The lead provider and employer will work with the assessment organisation to confirm that the apprentice has completed and achieved the Apprenticeship Standard.

STEP EIGHT: Once the apprentice successfully completes the Apprenticeship and end-point assessment, the assessment organisation confirms this with the lead provider. The lead provider records a completion on the ILR and the completion payment is triggered. The lead provider transfers the completion payment to the employer, upon receipt of the employer completing an incentive claim form and submitting to the lead provider.

Each Apprenticeship Standard approved has been allocated one of six funding caps. Each cap sets the maximum core government contribution available for each Apprenticeship Standard. This is applied to all apprentices regardless of age.

Proposed Apprenticeship Standards pilot funding model from August 2016 *

		Cap 1	Cap 2	Cap 3	Cap 4	Cap 5	Cap 6
Maximum core government contribution (£2 for every £1 from employer)		£2,000	£3,000	£6,000	£8,000	£13,000	£18,000
Employer contribution if the cap maximum is required		£1,000	£1,500	£3,000	£4,000	£6,500	£9,000
Co-payment for training and assessment if the cap maximum is required		£3,000	£4,500	£9,000	£12,000	£19,500	£27,000
Additional incentive payments	Recruiting a 16- to 18-year-old	£600	£900	£1,800	£2,400	£3,900	£5,400
	For a small business (<50)	£500	£500	£900	£1,200	£1,950	£2,700
	For successful completion	£500	£500	£900	£1,200	£1,950	£2,700
Maximum total government contribution		£3,600	£4,900	£9,600	£12,800	£20,800	£28,800

* Correct at time of going to print. March 2016

Turning off old frameworks when standards are ready to deliver

Once an existing SASE Apprenticeship framework is covered by new standards it will be turned off; there will be an element of dual running to manage the delivery of these from 2017/2018 onwards.

What makes up an Apprenticeship Specification of Apprenticeship Standard (SASE) for England

There are five components – all of which need to be achieved to get a full Apprenticeship. We offer all these components, making it easier for you to track learners' progress as everything is all in one place.

1. Competence-based qualification
Formerly the NVQ, this qualification enables learners to demonstrate and improve their practical skills in their chosen sector while in a work-based environment.

2. Knowledge-based qualification
Formerly the Technical Certificate, this qualification focuses on the theory behind the application of the subject.

3. Functional Skills
Covering the fundamentals of operating effectively in the workplace, Functional Skills are available in English, Maths and ICT.

4. Personal, Learning and Thinking Skills (PLTS)*
These are essentially behavioural skills that can be used to help apprentices excel in the workplace. The six outcomes are based around the skills needed for success and learning in life.

5. Employment Rights and Responsibilities (ERR)*
This covers the rights and responsibilities that the apprentice will need to comply with at work. It helps learners understand the range of employer and employee statutory rights and responsibilities under employment law.

*These are not required when undertaking a Higher Apprenticeship

How we are going to help you transfer delivery from the current SASE framework system to Apprenticeship Standards

At OCR we have been working with a number of Trailblazers advising with our assessment expertise; as each standard develops an assessment approach, we are looking at the different structures and advising on assessment methodologies.

We are putting learning at the heart of Apprenticeships as we help to shape them.

The recommendations from the reform programme are putting employers at the forefront of the Apprenticeship changes through Trailblazer projects. Apprenticeships are very important for us and we are keen to work hand in hand with key stakeholders involved with the changes to support the implementation of the new standards and funding models in place.

To prepare for the reform, we are championing Apprenticeships with employers by identifying partnerships with Trailblazer groups for various sectors in the relevant roll-out phases. We are understanding movements for each phase of change, as this will allow us to translate Trailblazer needs and intelligence so we can be ready to react to the changes and develop fit-for-purpose, quality Apprenticeship programmes to meet the needs of employers, learners and learning providers.

Through dialogue with the Trailblazers and government, we can demonstrate our expertise by articulating and recommending assessment standards in line with the new curriculum approaches and regulatory requirements.

The implementation phases are spread until at least 2017/2018. We will be continuing to liaise with all key bodies to deliver the best outcomes outlined in the Apprenticeship implementation plans.

APPRENTICESHIPS – PART OF A CLEAR PROGRESSION ROUTE FOR YOUR LEARNERS

TRAINEESHIPS

A programme offering a combination of training and work experience to ensure that young people develop the necessary skills to help them secure an Apprenticeship or job.

ENTRY LEVEL TO LEVEL 2

APPRENTICESHIPS

A first-class way to start a career, using a combination of real work with training to prepare an individual for their chosen career.

LEVEL 2 AND LEVEL 3

HIGHER APPRENTICESHIPS

An industry-relevant qualification at a level equivalent to undergraduate study.

LEVEL 4+

Why training providers, colleges and employers have chosen us

- Our range covers the most popular frameworks to meet the needs of today's economy.
- Our industry links and partnerships with leading businesses help us to create relevant content.
- We have in-depth expertise in integrating Apprenticeships into learning programmes.
- We offer new Apprenticeship standard products.
- We provide funding expertise to help guide you to the best routes of funding.
- We provide a range of FREE tools to support your Apprenticeship delivery, including FREE access to Virtual College.
- We provide FREE visits from Moderators to help support you.
- We provide FREE training events on each of our Apprenticeship qualifications.
- We have a dedicated contact support team.
- We provide FREE delivery guides for each of our Apprenticeship qualifications.

HIGHER APPRENTICESHIPS

An ideal way to enter the workforce

Higher Apprenticeships offer learners a different, work-based route into professions that traditionally were the preserve of university graduates. Not only this, but learners will have had three to four years' extra work experience in these careers than a graduate entering by the traditional route.

As 'UK plc' seeks growth, it will be necessary to attract and keep highly skilled people. Our Higher Apprenticeships are designed to meet this need, working with industry leaders to ensure that they meet employer needs.

A Higher Apprenticeship incorporates a work-based learning programme and leads to a nationally recognised qualification at Level 4 and above:

- Levels 4 and 5 are equivalent to a higher education certificate, higher education diploma or a foundation degree.
- Level 7 is equivalent to a master's degree.

*We currently offer
these qualifications
as Higher Apprenticeships:*

Business and Administration

Level 4

The Level 4 Diploma in Business and Administration, part of the Higher Apprenticeship in Business and Professional Administration, is aimed at experienced business professionals such as office managers, admin team leaders and business development executives.

Professional Services

Level 4 and Level 7

Level 4 Apprenticeship – Audit, Tax, Management Consulting and Management Accounting – has been designed to provide an entry route into professional services through learning pathways. Level 7 Apprenticeship – Accountancy, Audit and Tax – is a new way for learners to access the highly skilled jobs in this sector, while helping to meet employer demands for a skilled workforce.

IT, Software, Web and Telecoms Professionals

Level 4

The Level 4 IT, Software, Web and Telecoms Professionals Higher Apprenticeship framework includes a balance of technical, business and interpersonal skills. The Knowledge component is met by the Level 4 Cambridge Technical Diploma in IT and the Competence component is met by the OCR Level 4 Diploma in Professional Competence for IT and Telecoms Professionals. On completion, apprentices will have the latest skills suited to the needs of the IT and telecoms sectors, enabling them to work in roles such as IT project manager, analyst, developer, IT service manager, IT security analyst, network manager or telecoms manager.

Management and Leadership

Level 5

The Level 5 Diploma in Management and Leadership, part of the Higher Apprenticeship in Management, is designed for middle managers across a range of organisations and industries with responsibilities such as strategy or budget management.

Health and Social Care and Young People's Services

Level 5

This Higher Apprenticeship framework is designed for people working in adult social care as adults' residential managers, adults' managers and adults' advanced practitioners. This framework will develop their leadership and management skills within health and social care services. On completion, apprentices will be able to show that they've achieved a qualification that recognises their skills and ability to deliver best practice in management in the sector.

WHICH APPRENTICESHIP FRAMEWORKS DO WE OFFER?

Sector	Subject	Level
Business	Business and Administration Customer Service Contact Centre Operations Management and Team Leading	2 and 3 2 and 3 2 and 3 2 and 3
Education	Supporting Teaching and Learning in Schools	2 and 3
Health and Social Care	Children and Young People's Workforce Health and Social Care	2 and 3 2 and 3
IT	Creative and Digital Media IT Users IT, Software, Web and Telecoms Professionals	3 2 and 3 2 and 3
Retail	Retail	2 and 3
Higher Apprenticeships		
Business	Business and Administration	4
Professional Services	Professional Services	4 and 7
IT	IT, Software, Web and Telecoms Professionals	4
Management	Management and Leadership	5
Health and Social Care	Care Leadership Management	5

For more information visit ocr.org.uk/apprenticeships

The top three sectors with the largest number of Apprenticeship starts in the last academic year were: Health and Social Care, Business Administration, and Management.

"YOU'RE HIRED" – CELEBRATING APPRENTICESHIP SUCCESS

Joshua White

IBM apprentice Joshua White beat off tough competition to be awarded the 'Advanced' National Apprentice of the Year in January 2016. The prestigious annual awards, run by the National Apprenticeship Service, mark the end of an extensive process to identify the best individual apprentices in the country. Josh joined the Apprenticeship Programme at IBM after deciding the university route was not for him and he is now working at IBM's offices in Warwick as a business analyst.

OCR provides the course and qualifications for all the talented apprentices on IBM's two-year programme. All the apprentices on IBM's award-winning scheme gain nationally recognised OCR ICT Professional Competence qualifications. OCR's Level 3 qualifications, which underpin IBM's training, cover a broad range of skills, including asset management, information management, systems architecture, software design, ICT systems and data security. They provide a firm foundation for progress across the IT sector and contribute towards full Apprenticeship certification within the IT, Software, Web and Telecoms Professionals framework.

Jez Brooks, Early Professionals Programme Manager and Apprenticeship scheme leader at IBM, said:

"We are absolutely delighted for Josh, and so proud of what he has achieved. Josh is a terrific ambassador both for IBM and for Apprenticeships as a career pathway. He is a great example that university isn't for everyone, and that you can still be successful in your learning, development and career progression from the moment you begin work. The partnership which we have developed with OCR for technical and business Apprenticeship development is proving hugely successful and I look forward to many more students achieving and contributing as much as Josh has."

TRAINEESHIPS

Traineeships are a programme for young people who want to work, but who need extra help to gain entry to an Apprenticeship or employment. Numbers of learners on Traineeship programmes have already significantly increased, and this is seen as a priority area for future growth.

The three core elements are:

- A high-quality work placement
- Work preparation training
- English and maths.

Traineeships can range from Entry Level to Level 2 for 16- to 19-year-olds and from Entry Level to Level 1 for 19- to 24-year-olds. The maximum length of a Traineeship is six months, with a work placement of between six weeks and five months.

They are available for learners with Learning Difficulty Assessments (LDA) of an academic age up to 25 years. Learners aged 16 to 19 (16 to 25 with an LDA) undertaking Traineeship programmes are eligible for funding through the 'funding per student' mechanism for study programmes. Learners aged 19 to 24 will be funded under existing adult skills budget arrangements.

Off-the-shelf Cambridge Traineeships

Our ready-made programmes cater for a wide range of learners' abilities and career interests. They have the option of including a vocational qualification and you can also take advantage of Cambridge Progression to address key skills gaps for learners who need help advancing to Functional Skills.

To support delivery of work preparation training, OCR offers a wide range of employability qualifications including Employability Skills, Digital Employability, and Life and Living Skills. Selecting units will allow you to personalise a programme to develop job-seeking skills, IT skills, and personal and social development.

To see the range of off-the-shelf programmes, view Traineeship Guide to Provision at ocr.org.uk/cambridgetraineeships. OCR offers other FREE support including a level checker and diagnostic tool, funding guidance, and a large number of support materials written to engage young people.

The SFA has recently lifted the provider grading restrictions, so now is an ideal time to consider being involved. Go to ocr.org.uk/cambridgetraineeships to find out more.

FUNCTIONAL SKILLS IN ENGLISH, MATHS AND ICT

Entry Level 1 to Level 2

These qualifications support the development of practical skills in English, maths and ICT, with a strong focus on explanation, information processing and problem solving.

They offer:

- A practical grounding in applying skills to everyday solutions
- A focus on explanation and problem solving
- A choice of paper or on-screen, on-demand assessment.

Turnaround of results:

Paper-based tests – results within 20 working days, after submitting work to the Examiner.

Computer-based tests – results within 12 days.

Complimentary support resources to inspire and captivate

A snapshot of our FREE resources includes:

Past Papers, Practice Tests, Activity Banks, Exemplar Responses, Mapping Documents, Contextualisation Resources, Progress Tracker, Resources Links, Skills Guides, Delivery Guides and CPD Events, plus support videos and much more. Download these at ocr.org.uk/supportingenglishandmaths

To find out more visit ocr.org.uk/functionalskills

DELIVERING AND ASSESSING APPRENTICESHIPS

We understand that most of the delivery and assessment is on the job, as this is where the majority of training takes place. The rest is undertaken with you, as a training provider or college.

Effective resources that fit together to help you

We're funding specialists

We can help you to plot a route map through the funding changes based on your centre's requirements. For advice about funding our vocational qualifications, please email funding@ocr.org.uk

Please visit our hub page for policy updates.

Online assessment support

Online assessment is available in a wide range of our qualifications, including Functional Skills and Business Administration. Please get in touch with our Customer Contact Centre for support with or questions about our online assessment systems.

Comprehensive web-based support

This supports all our qualifications, and includes Centre Handbooks, accessibility to sector experts, and much more. Our website also contains a wealth of support and it's freely available for customers to use.

External Verifiers

If you're an OCR centre, you'll receive two FREE visits each year from an External Verifier. Their knowledge is invaluable, and these visits are an opportunity to make the most of it.

Virtual College's Apprenticeship e-Academy

We've teamed up with Virtual College to bring you a range of online resources from its Apprenticeship e-Academy to support the delivery of our Apprenticeships. If you're an OCR centre, these resources are FREE of charge – whereas there's normally a cost associated when they're obtained from elsewhere.

Apprenticeship e-Academy

Rules of Combination Calculator (ROCC)

An Excel-based tool to help you make sure that your learners achieve the required number of credits for their chosen qualification and meet the mandatory requirements. You can also generate a personal printout for learner portfolios or other records.

Progress Tracker

A FREE Excel-based tracking document to help you monitor your learners' progress throughout the qualification, both individually and as a cohort.

Student Guides

A resource designed to help learners understand the aims and structure of the qualification. It also explains who will be involved in the assessment process and how they can plan, collect and organise the evidence they will need. There is further information about each individual unit in the guide, including key words and activities.

CPD Events

FREE face-to-face and live online (webinar) events available to tutors/Assessors.

Skills Guides

A set of FREE guides, covering a wealth of relevant topics such as legislation, communication, research and best practice, and work experience, to help teaching and delivery.

Customised Evidence Record Sheets

FREE tracking sheets available per individual unit for centres to signpost candidates' evidence and identify the evidence type within each portfolio.

Resources Link

E-resource for tutors that provides descriptions and links to a variety of independent teaching and learning resources.

How to become an OCR centre

If you're looking to deliver any of our vocational qualifications, we'd welcome your application for approval as an OCR centre. Simply visit ocr.org.uk, click 'I want to' and then 'Become a centre' and follow the instructions for vocational qualifications. Once we've reviewed your application, a member of our team will contact you. If centre approval has been agreed, they'll either arrange a visit or provide you with the relevant qualification materials.

Want to know more?

If you have any queries about components in the Apprenticeship frameworks, or questions on our administration procedures, contact our Customer Contact Centre on **02476 851509** or email apprenticeships@ocr.org.uk. Our team is highly trained and knowledgeable, which makes us one of the easiest awarding bodies to deal with on a day-to-day basis.

Regional account managers

We have field-based regional account managers in England, and also offices covering Wales and Northern Ireland. If you need any assistance with moving to OCR, call our Customer Contact Centre on **02476 851509** or email them at apprenticeships@ocr.org.uk for your regional account manager's details. Alternatively, you can find the contact details here: ocr.org.uk/regionalaccountmanagers

If you have any queries about any of the components in the Apprenticeship framework or how single point of entry works, call our Customer Contact Centre on **02476 851509** or email apprenticeships@ocr.org.uk

To find out more
ocr.org.uk/apprenticeships
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **apprenticeships@ocr.org.uk**

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