

Providing Financial Services



Agenda

- Delivery of Modern Apprenticeships
 - Delivery model
 - Challenges
 - Successes
- Delivery of Foundation Apprenticeships
 - Background
 - Purpose and structure
 - Benefits
 - Challenges
 - Successes





- Banking, Pensions and Investment
- Customer Service units as enhanced
- Use of PFS units as part of Management MA framework
- Creating Financial Services professionals



- Evolving technology
- GDPR: Security of data
- Limited use of electronic portfolios
- Cross border delivery



- Offer variety and choice SOLAR assessments
- Created template plans
- New framework offer more flexibility

Foundation Apprenticeships Background

- Developed in response to industry needs
- 'Students have little no work experience on leaving school'
- 'They don't display expected behaviours'
- Students may therefore lose out on job opportunities
- Employers miss out on a future talent pool
- Students wanted a chance to prove themselves

Foundation Apprenticeships Purpose / Structure

- Preparation for the world
 - Industry specific knowledge
 - Practical 'hands on' experience
 - Gain skills employers want
 - Try out a career before leaving school
- Part of a more blended approach to our education system
 - Nationals and Highers
 - Apprenticeship 'Family'
 - College/University
 - Job
- Structure
 - National Progression Award
 - Vocational Units
 - Work placement



Foundation Apprenticeship Benefits

Key benefits to the employer:

- Talent pipeline
- Employers can promote the benefits of their industry
- Qualification framework to suit business needs
- Students trained to a nationally recognised standard
- Opportunity to be involved in and shape the education system

Key benefits to the student:

- Variety and choice of learning learning to learn
- National recognition of skills and experience
- Appreciation of the value they can add to business
- Competitive advantage
- Employer connections for future vacancies



Foundation Apprenticeship Challenges

- - limelight careers

- Employer engagement
- Timetabling
- Exposure to work
- Consistency of practice

- Partnership approach
- Developed reflective workbooks
- Balancing employer and student needs
- 2 year delivery model



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