

# **The Future of Apprenticeships in England**

**Guidance for Trailblazers**

**Version 2 – March 2014**

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# 1. Introduction and overview

## What reforms are you making to the Apprenticeships programme?

1. The Apprenticeships programme is already successful and provides proven benefits to both employers and apprentices. However, the Richard Review found that there were key areas of the programme where significant improvements could be made to make it more rigorous and responsive to the needs of employers. Our reform programme is set out in *The Future of Apprenticeships in England: Implementation Plan*<sup>1</sup>, published in October 2013. The key measures aim to:
  - **Increase the quality of Apprenticeships.** An apprentice will need to demonstrate their competence through rigorous and synoptic assessment. This will focus on the end of the Apprenticeship to ensure that the apprentice is ready to progress.
  - **Put employers in the driving seat.** In future, Apprenticeships will be based on standards designed by employers.
  - **Simplify the system.** The new employer-designed standards will be short and easy to understand. They will describe the skills and knowledge that an individual needs to be fully competent in an occupation.
  - **Give employers purchasing power.** Another key element of the reform programme is the routing of government funding for the external training of apprentices via their employers, to empower business to drive up the quality and relevance of such training. More information will be available in the Funding Reform Technical Consultation, which will be published shortly.

## What are Trailblazers?

2. These are significant reforms to Apprenticeships and it will take time to move from the existing programme to the new approach. To support this transformation we established eight Trailblazers – groups of employers working together to design new Apprenticeship standards for occupations in their sectors, and moving quickly to develop examples of the new system working in practice. The phase 1 Trailblazers have successfully created models of effective practice and provide a strong basis for full implementation of the reforms. There is more information about their progress in Section 2. We are now ready to expand and extend Trailblazers to develop Apprenticeship standards in a range of other sectors through our phase 2 projects – see Section 3.

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<sup>1</sup> <https://www.gov.uk/government/consultations/future-of-apprenticeships-in-england-richard-review-next-steps>

- Trailblazer employers have the opportunity to lead the development of new Apprenticeship standards (Section 4) and the high level assessment approaches that sit alongside them (Section 5). Once agreed (Section 7), the standards developed by Trailblazers will become *the* Apprenticeship standard for that occupation and will move through the process to delivery (Section 8).

### **What are the roles of different organisations involved in Trailblazers?**

- Our reforms are focused on putting employers in control of Apprenticeships in future, so employers will lead Trailblazers. It is important that the standards developed work for both larger and smaller businesses and so the Trailblazer projects will need to involve employers of different sizes, and consult with the wider sector as their standards near completion. Other organisations have also made a contribution to the phase 1 Trailblazers, having been invited by employers to support their projects:
  - **Professional bodies** play an important part in Trailblazers because we want to make sure that completing an Apprenticeship in future allows an individual to achieve professional registration, in occupations where that is available.
  - **Training providers.** It is important that education and training providers are ready to deliver against new Apprenticeships standards, and so Trailblazers may want to involve training providers in their discussions.
  - **Assessment experts, including awarding organisations.** As they develop the assessment approach, Trailblazers will need to work with experts in this area to draw on their experience.

### **How can I get involved in Trailblazers?**

- Employers and professional bodies are welcome to get involved with the existing phase 1 and 2 Trailblazer projects, or to consider working with other employers in their sector to establish a new Trailblazer project for a future phase. If you are interested in doing so, please contact [apprenticeship.trailblazers@bis.gsi.gov.uk](mailto:apprenticeship.trailblazers@bis.gsi.gov.uk).

### **What help is available?**

- Everything you need to know is explained in this document. We have developed some tools based on the work of the phase 1 Trailblazers, which subsequent projects can draw on (Annex D). In addition, all Trailblazers are assigned a relationship manager who will help to guide employers through the process and answer any questions.

## **What is the overall timetable for delivery of the reforms?**

7. We want to take a staged approach to delivery, building on the important early work of the phase 1 Trailblazers. We intend to continue to grow the Trailblazer programme in academic years 2013/14 and 2014/15, with employers creating a range of new Apprenticeship standards and assessment approaches in different sectors and occupations.
8. The two academic years 2015/16 and 2016/17 will be the key period of transition to full implementation of the reforms. During 2015/16, building on the work of the Trailblazers, employers and professional bodies will work together to agree standards for all occupations where Apprenticeships should be available. Our aim is that from 2017/18 all new Apprenticeship starts will be on the new standards.

## 2. Celebrating Success – Phase 1 Trailblazers

### What areas have the phase 1 Trailblazers been focusing on?

9. We announced in *The Future of Apprenticeships in England: Implementation Plan*<sup>2</sup> the first group of Trailblazer projects. These projects are:

- **Aerospace** – Led by organisations including Airbus, BAE Systems, GKN Aerospace, the Institution of Engineering and Technology, Magellan Aerospace UK Ltd, Marshall Aerospace and Defence Group, MSM Aerospace Fabricators, Rolls-Royce, the Institute of Mechanical Engineers, GTA England, the National Federation of Engineering Centres and the Royal Aeronautical Society. This has developed the standard for Aerospace Manufacturing Fitter.
- **Automotive** – Led by organisations including BMW Group UK, EEF, Ford, GTA England, the Institution of Mechanical Engineers, Jaguar Land Rover, NFEC, Siemens, Toyota Manufacturing UK and Vauxhall Motors. This has developed the standard for Mechatronics Maintenance Technician
- **Digital Industries** – Led by organisations including IBM, Accenture, BA, BT, Capgemini, Cisco, Fujitsu, HP, John Lewis, Lloyds, Microsoft, NCA, The Royal Signals, Telefonica, The Test Factory, Virgin Media, Visa and BCS - Chartered Institute of IT. This has developed standards for Software Developer and Network Engineer.
- **Electrotechnical** – Led by organisations including the Institution of Engineering and Technology, Balfour Beatty, Barlows Electrical, Daly Limited, Darke & Taylor Ltd, the Joint Industry Board for the Electrical Contracting Industry, National Grid and UPM Shotton Paper. This has developed the standards for Installation Electrician and Maintenance Electrician.
- **Energy and Utilities** – Led by organisations including National Grid, AMEY, SSE, Freedom Group, Grosvenor Power, IUS, Morrison Utility Services, NIE, Northern Powergrid, Scottish Power, SPIE-ENS, Electricity Northwest, UK Power Networks, WPD, with the Institution of Engineering and Technology. This has developed the standard for Power Network Craftsperson.
- **Financial Services** – Led by Barclays, Sesame Bankhall Group and Capita. Barclays, HSBC, Lloyds, RBS and Santander have developed the standard for a Relationship Manager (Banking); and Financial, Openwork, Sesame,

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<sup>2</sup> <https://www.gov.uk/government/consultations/future-of-apprenticeships-in-england-richard-review-next-steps>

Bankhall Group, Simply Biz and Tenet, with input from SMEs, have developed the standard for a Financial Services Administrator (Adviser Firm or Network).

- **Food and Drink Manufacturing** – Led by organisations including Arla Foods (UK), Dairy Crest, First Milk, Fosters Bakery, Haribo, the Institution of Engineering and Technology, the Institution of Mechanical Engineers, Mars, McCain Foods (GB) Ltd, Mondelēz International, Müller Dairy, Nestlé UK, Premier Foods, Thorntons PLC and Unilever UK. This has developed the standard for Food and Drink Maintenance Engineer.
- **Life Sciences & Industrial Sciences** – Led by organisations including Actavis, Aesica Pharmaceuticals, Astra Zeneca, BCM, Essar, Fujifilm Diosynth Biotechnologies, GSK, Ineos, Lotte Chemical UK, Lucite, Medimmune, Pfizer, SABIC UK Petrochemicals, Sellafield, Sembcorp, Seralab, Synergy Outsourcing, Victrex, RSC, IChemE, SB. This has developed the standards for Laboratory Technician and Science Manufacturing Technician.

### **What progress have the phase 1 Trailblazers made?**

10. The phase 1 Trailblazers have made excellent progress in developing the new concise Apprenticeship standards for their occupations. Since their launch in October 2013, each of the Trailblazers has gone through four broad stages of work:

- **Forming and planning** – The organisations involved came together to agree roles and responsibilities within the Trailblazer project and to plan their work. A template for the workplan that the Trailblazers used is included with the tools in Annex D.
- **Design** – Through a series of meetings, workshops, visits and discussions with experts, the Trailblazers discussed and agreed the knowledge, skills (and behaviours) that are required to ensure full competence in their occupation(s) and to qualify for professional registration where appropriate. A template for standards based on their work is included with the tools in Annex D.
- **Consultation** – The Trailblazers led a process of consultation with a wider group of employers within their sector to take on board comments and ensure widespread support for their draft standards. Some Trailblazers held roundtable discussions with other employers to gather their comments, whilst others collected hundreds of views through online consultation.
- **Submitting** – Finally, the Trailblazers produced a final version of their standard and initial proposals for the high level assessment approach and submitted these to government with letters of endorsement from employers and professional bodies to show their support.

11. Throughout the process, government supported the Trailblazers through regular workshops which allowed the Trailblazers to discuss and refine their approaches and to consider areas of cross-over between their occupations and standards.

### **What lessons have phase 1 Trailblazers learned so far?**

12. As the very first groups of employers to lead this process, the phase 1 projects have not only designed their own Apprenticeship standards, but also helped to develop the process of Apprenticeship Trailblazers as a whole. Some of the key lessons learned from phase 1 that will be useful for phase 2 are:

- The Trailblazer process must be **led by employers** and an employer must chair the development group. It may also be helpful to identify a deputy employer chair early in the project. The strength of employer commitment and ownership is a critical success factor in ensuring that the Trailblazer can successfully produce an agreed draft standard and assessment approach.
- Organisations involved need to be willing to put in **significant effort** to make the Trailblazer a success. The **rewards are also great**. Both in terms of being able to design the Apprenticeships your sector and occupation needs, and in improved collaboration and joint working.
- It is important to take the Trailblazer development **one stage at a time**, beginning with considering the knowledge and skills required for an occupation before working through how best to assess them.
- It is helpful to **get input from experts early** to support the work of the Trailblazer. This can include professional bodies, training providers and awarding organisations. Relationship managers can help to put Trailblazers in touch with organisations as needed.
- It is also helpful for Trailblazers to **plan their schedule of meetings in advance**, making sure these are in diaries early. The meeting outline in Annex D can help with this.
- Trailblazers will want to **consider any potential cross-over between occupations** both within their sector and outside it. Relationship managers will support Trailblazers to meet other projects to discuss this where helpful. There are a range of options for managing this within a standard, including a 'core and options' model.
- **Trailblazers should not feel constrained by existing qualifications or assessment approaches**. Where employers feel that an existing qualification is excellent and essential to reaching full competence, they can include it in their standard. But Trailblazers provide an opportunity to think radically about what your industry and business really need.
- **Trailblazers should look internationally** to see what approaches work best in other countries for your occupation – we want English Apprenticeships to be the best in the world so it is important to benchmark our standards in this way.

Some of the employers involved may have international bases or connections to draw on and your relationship manager can also assist projects to consider approaches from other countries.

### **Where can I find the standards that phase 1 Trailblazers have written?**

13. The first eleven Apprenticeship standards developed by the phase 1 Trailblazers have been published on the National Apprenticeship Service's website<sup>3</sup>.
14. Future standards developed by the phase 1 and phase 2 Trailblazers will be added to this page to provide a comprehensive list of all agreed standards.

### **What will the phase 1 Trailblazers do next?**

15. The next stage of the process for the phase 1 Trailblazers will be to take their agreed standards through to delivery during the 2014/15 academic year, working with government to develop and deliver the process set out in Section 8 of this Guidance. As with the development of the standards, we expect to learn a huge amount from the phase 1 Trailblazers and will continue to publish updated versions of this Guidance to share the lessons learned.
16. The phase 1 Trailblazer will also begin to develop Apprenticeship standards in a wider range of occupations within their sectors.

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<sup>3</sup> <http://apprenticeships.org.uk/standards>

### 3. Phase 2 Trailblazers and beyond

#### What is the scope of phase 2 Trailblazers?

17. We are now ready to expand and extend Trailblazers to develop Apprenticeship standards in a range of sectors. The phase 2 Trailblazer projects are:

- **Accountancy** – developing the standard for an Accountant (including Chartered status).
- **Actuarial** – developing the standard for a Certified Actuarial Analyst.
- **Adult Social Care** – developing the standard for an Adult Social Care Worker.
- **Airworthiness** – developing the standard for an Aircraft Maintenance Fitter / Mechanic.
- **Automotive Retail** – developing the standard for Light Vehicle Maintenance & Repair.
- **Aviation** – developing the standard for an Airside Operations Operative.
- **Butchery** – building on the work of the phase 1 Trailblazer in food and drink manufacturing, to develop the standard for Butchery
- **Cinema Industry** – developing the standard for a Cinema Operative.
- **Civil Engineering – Rail** – developing the standard for a Rail Design Technician.
- **Civil Service** – developing the standard for Operational Delivery (public facing roles).
- **Construction** – developing the standards for Wood Occupations and an Assembly Technician.
- **Conveyancing** – developing the standard for a Fully Licensed Conveyancer.
- **Craft** – developing the standard for Craft.
- **Dental Health** – developing the standards for a Dental Laboratory Technician and Practice Management in Dentistry.
- **Early Years** – developing the standard for an Early Years Educator.
- **Emerging Technologies** – developing the standard for a High Value Manufacturing Technician.

- **Hair and Beauty** – developing the standards for Hairdressing, Barbering and Beauty.
- **Horticulture** – developing the standard for Golf Greenkeeping.
- **Hospitality and Tourism** – developing the standards for Professional Chefs, and Hospitality and Tourism Supervisors and Managers.
- **Housing** – developing the standard for Housing Management.
- **Insurance** – developing the standards for Insurance and Underwriting.
- **Land-based Engineering** – developing the standard for a Land-based Engineering Technician.
- **Law** – developing the standard for a Solicitor.
- **Maritime** – developing the standard for Deck, Engine Room and Catering Ratings.
- **Newspaper and Broadcast Media** – developing the standard for Journalism.
- **Nursing** – developing the standard for Nursing.
- **Property Services** – developing the standard for a Property Maintenance Technician.
- **Retail** – developing the standard for Shop Floor Staff / Sales Assistant.
- **Travel** – developing the standard for a Travel Consultant

### **Will there be further phases?**

18. Yes. We are planning to announce phase 3 trailblazers in September 2014. If you are an employer and would like to express interest in forming a phase 3 Trailblazer project, please email [apprenticeship.trailblazers@bis.gsi.gov.uk](mailto:apprenticeship.trailblazers@bis.gsi.gov.uk) by 1st August 2014.

19. We are keen to hear from employers who are interested in developing new standards to replace existing Apprenticeship frameworks in customer service, management and business administration.

### **How can I get involved?**

20. If you would like to join one of the existing Phase 1 or 2 Trailblazers then please email [apprenticeship.trailblazers@bis.gsi.gov.uk](mailto:apprenticeship.trailblazers@bis.gsi.gov.uk) explaining which project you are interested in. We will pass your contact details to the Trailblazer.

## 4. Developing the Apprenticeship standard

### What form should the Apprenticeship standard take?

21. The Apprenticeship standard should be an electronic document. It should be short, concise and clearly written to make sure that it can be easily understood by all potential apprentices and employers. Examples of the standards developed by the phase 1 Trailblazers are available on the National Apprenticeship Service's website<sup>4</sup>.
22. To assist phase 2 Trailblazers we have drawn on examples of phase 1 standards to produce a suggested template (Annex D). There are a number of elements that must be included in a standard, and these are set out in paragraph 32.

### Can there be multiple competing standards for each occupation?

23. No. There will be a single Apprenticeship standard for each occupation. This will help to fulfil our overall aim of greater simplicity within the system.
24. It is essential that each Apprenticeship standard has widespread backing from both large and small employers and from relevant professional bodies. This is reflected in the criteria that will be used to judge and agree the standards (see Section 7).

### What do you mean by an 'occupation'?

25. We recognise that there will be different views of what constitutes an occupation between sectors and we do not plan to prescribe a list of occupations centrally. It will be up to employers and professional bodies working on the Trailblazer projects to agree what constitutes a suitable and discrete occupation for an Apprenticeship standard.
26. We would encourage the projects not to set the occupation at too general a level which would make it difficult to agree a standard, or too specific a level which could mean that the skills that apprentices gain are less transferable. Finding a mid point should help to create the right balance of transferability whilst tying the standard to a specific and understandable occupation. As an example, the occupations chosen by the first phase of Trailblazers are set out in Section 2.

### What about areas where occupations and sectors overlap?

27. We recognise that there will need to be close working between Trailblazer projects and other sectors to ensure that the standards that are developed are widely applicable and equip apprentices with a foundation of knowledge and skills that

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<sup>4</sup> <http://apprenticeships.org.uk/standards>

enables them to move between related occupations. We will help to facilitate these discussions during the Trailblazer process.

28. It is up to the employers and professional bodies leading the Trailblazer projects to agree how they choose to address areas where occupations relate closely to each other and where transferability is needed. Approaches used by phase 1 Trailblazers include:

- Using a **core and options model** in which a common core is agreed for a number of occupations, with additional options enabling the apprentice to specialise in an individual occupation. This has been used in a number of the phase 1 Trailblazers, including electrotechnical and energy and utilities.
- Agreeing **shared content** to be included in more than one Apprenticeship standard to ensure that apprentices in each are expected to attain some of the same knowledge and skills.

### **How much freedom will Trailblazers have to develop the standards?**

29. Our reform programme is built on a fundamental desire to put employers in control. It is therefore important that employers have a high degree of freedom to develop the standards and assessment approaches in a way that best meets the needs of their occupations and sectors, and this is evidenced by the different approaches taken by phase 1 Trailblazers.

30. However, it is also important that there are some elements that are common to all standards so that we can define what we mean by an Apprenticeship. These are set out in paragraph 32.

### **Can I make use of existing material (e.g. from Apprenticeship frameworks, qualifications, National Occupational Standards etc) when designing the standard?**

31. We want this to be a radical reform programme that will make Apprenticeships in England the best in the world. Trailblazers should not feel restricted in their thinking by current approaches or what has happened in the past. They should feel free to start afresh in areas where they want the new Apprenticeship standards to develop and improve the programme or to draw from excellent domestic or international evidence or practice.

## **What must be included within the Apprenticeship standards?**

32. We set out in *The Future of Apprenticeships in England: Implementation Plan*<sup>5</sup> the criteria that all Apprenticeship standards must meet. Apprenticeship standards must be short, concise, accessible documents. They must describe the level of skill, knowledge and competency required for a specific occupation, and to allow an apprentice to operate confidently within the sector. Any new standard must:

- a. describe what full competence for a specific occupation means so that, on completion, an apprentice will have the skills, knowledge and confidence to perform the role in any part of the sector;
- b. be publicly recognised by employers (including small businesses), recognised professional or trade bodies and, where appropriate, higher education institutions (HEIs), as fit for purpose;
- c. be suitable for small businesses to use to train their apprentices, if necessary with external training;
- d. contain sufficient content, and be pitched at such a level, that a new entrant to the occupation would find it stretching and require at least one year of training to meet the standard;
- e. include any skills, and any other requirements, for professional registration if such a system exists in the sector or occupation so that, on completion, a successful apprentice can achieve professional registration; and

Any new standard may:

- f. specify the level of English and maths achievement required if this is above the minimum requirements for all apprentices; and/or
- g. specify any qualifications to be achieved as a pre-requisite to taking the end-point assessment.

## **What is the minimum level of English and maths?**

33. Employers consistently tell us that English and maths are crucial skills for successful careers. In order to continue to increase the quality of Apprenticeships, we are strengthening the minimum English and maths requirements for the programme.

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<sup>5</sup> <https://www.gov.uk/government/consultations/future-of-apprenticeships-in-england-richard-review-next-steps>

34. All apprentices working towards the new standards must achieve level 1 English and maths qualifications as part of their Apprenticeship, if they have not already achieved these. Over and above this, we require apprentices to *work towards and take the test* for level 2 English and maths, if not already achieved. For Apprenticeships at level 3 and above, the apprentice will be required to *achieve* level 2 English and maths.
35. Apprentices can meet the English and maths requirements of their Apprenticeship through Functional Skills or through GCSE qualifications. It is our ambition that in the longer term, once the reformed GCSEs are implemented, apprentices will use GCSEs rather than Functional Skills to meet the English and maths requirements in Apprenticeships.
36. We recognise that for many occupations, employers may wish to establish a higher level of English and maths requirement. Trailblazers are free to do so through the Apprenticeship standard (paragraph 32(f)).

### **Can I include qualifications or parts of qualifications in the Apprenticeship standard?**

37. The new Apprenticeship standard will need to set out what an apprentice should know and be able to do at the end of the Apprenticeship, and the end-point assessment will cover the whole standard. Employers are free to specify a qualification(s) within the standard (paragraph 32 (g)), such as one or more new Tech Levels<sup>6</sup>, if they feel that they are essential.
38. Employers have a choice of 1) not specifying any qualifications in the standard, or 2) specifying qualifications in the standard, making the study and achievement a pre-requisite to taking the end-point assessment.
39. Completion of the Apprenticeship will therefore be via passing the end-point assessment and any qualifications specified in the standard.

### **What is the minimum duration of Apprenticeships?**

40. To ensure that Apprenticeships provide sustained and substantial training, all Apprenticeships will need to last for at least 12 months. When setting the Apprenticeship standards, Trailblazers will want to consider whether the occupations they choose to work on require at least 12 months substantial training in order to meet the standard (paragraph 32(d)).

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<sup>6</sup> A list of qualifications which meet the Tech Level standard was published by DfE in 2013. <https://www.gov.uk/government/publications/vocational-qualifications-for-14-to-19-year-olds>

**Will Apprenticeships still have 'levels' (e.g. Level 2, Level 3)?**

41. We think that it is important for Apprenticeships to continue to be assigned a level to support transferability within the wider education sector. However, when designing a standard Trailblazers should start with the occupation and what is needed for full competence. Assigning a level should come at the end of the development process, when the draft standard is submitted.

## 5. Setting the high level assessment approach

### What do you mean by the high level assessment approach?

42. This is a short document that describes how employers think an individual should be tested at the end of their Apprenticeship, to demonstrate they are fully competent in the occupation.
43. An apprentice must be able to demonstrate the knowledge and skills specified by employers in the standard in order to achieve their Apprenticeship. The Trailblazers will be asked to set out their high level approach to end-point assessment as an annex to the standard.

### What do you mean by end-point assessment?

44. All Apprenticeships will have an end-point assessment, which must be appropriate to the content of the standard and assess across the whole standard. The requirement for end-point assessment is in response to concerns we have heard from employers that apprentices are able to pass qualifications in current frameworks, but the employer does not judge them to be fully competent. The end-point assessment will therefore have to review the apprentice in the round; it must be holistic and test the full breadth of the relevant competencies. The end-point assessment does not preclude the use of qualifications or assessments to check progress or to confirm acquisition of under-pining knowledge and skills during the Apprenticeship.

### What should be included in the high level assessment approach?

45. The Trailblazers need to write a high level assessment approach and submit this as an annex to the standard. It should describe the specification for the end-point assessment. This should set out the Trailblazer's views on the scope of the end-point assessment, in terms of what should be assessed, and how it should be assessed. Whilst the end-point assessment must assess across the whole standard and review the apprentice in the round, we would expect this to be done through sampling for practical reasons. Trailblazers will be supported to develop their specification, to ensure the end-point assessment process is sufficiently broad and rigorous to ensure employers are satisfied that successful achievement of the end-point assessment demonstrates full competency.

### What are the minimum requirements for the end-point assessment?

46. As with the Apprenticeship standards, we want to give employers and professional bodies a high degree of freedom to set out how they think an apprentice should be assessed at the end of their Apprenticeship, to meet the needs of their occupation. It will be important to have independence and consistency in the assessment of

Apprenticeships to ensure recognition and transferability, Trailblazers must show how their high level assessment approach meets the requirements below:

- **Synoptic assessment** - requiring the apprentice to identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across their training and the standard. The end-point assessment must look at the apprentice in the round, be holistic and judge whether or not they are ready to transition from apprentice to a fully competent member of staff.
- **Grading.** As a minimum, grading will be applied to the end point assessment, and a pass will demonstrate full competency.

### **What methods of assessment can I choose for the end-point assessment of the standard?**

47. The new Apprenticeship standard will set out what an apprentice should know and be able to do at the end of the Apprenticeship. The end-point assessment will cover the whole standard and will therefore need to test both theoretical and practical elements. This will require synoptic assessment and may require multiple methods of assessment, for example:

- Practical assessments.
- A viva to assess theoretical or technical knowledge or discuss how the apprentice approached the practical assessment and their reasoning.
- Production of a project.
- A portfolio of work.
- Observational assessment.
- Written and multiple choice tests.
- Virtual assessment, such as online tests or video evidence as appropriate to the content.

48. The method of assessment needs to be appropriate to the content of the standard. It will be for employers and professional bodies involved in Trailblazers, working with assessment experts as they see fit, to set out assessment methods they feel are most effective to test an apprentice against the standard for each occupation.

49. The end-point assessment does not have to take place on a single occasion or through a single test. The exact timing of when end-point assessment takes place will be for employers to determine, they will judge when they feel an apprentice is ready to be put forward for the end-point assessment against the standard. If there are several aspects to the final assessment we would expect the period of assessment to be proportionate to the length of the programme. For example, where programmes

run for 3 or 4 years, with a multi-aspect end-point assessment process then an end-point assessment period of a few months could be appropriate.

## 6. Timetable and support

### How quickly should the Trailblazers produce the draft Apprenticeship standards and assessment approach?

50. We want the phase 1 and 2 Trailblazers to move forward rapidly so that we can gain early evidence of how the Apprenticeship reforms will work in practice. We recognise that it will take time to secure wide buy in from their sectors and occupations to the new standards, which will be essential to their success.
51. Taking into account the level of detail required for the draft Apprenticeship standard and assessment approach, we think that it will take **3-4 months** for each phase 2 Trailblazer to produce the standard and high level approach ready for submission. This is about the same amount of time as for phase 1 Trailblazers. A provisional timetable is in Annex A.
52. Given the breadth of new sectors and occupations in phase 2, we will work with individual projects to ensure that this timetable is achievable. We will keep this under review during phase 2, and may grant extensions on a case by case basis for particular Trailblazers.

### What support will the Trailblazers receive?

53. The Trailblazers will be led by employers and professional bodies, and we do not want to put in place centrally-driven processes that restrict their flexibility.
54. However, the Trailblazers will encounter questions and areas where they need further guidance during the course of their work. Each Trailblazer project will be assigned a relationship manager who will be the first point of contact for enquiries. This guidance has been updated to include answers to the most common questions and issues arising from the phase 1 Trailblazers (Annex C).
55. We have prepared some tools based on the work of the phase 1 Trailblazers that subsequent Trailblazers can draw on for assistance (Annex D).
56. We will facilitate regular meetings between the Trailblazer projects to provide opportunities for the Trailblazer projects to work with each other during the development phase. This will be important both to share effective practice and to discuss areas where standards and occupations overlap and can support each other.

## **What role will the Gatsby Foundation play?**

57. Gatsby is an independent charitable foundation set up in 1967 by David Sainsbury (now Lord Sainsbury of Turville). It focuses its support on a limited number of areas, one of which is science and engineering education. More information regarding Gatsby is available on its website<sup>7</sup>.

58. Gatsby worked in partnership with government to support the delivery of the first Trailblazers announced last October, and will continue to support phase 2 of Trailblazers where projects align with its priorities in science and engineering education. Gatsby will have three key roles:

- Providing funding of up to £1.6 million to support the employers and professional bodies that are developing phase 1 and 2 Apprenticeship standards and assessment approaches.
- Working with government to facilitate discussions between the Trailblazer projects to improve links and develop areas of shared interest.
- Commissioning external research or analysis to support the Trailblazers as necessary.

## **I am involved in a Trailblazer. How can I apply for funding from the Gatsby Foundation?**

59. Gatsby has put in place a process for Trailblazer projects to apply for capacity funding to develop their Apprenticeship standards and assessment approaches. Further information is available on the Gatsby website<sup>8</sup>.

## **Will the Trailblazer approach be evaluated?**

60. Given the radical and far-reaching nature of the Apprenticeship reforms, we think it is essential for us to monitor and evaluate their impact. We have appointed the Institute for Employment Studies (IES) as an independent evaluator for phase 1 Trailblazers. Their report will help us to draw together information about how the Trailblazers have developed their Apprenticeship standards and assessment approach, so that we can learn and improve the process in future.

61. We will use this information to update this Guidance so that it is accessible to all those involved in developing and delivering the new Apprenticeships programme.

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<sup>7</sup> <http://www.gatsby.org.uk>

<sup>8</sup> <http://www.gatsby.org.uk/en/Education/Projects/Supporting-Apprenticeship-Reform.aspx>

62. It is essential that we ensure that the Apprenticeship reforms fully support the needs of smaller businesses. During the Trailblazer process we will examine the system specifically from a smaller employer point of view to learn lessons for future implementation.

## 7. Submitting and agreeing the standard and assessment approach

**Once the draft Apprenticeship standard and high level assessment approach are complete, how do we submit them?**

63. Trailblazer projects will keep in touch with their relationship manager as they develop the Apprenticeship standards and assessment approach for their occupations. Once the draft is complete and has support from a wide range of employers in the sector, they should submit it to [apprenticeship.trailblazers@bis.gsi.gov.uk](mailto:apprenticeship.trailblazers@bis.gsi.gov.uk).

64. Trailblazers will also be required to submit evidence that the proposed Apprenticeship standard and assessment approach meet the criteria in paragraph 67 below.

**Who makes a decision and how?**

65. As the new standards will form the basis of Apprenticeships in future, including for funding purposes, the Secretary of State will approve each of the Apprenticeship standards produced by the Trailblazer projects.

66. For phase 1 we convened a panel including employer, training provider, regulator and academic representatives to provide advice on the draft standard against the criteria set out below. We will review the process for phase 2 to ensure it remains appropriate.

**What criteria will the Apprenticeship standard be measured against?**

67. The criteria for the Apprenticeship standard are set out in paragraph 32 and those for the assessment approach in paragraph 46. The following table sets out the suggested evidence that Trailblazers will need to provide against these criteria.

Reference	Criterion	Suggested evidence
Para 32	A. Short, concise and clear	The Apprenticeship standard is concise (typically one to two sides of A4) and written in clear and simple language.
Para 32 (a)	B. Full competence in an occupation	The Apprenticeship standard describes full competence for a specific occupation.

Para 32 (b) and (c)	C. Employer support, including from smaller businesses	A wide range of employers have been involved in developing the standard and have signed up to it. Letters of support for the standard from relevant professional and trade bodies and at least ten employers (including smaller employers) that are representative of the sector or occupation should be submitted as evidence.
Para 32 (d)	D. Stretch	The standard is sufficiently stretching that a new entrant to the occupation will require at least one year of training to meet the standard.
Para 32 (e)	E. Professional registration	Where professional registration exists for the occupation, the Apprenticeship standard provides the individual with the experience they need to register for this. Where applicable, a letter of support from the relevant professional body should be submitted as evidence.
Para 32 (f)	F. English and maths	The standard includes details of any English and maths requirements above the minimum level, if required.
Para 32 (g)	G. Qualifications	The Apprenticeship standard specifies any qualifications which must be achieved. These will be a pre-requisite to taking the end-point assessment.
Para 46	H. Assessment	The assessment annex sets out the specification for the end-point assessment, including what must be assessed and how. Trailblazers must demonstrate how the high level assessment approach meets the requirements of assessment (paragraph 46) and that the assessment is appropriate to the content of the standard.

## **What will happen once the Apprenticeship standard is agreed?**

68. Once the Apprenticeship standard is agreed, the relationship manager will notify all those involved in the project. Agreed Apprenticeship standards will be published on the National Apprenticeship Service website<sup>9</sup>.
69. The high level assessment approach must be submitted as an annex to the standard, but it will not be published at this point. We want to ensure Trailblazers have the opportunity to revise their high level assessment approach and check that it remains fit for purpose as the end-point assessment is developed.

## **Who owns the standards?**

70. The contributors to the standards will assign copyright ownership to the Crown. This is because the Secretary of State will be responsible for approving and publishing the standards and funding the Apprenticeships delivered under them as Government supported programmes. The assignments are also to ensure that the Government can protect the use of the standards and provide continuity, working with employers again at the point where the standards need to be reviewed or updated. This is a formality and does not change at all the fact that the standards have been designed and led by your groups of employers.

## **When will the Apprenticeship standards be reviewed?**

71. We think that it is important for the Apprenticeship standards to be reviewed regularly to ensure that they remain up to date with the latest requirements and practice in the occupations to which they relate.
72. However, we also know that individual sectors will have different views on how often their standards need to be reviewed, depending on how rapidly technology and practice is evolving. When each Apprenticeship standard is agreed, we will work with the employers and professional bodies involved to agree a suitable review date. This will be no more than three years to ensure that the Apprenticeship standards remain current.

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<sup>9</sup> <http://apprenticeships.org.uk/standards>

## 8. From approval to delivery

*This section sets out our current thinking on the process between the agreement of the Apprenticeship standard and delivery of the first Apprenticeships under them. We will continue to refine this process with the Trailblazers as they develop the standards and assessment approaches and will update future versions of this guidance to reflect the latest position.*

### **Isn't the current Apprenticeships system underpinned by law?**

73. English Apprenticeships are currently governed by the Apprenticeship, Skills, Children and Learning Act 2009. The legislation is prescriptive and contains rules and provisions that are incompatible with our plans for reform.

74. The Deregulation Bill was introduced to the House of Commons in January 2014. It contains clauses to amend the current legislation in line with our reforms. Once passed, this will give a clear legal basis for the new Apprenticeships programme.

### **What steps are required for an Apprenticeship standard to be ready for delivery?**

75. We think that there are two key processes which need to take place to enable delivery against the new Apprenticeship standards:

- **Designing the detail of the end-point assessment process and preparing for delivery**, based on the high level approach developed by employers and professional bodies as part of the Trailblazer.
- **Designing the content of the training** that will enable learners to achieve the skills and knowledge set out in the Apprenticeship standard.

76. We think that these two processes can go ahead in parallel, building on the published Apprenticeship standard for each occupation.

### **How will the process of designing the detailed assessment work, and how will the Trailblazers be involved?**

77. This will build on the high level assessment approach set out by the Trailblazers, to develop the end-point assessment, including designing any written and practical tests and the associated marking scheme, details of how the assessment will be delivered and who will do it.

78. As set out in *The Future of Apprenticeships in England: Implementation Plan*<sup>10</sup>, independence and consistency of assessment are critical to ensure rigour in the system and to maintain the standards over time. We will work with Trailblazers to ensure the end-point assessment, and any bodies responsible for assessment delivery, meets these principles and that suitable quality assurance processes are in place to maintain standards over time.
79. Once the standard and high level assessment approach have been developed there will be a process to identify an assessment body or bodies to lead on the detailed design and delivery of the end-point assessment process. The end-point assessment should reflect the best research and international practice. It will be critical for the Trailblazer employers to be engaged in this process, to ensure that the end-point assessment has the confidence of employers.
80. One way in which consistency in assessment could be achieved is through a single assessment body per standard. If Trailblazers wish to take this approach for their occupation, government will run a competitive process to identify a single assessment body per standard, to lead on the detailed design and delivery of the end-point assessment for a fixed period. We are working with Ofqual and the Skills Funding Agency to develop this process and the requirements which organisations would need to meet in order to be eligible to compete.

### **Ensuring independence of assessment**

81. Independence is critical to ensure quality assessment and to ensure the standard is maintained over time. Those who are making the judgements about assessment must have nothing to gain from the outcome. However, independence does not mean there is no role for employers in assessment. Employers should be part of this process as they are best placed to judge whether or not an apprentice is fully competent to work in their sector. There are a number of ways in which independence of assessment can be assured in the end-point assessment process. These include:
- The use of an independent third party assessment body running all the assessments for the standard.
  - External moderation of assessment, by assessment experts or other employers.
  - Panel assessment involving an independent third party, either an assessment expert or another employer, as seen in many European Apprenticeship programmes.
82. We will work with Trailblazers to ensure quality and independence of assessment.

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<sup>10</sup> <https://www.gov.uk/government/consultations/future-of-apprenticeships-in-england-richard-review-next-steps>

83. The end-point assessment presents a new opportunity for organisations to come forward with innovative approaches to assessment and we are keen to see what employers, professional bodies and assessment experts develop for the Trailblazer projects.

84. We will test a number of different approaches to the detailed design and delivery of assessment in phase 1 and phase 2 Trailblazers. We will build on the lessons learnt from the best of these projects before confirming an approach to assessment for full roll out.

### **Approving the end-point assessment process**

85. The high level assessment approach must be submitted as an annex to the standard, but it will not be formally signed off or published at this point.

86. Approval of the end-point assessment will be after the detailed assessment strategy and delivery plans have been developed by the assessment body(s), before any delivery begins.

### **How will the process of designing the content of training work and how will the Trailblazers be involved?**

87. Education and training providers will need to develop the content of any training to deliver the new Apprenticeship standard and fit with the detailed approach to assessment. Trailblazers may wish to involve training providers in their discussions from an early stage to help lay the foundations for this process.

88. Trailblazers will want to work with training providers as they develop the content of Apprenticeships to ensure that the final materials fully underpin the agreed standard and meet the needs of employers.

### **When will the first Apprenticeships be delivered under the new Apprenticeship standards?**

89. We expect that the first Apprenticeships under the new standards will begin to be delivered during the 2014/15 academic year. We expect numbers to be small to begin with as employers test delivery of the new standards, but to grow rapidly as the reforms become established.

### **How will the new Apprenticeships be funded?**

90. We are planning changes to the way Apprenticeships are funded. We will provide further detail in the Funding Reform Technical Consultation, which will be published shortly.

### **When will you close the existing Apprenticeship Frameworks?**

91. We will stop the development of new frameworks and close the existing Apprenticeship frameworks as the new standards are developed. Our aim is for all new Apprenticeship starts to be on the new standards from the 2017/18 academic year.

92. However, we will ensure that anyone who begins an Apprenticeship under an existing framework is able to complete the Apprenticeship on this basis. Discussions with stakeholders are underway to develop an effective transition process. The two systems will operate in parallel for a number of years to ensure an effective transition.

### **Who will issue Apprenticeship certificates?**

93. We believe that an Apprenticeship certificate is the appropriate mechanism to mark the completion of an Apprenticeship. The Federation for Industry Sector Skills and Standards (FISSS) currently issues all Apprenticeship certificates in England.

94. We want to continue to take this approach for the issuing of certificates for new Apprentice standards. However, we recognise that the Trailblazer projects may want to have direct influence over the content and design of the certificates. Therefore we have agreed that FISSS will work with individual Trailblazer projects to develop and design individual certification requirements.

## ANNEX A – Provisional timetable for phase two Trailblazers

<b>October 2013</b>	<ul style="list-style-type: none"> <li>• First Trailblazers were announced in <i>The Future of Apprenticeships in England: Implementation Plan</i>.</li> <li>• Version 1 of this Guidance published.</li> </ul>
<b>October 2013 – January 2014</b>	<ul style="list-style-type: none"> <li>• Phase 1 Trailblazers developed the Apprenticeship standards and high level assessment approach for their occupations, working with a range of employers and professional bodies.</li> </ul>
<b>February 2014</b>	<ul style="list-style-type: none"> <li>• Phase 1 Trailblazers completed and submitted their draft Apprenticeship standards and high level assessment approach. Internal and external experts reviewed standards.</li> </ul>
<b>Early March 2014</b>	<ul style="list-style-type: none"> <li>• Phase 1 Apprenticeship standards are subject to a scrutiny process</li> <li>• First Apprenticeship standards published.</li> <li>• Second phase of Trailblazers announced.</li> <li>• Version 2 of this Guidance published.</li> </ul>
<b>March – June 2014</b>	<ul style="list-style-type: none"> <li>• Phase 2 Trailblazers develop the Apprenticeship standards and high level assessment approach for their occupations, working with a range of employers and professional bodies.</li> </ul>
<b>March - end 2014</b>	<ul style="list-style-type: none"> <li>• Development of detailed assessment approach begins for phase 1 standards.</li> <li>• Education and training providers begin to update their content and materials to deliver the phase 1 standards.</li> </ul>
<b>June 2014</b>	<ul style="list-style-type: none"> <li>• Phase 2 Trailblazers complete and submit their draft Apprenticeship standards and high level assessment approach.</li> </ul>

<b>July 2014</b>	<ul style="list-style-type: none"> <li>• Phase 2 Apprenticeship standards are subject to a scrutiny process</li> <li>• Phase 2 Apprenticeship standards published.</li> </ul>
<b>August 2014 onwards</b>	<ul style="list-style-type: none"> <li>• Deadline for expressions of interest in phase 3.</li> <li>• If required, competitive process for end-point assessment body.</li> <li>• Education and training providers begin to update their content and materials to deliver phase 2 standards.</li> </ul>
<b>September 2014</b>	<ul style="list-style-type: none"> <li>• Third phase of Trailblazers announced.</li> </ul>
<b>End 2014</b>	<ul style="list-style-type: none"> <li>• First Apprenticeships delivered under the new standards.</li> </ul>
<b>2015 onwards</b>	<ul style="list-style-type: none"> <li>• Ongoing development of new standards and wider roll out</li> </ul>

## ANNEX B – Phase 2 Trailblazers

- **Accountancy** – Led by organisations including Baker Tilly, Dains, Deloitte, Government Finance Profession, Grant Thornton, Ernst & Young, Hazlewoods LLP, KPMG, Lentells Chartered Accountants, PwC and S3 with the Association of Accounting Technicians (AAT), Chartered Institute of Management Accountants (CIMA), Chartered Institute of Public Finance and Accountancy (CIPFA) and the Institute of Chartered Accountants in England and Wales (ICAEW). This will develop the standard for an Accountant (including Chartered status).
- **Actuarial** – Led by organisations including Aon, Barnett Waddingham, Grant Thornton, JLT, Mercer and Munich Re with the Institute and Faculty of Actuaries. This will develop the standard for a Certified Actuarial Analyst.
- **Adult Social Care** – Led by organisations including Woodford Homecare, West of England Centre for Inclusive Living (WECIL), Hertfordshire County Council, Hendra Healthcare (Ludlow) Limited, Barchester Healthcare, Hand in Hands, Creative Support, Housing 21 and Oxford County Council. This will develop a standard for an Adult Social Care Worker.
- **Airworthiness** – Led by organisations including British Business & General Aviation Association, LRTT Ltd, BAE Systems, Aircraft Maintenance & Support, Virgin Atlantic Airways Ltd, Avalonaero, Harrods Aviation Limited, Civil Aviation Authority, NAL Asset Management Ltd, Aviation Quality Management Services Ltd, Rizon Jet Uk Ltd, Airbus, Rolls Royce, Marshalls Aerospace, Inflight MRO Services (Stansted & Southend), and Ministry of Defence. This will develop the standard for an Aircraft Maintenance Fitter / Mechanic.
- **Automotive Retail** – Led by organisations including Jaguar Land Rover, Mercedes-Benz, BMW, Honda, Stratstone Group, Arnold Clark Group, Cavalier garages, Quality Car Service, Jim Steel Garages, Retail Motor Industry Federation (RMIF) and the Institute of the Motor Industry (IMI). This will develop the standard for Light Vehicle Maintenance & Repair.
- **Aviation** – Led by organisations including British Airways, Birmingham Airport, Bristol Airport, Coventry Airport Ltd, Exeter International Airport, Gatwick Airport, Heathrow Airport Ltd, Leeds Bradford International Airport, London City Airport, London Gatwick Airport, London Southend Airport, Newcastle International Airport, Norwich International Airport, OmniServe, Southampton International Airport, Stobart Air, Swissport Ltd and the Royal Air Force. This will develop the standard for an Airside Operations Operative.

- **Butchery** – Led by organisations including ABP, Aubrey Allen, Bernard Matthews, Cranstons Quality Butchers Ltd, Faccenda, Fairfax Meadow, J. W. Mettrick and Sons Ltd, John Taylor and Son Ltd, Morrisons, Tulip and Walter Smith Fine Foods. This will build on the work of the Phase 1 Trailblazer in food and drink manufacturing, and develop the standard for Butchery
- **Cinema Industry** – Led by organisations including Cineworld, Empire Cinemas, Lifetime Learning, Odeon, Showcase and Vue Entertainment, and Cinema Exhibitors' Association (CEA). This will develop the standard for a Cinema Operative.
- **Civil Engineering – Rail** – Led by organisations including Jacobs Engineering, Arup, Atkins, CH2MHill, Hyder Consulting, Parsons Brinckerhoff, Tony Gee and Partners, URS, WSP, Institution of Civil Engineers (ICE) and the Institution of Engineering technology (IET). This will develop the standard for a Rail Design Technician.
- **Civil Service** – A cross Government approach led by the Operational Delivery Profession and including the Department for Work and Pensions, HMRC, Home Office, Department of Transport and Ministry of Justice. This will develop the standard for Operational Delivery (public facing roles).
- **Construction** - Led by organisations including Laing O'Rourke, Carillion Construction Ltd, Lovell Partnerships Ltd, Seddon, Kier, Balfour Beatty, Royal Engineers, H&H Joiners & Builders Ltd, K & M McLoughlin Decorating Ltd, The Chartered Institute of Building, Institution of Civil Engineers, and the Construction Industry Training Board. This will develop the standard for Wood Occupations and Assembly Technicians
- **Conveyancing** – Led by organisations including Countrywide Conveyancing Services, Convey Law, Conveyancing Direct, Dezrez Legal, Enact, Total Conveyancing Services, Premier Property Lawyers / MyhomeMove Ltd and Specialist Property Lawyers with the Council for Licensed Conveyancers (CLC). This will develop the standard for a Fully Licensed Conveyancer.
- **Craft** – Led by organisations including Holts Lapidary, The Victoria and Albert Museum, Ghostsigns, Cockpit Arts, The Mulberry Tree Woodturnery, Kyra Cane Ceramics, Eastnor Pottery and the Flying Potter, Blacksmiths including Steve Rook, Terence Clark and Adrian Legge, Matthew Burt Ltd., Leach Pottery, Edward Barnsley Workshop, Henry Willis & Sons Ltd., Nicholson and Co. Ltd., Harrison and Harrison Ltd., R&S Young Organ Builders, F.H Browne & Sons Ltd., Shires Organ Pipes Ltd., Red Barn Creative, Hockley Mint Ltd., Goldsmith Company London Assay Office, Martin Goetze and Dominic Gwynn, Patricia Lovett Calligraphy, Andy Bates Leather Studio, Heritage Crafts Association, Crafts

Council, Livery Companies Skills Council, Holts Academy, British Horological Institute and the British Institute of Organ Builders. This will develop the standard for Craft.

- **Dental Health** – Led by organisations including Genix Healthcare, Ravi Rattan 211 Dental, Den Dental, Integrated Dental Holdings (IDH), Oasis Healthcare, Rodericks Dental, Smile Care Group, Association of Dental Groups, Attenborough Dental Laboratories Ltd, Barry Appleby, CosTech Elite, First Impressions Denture Centre, JW Dental Ceramics, Kestrel Dental, Knight Dental Design, S4S Dental Laboratory, Sparkle Dental Labs, Dental Laboratories Association, Dental Technologists' Association, Kings College Hospital NHS Foundation Trust. This will develop standards for a Dental Laboratory Technician and Practice Management in Dentistry.
- **Early Years** – Led by organisations including The Hadland Group (including Tops Day Nurseries), Pre-School Learning Alliance, National Day Nursery Association, Puffins of Exeter, Sheffield Children's Centre, Busy Bees Nurseries, Bertram Day Nurseries, Bright Horizons and Jancett Childcare. This will develop standard for an Early Years Educator.
- **Emerging Technologies** – Led by organisations including TheProductivGroup, The Manufacturing Technology Centre, The National Composite Centre, The Advanced Manufacturing Research Centre, TRB Lightweight Structures, CCT Momentive, Tata Steel, Newburgh Engineering, AES Seal, Knight Warner, Hexagon Metrology, Delcam, Cobham Antenna Systems. This will develop the standard for a High Value Manufacturing Technician.
- **Hair and Beauty** – Led by organisations including Richard Ward Hair and Metrospa, Urban Retreat, Regis UK, SAKS, Toni & Guy, Philosophy Hairdressing, UR Beautiful Ltd, Fusion Hair & Beauty, Rogers of Chell Barber Shops, Phaze 1 Hair and Nail and Beauty Lounge Ltd. This will develop the standards for Hairdressing, Barbering and Beauty.
- **Horticulture** – Led by organisations including Cold Ashby Golf Club, Roehampton Club, Basildon Golf Club, MacDonald Portal Hotel, Bearwood Lakes Golf Club, Worplesdon Golf Club, Royal Liverpool Golf Club, Stock Brook Golf Club, England Golf, British and International Golf Greenkeepers Association (BIGGA) and Greenkeepers Training Committee (GTC). This will develop the standard for Golf Greenkeeping.
- **Hospitality and Tourism** – Led by organisations including Hilton Worldwide, Spirit Pub Company, Compass Group, Dorchester Collection, Brownsword Hotels, BaxterStorey, McDonald's UK, Bartlett Mitchell Ltd, Whitbread, Sodexo UK, Tragus Group, SSP, Thomas Cook Group UK Ltd, PGL Travel, Eurocamp,

Mitchells and Butlers, KFC UKI, Oxford and Cambridge Club, TUI, Institute of Hospitality, Royal Academy of Culinary Arts, ABTA, British Institute of Innkeeping, Le Manoir aux Quat'Saisons and Barchester Healthcare. This will develop the standards for Professional Chefs, and Hospitality and Tourism Supervisors and Managers.

- **Housing** – Led by organisations including Aspire Group, Amicus Horizon, Affinity Sutton, Coast and Country Housing, Futures Housing Group, Guinness Housing Partnership, New Charter Housing Trust Group, The Community Housing Group, Yarlinton Housing Group and National Housing Federation. This will develop the standard for Housing Management.
- **Insurance** – Led by organisations including Aon, Aviva, AXA, Barbican Insurance Group, Bluefin Group, Chaucer, Hiscox, JLT, Lloyd's, Prudential, RSA, Willis and Zurich with the Association of British Insurers (ABI), British Insurance Brokers' Association (BIBA) and Chartered Insurance Institute (CII). This will develop the standards for Insurance and Underwriting.
- **Land-based Engineering** – Led by organisations including CLAAS UK Ltd, Toro, Kubota (UK), AGCO Ltd, Ransomes Jacobson, John Deere, Case New Holland, Agricultural Engineers Association (AEA), British Agricultural and Garden Machinery Association (BAGMA) and Institute of Agricultural Engineers (IAgrE). This will develop the standard for a Land-based Engineering Technician.
- **Law** – Led by organisations including Addleshaw Goddard, Ashfords, Bond Dickinson, Brethertons, Browne Jacobson, Burges Salmon, Clyde and Co, DAC Beachcroft, Dentons, DWF, Eversheds, Freeth Cartwright, Gateley, Irwin Mitchell, Kennedys Law, Lyons Davidson, Michelmores, Needle Partnership, Osborne Clarke, Pinsent Mason, Reed Smith, Stephenson Harwood, Taylor and Emmet, Taylor Vinters, Thomas Eggar, Veale Wasbrough Vizards, Withers and Wragge & Co with BPP, CILEx, the Law Society, Solicitors Regulation Authority and the University of Law. This will develop the standard for a Solicitor.
- **Maritime** – Led by organisations including DFDS, Princess Cruises, Carnival UK, P&O Ferries, Royal Navy and James Fisher (Shipping Services) Ltd. This will develop the standard for Deck, Engine Room and Catering Ratings.
- **Newspaper and Broadcast Media** – Led by organisations including Archant, BBC, BSkyB, The Independent, ITN, Johnston Press plc, KM Group, London Evening Standard, Newsquest Media Group and the National Council for the Training of Journalists. This will develop a standard for Journalism.
- **Nursing** – Led by organisations including Health Education England, Northampton Healthcare NHS Foundation Trust, Royal Devon & Exeter NHS Foundation Trust,

Norfolk and Norwich University Hospitals NHS Foundation Trust, Barchester Healthcare, the Priory Group and Bupa UK. This trailblazer group will work closely with professional bodies and other key stakeholders to develop the standard for Nursing.

- **Property Services** – Led by organisations including Barchester Healthcare, Mitie, Carillion PLC, Interserve PLC and Hilton Worldwide. This will develop a standard for a Property Maintenance Technician.
- **Retail** – Led by organisations including The Co-operative Group, Ryman, John Lewis plc, Tesco Stores Ltd, Asda, Goulds, Dorchester Ltd., The Horticultural Trades Association (HTA), AS Watson UK, B&Q, Boots UK Ltd, Screwfix Ltd, Debenhams plc. This will develop the standard for Shop Floor Staff / Sales Assistant.
- **Travel** – Led by organisations including BDC Travel, Capital Travel and Events, Hillgate Travel, Giles Travel, The Co-operative Travel, CTI, Horncastle Executive Travel Ltd PGI, Eurocamps, SPA Travel and Association of British Travel Agents (ABTA). This will develop a standard for a Travel Consultant.

## ANNEX C – Questions and Answers

### **Q: What evidence is needed to show employer support for a standard?**

- We have asked Trailblazers to supply ‘Letters of support for the standard from relevant professional and trade bodies and at least ten employers (including smaller employers) that are representative of the sector or occupation’ However we would look for much wider support where possible.
- Relationship managers will be able to provide a draft letter of support which can be used as a template. The letter should be addressed to the Trailblazer’s relationship manager at BIS (but can be collated through the relevant Trailblazer lead(s)) and should be signed by someone more senior than those involved directly in the development work to ensure higher-level buy in. For example a HR Director, or for SMEs it may be most appropriate for their Chief Executive to sign off.

### **Q: Some of the phase 1 standards contain information not required by the criteria (e.g. duration, behaviours, outline of the study programme). Should phase 2 Trailblazers include this information as well?**

- The standard should describe what full competency in an occupation looks like. The criteria for standards sets out the minimum requirements of the standard, and this should be the focus of content. However, Trailblazers are free to add additional content if they feel it is necessary to meet the overall aims of the standard. The standards should help apprentices and employers understand what the occupation is and what the apprentice will be able to know and do at the end of the programme. Any additional content should be balanced with the first criteria requiring standards to be short and concise.

### **Q: How can smaller businesses get involved in these reforms?**

- We expect a wide range of different employers to be involved in the Trailblazer projects, including larger employers, their supply chains and other smaller employers. One of the criteria we have set for approving the Apprenticeship standards is support from employers, including smaller employers.
- But we also recognise that we will need to use the Trailblazer programme as an opportunity to specifically consider the needs of smaller businesses so that this can feed into plans for wider implementation. We will do this as part of our ongoing evaluation.

**Q: Do these reforms apply to Scotland, Wales and Northern Ireland?**

- Policy on skills is devolved and so the reforms described in this document apply only to England. We recognise the value of a joined up approach to Apprenticeships across the United Kingdom, particularly for employers with staff in more than one area. In time, the Apprenticeship Trailblazers will provide concrete evidence for this approach and we will continue to share this with colleagues in the Devolved Administrations.

**Q: What is the relationship between the Government's reform of vocational qualifications for 16-18 year olds and Apprenticeship Trailblazers?**

- The government's reform of vocational qualifications for 16-18 year olds is about making sure we have high quality employer-endorsed and substantial qualifications available for these learners. Tech Levels are level 3 qualifications that are aligned to technical occupations or occupational groups and equip a student with specialist knowledge and skills. In December 2013 the government announced which qualifications have met their Tech Level requirements.
- Employers designing Apprenticeship standards can choose to specify qualifications, such as new Tech Level qualifications as they will have proven industry support, as part of the Apprenticeship standard if they wish.

## **ANNEX D – Tools for Trailblazers**

1. Template Workplan
2. Template for Apprenticeship Standard (and high level assessment annex)
3. Suggested Schedule of Meetings
4. Working with Your Relationship Manager

## 1. Template Work Plan

This can be used by the Trailblazers to develop an initial plan for their work to agree with their relationship manager.

<b>Trailblazer:</b> <b>Employer chair:</b> <b>Relationship Manager:</b>
<b>1. Managing the Trailblazer</b> <ul style="list-style-type: none"><li>• How do you plan to manage the work of the Trailblazer? How often does the group plan to meet? Who will set the agenda for these discussions and chair the sessions?</li><li>• Will the whole group consider all issues or will you split the work into specific strands working on different aspects?</li></ul>
<b>2. Key phases and milestones</b> <ul style="list-style-type: none"><li>• How do you plan to meet the overall goal of submitting a high quality standard and high level assessment approach by June 2014?</li><li>• What are the key milestones along the way? When will you share information and drafts with your relationship manager?</li></ul>
<b>Key Milestones:</b>

**3. Plans for involving others**

- How do you plan to involve a wider group of employers, including smaller businesses, in the Trailblazer process to ensure that the standard is widely applicable?
- How do you plan to work with the other Trailblazers on any cross-over issues?
- Do you plan to involve other organisations and at what stage – e.g. awarding bodies, providers, trade unions?

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**4. Risks and issues**

- What are the key risks and issues for the Trailblazer project at this point and how are you managing them?

Risk / Issue	Plans for mitigating/managing

**5. Anything else to raise**

- Is there anything else that you would like to make your relationship manager aware of at this stage?

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## 2. Template for Apprenticeship Standard

This template can be used by phase 2 Trailblazers as the basis for designing their Apprenticeship standards. Phase 2 Trailblazers are free to adapt this standard to meet their needs. Items that we expect to be covered in all Apprenticeship standards appear in black type in the template, whilst those that are optional depending on the occupation and circumstances are in blue type. Apprenticeship standards should be short and clear, taking up no more than two sides of A4.

### 1. Occupation(s)

- *List the occupation(s) covered by this Apprenticeship standard. It may also be helpful to set out any generic job titles used to describe this occupation within the sector.*
- *If you are using a core and options approach, you should set out the range of options here.*

### 2. Occupational profile

- *Describe briefly what someone who is fully competent in this occupation will be expected to be able to do – their main duties and tasks.*

### 3. Requirements: Knowledge, Skills (and behaviours)

- *This is the core of the Apprenticeship standard. You should list the knowledge and skills that are required by employers for full competence in this occupation. You are free to list these together or separately based on what you agree will be most effective for your sector and occupation.*

Knowledge	What is required

Skill	What is required

- *Many of the phase 1 Trailblazers also chose to include the behaviours required for full competence.*

Behaviours	What is required

#### 4. Duration

- *You may wish to give an indication of the likely duration of the Apprenticeship.*
- *This must be at least 12 months. .*

#### 6. Qualifications

- *You do not need to specify qualifications as part of your Apprenticeship standard. If employers collectively agree that a specific qualification or qualifications should be required, these should be listed here.*
- *The name, type and level of qualification should be stated but it should not specify a provider or awarding organisation (except where it is offered by only one organisation e.g. vendor and professional qualifications).*
- *This section should also state any English and maths requirements above the minimum.*

#### 7. Link to professional registration and progression

- *Apprenticeship standards must link to professional registration where this exists in the occupation.*
- *This section should set out how this standard links to the relevant system of professional registration.*
- *This section should also give a very brief overview of potential progression, including any links to higher level Apprenticeship standards that may be appropriate.*

**Level** – *State the proposed level of the Apprenticeship standard (e.g. Level 3)*

**Review date** – *This should be no more than three years after approval of the standard, but may be earlier, for instance in cases where technology or processes are developing rapidly.*

## **Annex: High Level Assessment Approach**

The high level assessment approach is a short document that describes how Trailblazer employers think an individual should best be tested at the end of their Apprenticeship, to demonstrate they have met the standard. This annex sets out the information this document should contain and some suggestions to help Trailblazers to think through their ideas.

The high level assessment approach is an opportunity for Trailblazers to set out any requirements they have of the end-point assessment. Trailblazers are free to work with assessment experts as they see fit. The high level assessment approach will inform the subsequent development of a detailed assessment strategy and plan for delivery, and it is envisaged that Trailblazers will involve a third party in this.

### **The specification for the end-point assessment**

This should set out the Trailblazer's expectations on:

#### **a. Scope of the end-point assessment**

- *The end-point assessment must assess across the whole standard but it does not have to assess every aspect. When thinking about which aspects of the standard would need to be formally assessed at the end of the programme, it may be helpful to think about how critical it is for the occupation, how frequently it is used and whether it links to professional registration.*
- *The end-point assessment should assess how an apprentice integrates and applies knowledge and skills, with realistic and stretching tasks, either in a work setting or simulating the pressures of real work which provide the apprentice the opportunity to demonstrate full competency. It should not be used to test acquisition of lower order skills and knowledge, and the testing of introductory or underpinning knowledge and skills may be best assessed at earlier stages of the Apprenticeship.*

#### **b. How should it be assessed?**

- *Once the 'what should be assessed' has been determined Trailblazers should then think about the 'how it should be assessed'. When doing so Trailblazers must consider the suitability of methods of assessment to the nature of the content being assessed.*
- *The end-point assessment should involve synoptic assessments that draw on a range of skills and knowledge requirements from across the standard, and assesses how the apprentice integrates and applies these together. It should not seek to assess different aspects of the standard separately.*
- *For example, asking an apprentice to build a desktop computer will require them to demonstrate the underlying skills and knowledge of the component parts without having to assess each individually.*

### **c. Who should be involved in assessment?**

- *Trailblazers should consider who is best placed to judge whether an apprentice has met the standard, to ensure the assessment has the confidence of the wider sector and that successful apprentices are deemed competent by employers. When doing so, Trailblazers should give some consideration as to the relationship between who undertakes assessment and how a common standard is maintained across different assessors.*
- *We have seen some innovative employer led, sector wide, approaches coming forward in the phase 1 Trailblazers. This could involve apprentices being assessed by a panel of employers, through employers assessing each other's apprentices or building on established professional or trade tests.*
- *Independence of assessment and ensuring that those who are making the judgements are appropriately chosen, suitably trained and experienced, and that judgements are quality assured are critical considerations when thinking about who is involved in assessment.*

### **d. How grading will be applied**

- *Phase 1 Trailblazers have found it helpful to think of grading in terms of good, better and best. The grading process therefore seeks to formalise the judgements employers already make around the performance of their apprentices.*
- *Achieving a 'pass' must signify full competence and therefore grading should be applied where differentiation above competency can be made. Trailblazers may find it helpful to work through the content of the standard to identify where grading can be applied and how this will be included in the end-point assessment.*

### **Optional**

*If Trailblazers feel they want/can go further in their high level assessment approach than the information set out above then they are free to do so, for example, some phase 1 Trailblazers have developed detailed assessment requirements for each aspect of the standard, listing all the knowledge and skills which sit below the competencies listed on the standard. However, Trailblazers should draw on expert advice to avoid difficulties in subsequently translating their approaches into content which can be reliably and consistently assessed, as the detailed assessment strategies are designed.*

### 3. Suggested Schedule for Meetings to Agree Standard

Meeting	Key points for discussion and agreement
<b>Meeting 1 - Forming</b>	<ul style="list-style-type: none"> <li>• Agree who will take part in the working group for the Trailblazer.</li> <li>• Agree the Chair of the group.</li> <li>• Discuss and agree ways of working</li> </ul>
<b>Announcement of Trailblazers and occupation(s)</b>	
<b>Meeting 2 – Planning</b>	<ul style="list-style-type: none"> <li>• Using the Workplan Template (Tool 1), discuss how you will plan and organise your work, key milestones and risks.</li> <li>• Submit a draft of the Workplan to your relationship manager for discussion.</li> </ul>
<b>Meeting 3 – Agree Plan</b>	<ul style="list-style-type: none"> <li>• Reflect on any feedback or questions on your Workplan and sign this off.</li> <li>• Share a final version of the Workplan with your relationship manager</li> </ul>
<b>Meetings 4-6</b>	<ul style="list-style-type: none"> <li>• Discuss and develop the list of skills, knowledge (and behaviours) that are required for full competence in your occupation(s).</li> <li>• You may find it useful to invite input from experts (e.g. current or past apprentices, international colleagues) to help with these discussions.</li> <li>• Consider approach to high-level assessment.</li> <li>• At the end of this process, using the Standard Template (Tool 2) as a starting point, write up your draft Apprenticeship standard</li> </ul>
<b>Meeting 7</b>	<ul style="list-style-type: none"> <li>• Plan your approach to consultation with a wide range of employers in your sector. You may want to consider meetings and online methods.</li> </ul>

<b>Consultation</b> with employers to gather views on the draft standard	
<b>Meeting 8-9</b>	<ul style="list-style-type: none"> <li>• Review comments received on the draft standard as part of the consultation process.</li> <li>• Refine and finalise your draft standard for submission.</li> </ul>
<b>Submit</b> draft Apprenticeship standard to your relationship manager together with letters of support from employers and professional bodies.	

#### 4. Working with Your Relationship Manager

Each Trailblazer project will be assigned a relationship manager and they will be your first point of contact for enquiries. The role of the relationship manager is to support, guide and challenge you to develop a high quality Apprenticeship standard and high level assessment approach that clearly fulfils all of the criteria in this Guidance.

The level of involvement by your relationship manager will vary according to the needs of your Trailblazer but you should expect them to work proactively at the outset to establish a good working relationship and to help ensure the Trailblazer is strong, viable and employer led. As the Trailblazer project becomes established the relationship will be generally be lighter, with the focus more on keeping in touch via regular updates.

Relationship managers will:-

- Be a single point of contact for your Trailblazer within the Apprenticeship Unit, answering queries that you raise, seeking input where necessary from policy experts.
- Agree with you a clear delivery plan for your Trailblazer. This will be based on the template Workplan and will cover when and how you will develop the standards and who you will involve at each stage.
- Attend occasional meetings of the Trailblazer project group, where employers or professional bodies ask for this and attend the Trailblazer workshops with you.
- Keep a watching eye on the project in order to identify and help you address any issues as they emerge.
- Manage additional contacts that are keen to be part of the Trailblazer, and pass on details to the nominated chair with an expectation that new employers are engaged.
- Support you in your consideration of all options for development and delivery of your assessment approach.
- Support you in the submission of your Apprenticeship standard and high level assessment approach, providing comments and feedback.
- Report back to the Apprenticeship Unit on progress.

Your relationship manager will also liaise with other relationship managers within the Apprenticeship Unit about cross-over between projects (e.g. where multiple projects are working on similar occupations) and facilitate as appropriate further discussion between relevant Trailblazers.

Conversations about funding should take place directly between Trailblazers and the Gatsby Foundation. Your relationship manager will not be involved in these.

Your relationship manager will be your first point of contact for enquiries and advice about the Apprenticeship reform programme and the role of Trailblazers in leading the development of new Apprenticeship standards.

Your relationship manager will focus solely on Trailblazers and should not replace or confuse any existing relationships with departmental sector teams.

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