

## **Apprenticeship standards – An overview of the Government's reforms**

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# Our Commitment to Reform

- Improving the quality of apprenticeships by:
  - enabling **employers** to develop the apprenticeships that fully meet their business needs via Trailblazers- making them more relevant and more attractive to those who will use them.
  - **Simplifying the system:** employer-designed standards should be short, easy to understand and describe the knowledge, skills and behaviour that an individual needs to be fully competent in an occupation.
  - Focusing on **rigorous end-point assessments** to demonstrate competence.
  - Giving employers more **control of the funding**- to empower businesses to act as customers and drive up the quality and relevance of training.



*We have also committed to increasing the number of apprenticeships in England- with 3 million starts by 2020. That is equivalent to more than one apprentice every minute over the next five years.*

# Trailblazers - transition from frameworks to standards

*“...we envisage a migration from apprenticeship frameworks to standards over the course of the Parliament, with as much of this to take place by 2017/18 as possible. We will stagger the withdrawal of public funding for new starts on framework apprenticeships as employers take on apprentices on the new standards, and give reasonable prior notice to training providers of this so that they can review their training offer.” (English Apprenticeships – Our 2020 Vision, Dec 2015)*

- Closing of first 7 frameworks on 1 June 16 announced last month (<https://www.gov.uk/government/publications/removal-of-apprenticeship-frameworks/removal-of-apprenticeship-frameworks>). No starts on them since 2014.



# Apprenticeship Standard:



A standard should:

- be short, concise and clear; setting out a clear occupational role;
- set out the full competence needed in an occupation in terms of Knowledge, Skills and Behaviour (KSBs);
- have the support of employers including smaller businesses;
- be sufficiently stretching so that it will require at least a year of sustained and substantial training to meet the standard;
- align with professional registration where it exists;
- contain minimum English and maths requirements; and
- only include mandatory qualifications under certain circumstances.
- Can be structured as a 'core and options' if there are a number of related occupations which share core common competencies.

# Apprenticeship standard - Assessment Plan

- A short document (we recommend a maximum of 10 pages) which
  - Outlines how the Apprenticeship is being assessed.
  - Clarifies what is expected of the Apprentice, the Employer and the Assessment Organisation.
- A Good Assessment Plan will :
  - assess the Apprentice in a holistic way, across the standard, to ensure they are **fully competent**.
  - deliver rigorous, high quality, assessments to **maintain standards over time**.
  - ensure that the Apprentice is assessed fairly in an **independent** and impartial way.
  - allow each employer the **freedom** to decide who undertakes the assessment





# Degree Apprenticeships – what are they?

- These are **real** apprenticeships which include **real** degrees – we do not want to dilute either brand.
- Degree Apprenticeships, like all apprentices, need to be **employed from day 1**
- They are paid by their employer and undertake a Bachelors or Masters degree as part of an approved Apprenticeship standard.
- They are delivered by universities, FE Colleges or employers themselves but the degree must be awarded by a body with Degree Awarding Powers.
- Degree Apprenticeships are funded on the same basis as other Trailblazers
- When the levy comes in we expect big demand for these apprenticeships in the business services sector, manufacturing and construction, and the public sector



# Higher and Degree Apprenticeships – progress so far

## Highers

- Nearly 70 Higher standards being developed (Levels 4 and 5)
- Occupations focus on ‘Technician’, ‘Specialist’ and ‘Practitioner’ roles e.g. Dental Practice Manager, Healthcare Practitioner and Nuclear Welding Technician
- Often include elements of management/supervision, as well as a greater breadth and depth of technical skill and knowledge not seen at lower levels

## Degree Apprenticeships

- 33 standards which contain a degree are in delivery or close to approval: from Aerospace engineer to Chartered Surveyor
- Engineering Manufacturing is the most used at the moment but we expect many more starts on Chartered Management and Digital standards
- More than 300 starts to date



# Institute for Apprenticeships

- Independent employer-led body that will regulate the quality of apprenticeships, set up by April 2017 (shadow form from 2016)
- An independent Chair will lead a small Board of employers, business leaders and their representatives
- Outline role:
  - Approve/reject bids, standards and assessment plans
  - Provide advice and guidance during their development
  - Determine policy on when standards need to be refreshed or closed
  - Advise on funding for each standard



**Any Questions?**

