

The Future of Apprenticeships in England

**Guidance for Developers of Apprenticeship
Standards and related Assessment Plans**

October 2014

Contents

1. Introduction and overview	3
2. Applying to develop an apprenticeship standard	5
<i>Tool 1 – Template letter to apply to develop an apprenticeship standard</i>	7
<i>Tool 2 – Guidance on naming apprenticeship occupations</i>	9
3. Developing an apprenticeship standard	10
<i>Tool 3 – Workplan template for standard development</i>	12
<i>Tool 4 – Outline plan of meetings</i>	14
<i>Tool 5 – Template for apprenticeship standard</i>	16
<i>Tool 6 – Assigning copyright to the Crown</i>	19
<i>Tool 7 – Criteria for approval of apprenticeship standards</i>	24
4. Developing an assessment plan and preparing for delivery	26
<i>Tool 8 – Assessment plan template</i>	30
<i>Tool 9 – Criteria for approval of apprenticeship assessment plans</i>	33
<i>Tool 10 – Apprenticeship cost template</i>	37

1. Introduction and overview

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 plans for implementing these reforms are set out in *The Future of Apprenticeships in England: Implementation Plan*¹, 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.** Routing government funding for the external training of apprentices via employers, to empower businesses to act as customers, driving up the quality and relevance of such training.
2. Employers working together to design the standards and assessments for apprenticeships is a key feature of the new system as it will lead to apprenticeships that are higher quality and more relevant to your industry. By getting involved in developing the standards for occupations in your sector, you will have the opportunity to define the skills, knowledge and behaviours that you require in your future workforce and which apprenticeship training subsidised by Government will help to deliver. This in turn will mean that apprenticeships can more directly support your business to grow and prosper.
3. Our ambition is for all apprenticeship starts from the 2017/18 Academic Year to be on new standards and assessments designed by employers. We recognise that this is a stretching goal but we know that many of you are keen to move quickly to improve the quality of apprenticeships in your sectors. We are taking a staged approach to delivery as we move towards that goal and are working with three phases of Trailblazers – groups of employers who have come together to be some of the first to

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

design new apprenticeship standards and assessments, helping to define, test and improve the system.

- **Phase 1** of the Trailblazers began in October 2013 in eight sectors. They initially produced eleven apprenticeship standards in March 2014, and related assessment plans have since been approved for most of these. The first apprentices started training towards some Phase 1 standards in September 2014.
- **Phase 2** of the Trailblazers began in March 2014 in 29 more sectors. The first approved standards to be produced by this group were published in August 2014. They are now working towards submitting their assessment plans in early 2015.
- **Phase 3** of the Trailblazers was announced in October 2014 covering 37 sectors, involving the development of more than 75 standards.

4. This guidance builds on all of the lessons and experience we have gained through working with colleagues involved in Phase 1 and Phase 2 of the Trailblazers. It is designed to support groups of employers developing apprenticeship standards and assessment plans from now on, providing the practical information and tools that you need. You may also find the following links useful:

- All of the apprenticeship standards and assessment plans that have been produced by employers and agreed by the Government are published at <http://www.apprenticeships.org.uk/standards>.
- All of the standards that are currently being developed by employer groups are listed at <http://www.apprenticeships.org.uk/standardsindevelopment>.
- We will keep our main hub page on apprenticeship reforms updated with all of the latest information. You can find this at <https://www.gov.uk/government/collections/apprenticeship-changes>.

2. Applying to develop an apprenticeship standard

5. We welcome your interest in developing an apprenticeship standard for your sector. The first thing that you will want to do is check whether other employers are already involved in designing a standard for this occupation. You can find lists of the standards that have been designed and those in development at the links in paragraph 4 on the previous page. If a group already exists and you would like to join them, you can email us at apprenticeship.trailblazers@bis.gsi.gov.uk and we will pass on your contact details to the chair of that group.
6. If there is not yet an apprenticeship standard in development for the occupation, then you would be welcome to work with a group of employers to come forward with a proposal to develop one. There will be regular opportunities to do this and for 2015, the deadlines for you to submit an application are:
- 17.00 on Thursday 12 February 2015
 - 17.00 on Friday 05 June 2015
 - 17.00 on Friday 02 October 2015
7. We welcome the fact that there is a high level of demand from employers to get involved in the development of standards. We want to be able to provide support to all of the groups and so we will limit the number of standards that go forward on each occasion to ensure that this is manageable and that we can work with you to develop your standards (there were more than 100 proposals for Phase 3 Trailblazers). Successful applications need to meet some clear criteria to ensure that the occupation will provide apprentices with sufficient transferable skills and that the proposed employer group is representative of the sector. These are set out in the tables below.

Occupational Criteria
a) The proposed occupation is unique and there is not already a standard in development (in which case we can link interested employers into that group).
b) There is not a high degree of overlap between the proposed occupation and another either proposed or in development (in which case we may ask you to collaborate with other employers on the design of related standards, which could feature a core and options).
c) The occupation will require rigorous and substantial training of over a year to achieve full competence (this is a requirement of all apprenticeship standards).
d) The occupation is at a sufficiently high level to allow the successful apprentice to develop transferable skills that will enable them to perform this role in an employer of any size or relevant sector.

Employer Development Group Criteria
e) You have a wide range of employers (at least ten) committed to being actively involved in the development of your apprenticeship standard.
f) These employers are reflective of those who employ people in this occupation – including in terms of size (your group must include small employers) and sector.
g) One employer member has been chosen by the group to act as chair .
h) Any other organisations involved, such as sector or trade bodies, have been invited to support the process by the employer leads and their role is specifically to support the employers.
i) The group is willing to work inclusively and collaboratively with other employers or groups who come forward with an interest in the same or similar occupation(s).

8. You are welcome to submit your application to us at any time at apprenticeship.trailblazers@bis.gsi.gov.uk and we have provided a template letter (**Tool 1** below) for you to complete. We have also provided some further guidance, based on our experience of Trailblazers on naming your apprenticeship occupation (**Tool 2**).
9. We will acknowledge receipt of your application and will consider it at the next opportunity (i.e. following the submission deadlines in paragraph 6). In addition to the information that you submit, we will also look at labour market information provided by the UK Commission for Employment and Skills showing the number of people working in the occupation and the level of skills needed to help us prioritise the proposals we receive.
10. We may contact you for further information or to help you to work together with another employer group. We aim to notify all applicants of the outcome within four weeks of the closing date and will then notify successful groups of the arrangements for announcing a list of those standards that will be developed.

Tool 1 – Template letter to apply to develop an apprenticeship standard

To: Apprenticeship Trailblazers Team

By email: apprenticeship.trailblazers@bis.gsi.gov.uk

Proposal to Develop Apprenticeship Standard(s) in [Sector]

I am writing as the lead employer for the proposed development group in [Sector]. This is a new/existing standard development group. I would chair the group and lead this work.

I am working with the group of employers listed below, all of whom are committed to working together to develop apprenticeship standards and to see these through to delivery.

The occupation(s) that we would like to develop apprenticeship standards for is/are:

- Occupation [please include a brief explanation of the main responsibilities and skills required and any information you can provide about numbers and demand in your sector(s)]

We believe that this occupation will require rigorous and substantial training of over a year to achieve full competence and are committed to ensuring that the standard we design provides sufficiently transferable skills to enable a successful apprentice to perform this role in an employer of any size or relevant sector. We are representative of our sector and are willing to work with other employers who come forward with an interest in this occupation and with colleagues from other sectors where our standards are closely related. We will develop the apprenticeship standard and assessment plan in line with the *Guidance for Developers of Apprenticeship Standards and related Assessment Plans*.

[If applicable: We are working with [professional body] who set the professional standards for this sector]

[If applicable: As employers, we have invited representatives from [sector body or bodies] to play a supporting role to the Trailblazer]

[If possible: Include any details or projections you can provide on the likely number of apprentices who will be employed in this occupation once the standard is developed]

If these standards are selected for development at this stage, I am happy for my organisation to be publically named as the lead employer and the companies listed below are happy to be named as working together to deliver this.

Yours sincerely,

Tool 2 – Guidance on naming apprenticeship occupations

This guidance was designed through the Trailblazer process to introduce some consistency to the way that apprenticeship occupations are described in order to make things clearer for employers and apprentices.

General:

- You should aim to make the titles of standards as transparent as possible to allow common understanding across the country, internationally, and for people who are unfamiliar with your industry – for instance, a young person considering starting an apprenticeship.
- You should avoid including unnecessary words in titles.
- Generally the best titles are the shortest – for instance ‘plasterer’.
- For standards which are broadly at level 2, the best descriptions might be ‘operative’, ‘mechanic’ or equivalent.
- For some disciplines and sectors there are already helpful naming conventions (for instance those developed or used by professional bodies) that can help to illustrate the level of the apprenticeship.
- Where the apprenticeship is linked to professional registration, the level / designation of registration obtained could contribute to the title.

Science and Engineering:

- In engineering, occupations at levels 3, 4 and 5 that meet Engineering Technician (EngTech) registration requirements could include ‘technician’ in the title. Higher Apprenticeships at levels 6 and 7 that meet Incorporated or Chartered requirements could include ‘engineer’ in the title.
- In science, occupations at levels 3 and 4 that meet RSci Tech registration requirements could include ‘technician’ in the title. Higher Apprenticeships at levels 5, 6 and 7 that meet Registered or Chartered Scientist requirements could include ‘scientist’ in the title.

Hierarchies

- ‘Supervisor’ is often used for level 3 roles where there is a significant workforce of operatives. Otherwise it mostly applies from levels 4 and 5. (Note that the role of supervisor should be distinct from the type of work that is being supervised.)
- ‘Manager’ is often used for level 4 roles where there are supervisors at level 3 and operatives at level 2. It then goes right up through the hierarchies of work.

3. Developing an apprenticeship standard

11. Congratulations on being given agreement to develop an apprenticeship standard. This is your opportunity to work with employers across your sector and beyond to shape the future of training in an occupation.
12. We will assign you a Relationship Manager working in the Apprenticeships Unit to work with you and your group as you develop your first apprenticeship standard. Your Relationship Manager will be a single point of contact for your Trailblazer, answering queries that you raise, attending occasional meetings of the Trailblazer group and providing feedback on your draft standard(s). Your Relationship Manager will also act as a 'critical friend' providing constructive challenge and suggestions, including lessons and examples from other employer groups. We will also run regular workshops for you to meet other employers designing apprenticeship standards in different sectors to answer your questions, share approaches and make links between different occupations.

The Planning Phase

13. One of the first things that your group will need to do is complete a short workplan to help think through and set out how you will develop your apprenticeship standard(s). A template for the workplan is set out in **Tool 3** below.
14. As part of this planning process, you will want to put in place practical arrangements for your employer group. You may, for instance, want to agree and set out Terms of Reference including:
 - How often to meet - on average groups have found fortnightly meetings most effective during the standard development process and have found it helpful to book meetings at the start of the process for several months ahead.
 - How to meet - face to face meetings may be more effective in the early days of the project, but over time you may want to offer virtual meetings.
 - Roles and resources – different members of the group may wish to take responsibility for strands of work and you may wish to ask sector or trade organisations to support your meetings.
 - Who else to involve – you will want to consider at what stage and how to involve experts from your professional body or bodies², education and training

² We consider a professional body to be a not for profit organisation seeking to further a particular profession, the interests of individuals engaged in that profession, and the public interest. Professional

providers and awarding or assessment organisations. You will also want to inform relevant sector bodies that you are developing a new apprenticeship standard.

15. To help you with this, we have developed an outline plan for the meetings that you may want to have as you develop your apprenticeship standard, which is set out in **Tool 4** below. This is only a guide and you should not feel constrained by this, but we hope that it is helpful as you plan your approach to developing your standard(s).
16. Gatsby is an independent charitable foundation set up in 1967 by David Sainsbury (now Lord Sainsbury of Turville). It focuses its support on a number of areas, including science and engineering education. More information regarding Gatsby is available on its website³. Gatsby worked in partnership with government to support the delivery of the first Trailblazers, and will continue to support groups developing standards where they align with its priorities in science and engineering education.
17. Gatsby are providing funding of up to £1.6 million to support the employers and professional bodies that are developing apprenticeship standards and assessment approaches⁴. They are also working with government to facilitate discussions between development groups and commissioning external research to support the apprenticeship reforms as necessary.

bodies set and uphold standards for occupations within their profession. This standard setting is often linked to the operation of a professional register and associated codes of conduct.

³ <http://www.gatsby.org.uk>

⁴ Further information about the funding and how to apply is at:
<http://www.gatsby.org.uk/en/Education/Projects/Supporting-Apprenticeship-Reform.aspx>

Tool 3 – Workplan template for standard development

Occupation(s):
Employer chair:
Relationship Manager:
1. Managing the Trailblazer <ul style="list-style-type: none">• 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?• Will the whole group consider all issues or will you split the work into specific strands working on different aspects?
2. Key phases and milestones <ul style="list-style-type: none">• How do you plan to meet the overall goal of submitting a high quality apprenticeship standard?• What are the key milestones along the way? When will you share information and drafts with your Relationship Manager?
Key Milestones:

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?
- What are your plans to involve other organisations and at what stage – e.g. professional bodies, 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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Tool 4 – Outline plan of meetings

Meeting	Key points for discussion and agreement
Meeting 1 - Forming	<ul style="list-style-type: none"> • Agree who will take part in the working group and any sub-groups or strands. • Discuss and agree ways of working.
Meeting 2 – Planning	<ul style="list-style-type: none"> • Using the Workplan Template, discuss how you will plan and organise your work, key milestones and risks. • Submit a draft of the Workplan to your Relationship Manager for discussion.
Meeting 3 – Agree Plan	<ul style="list-style-type: none"> • Reflect on any feedback or questions on your Workplan and sign this off. • Share a final version of the Workplan with your Relationship Manager
Meetings 4-6	<ul style="list-style-type: none"> • Discuss and develop the list of skills, knowledge (and behaviours) that are required for full competence in your occupation(s). • You may find it useful to invite input from experts (e.g. current or past apprentices, international colleagues) to help with these discussions. • During this process, write up your draft apprenticeship standard.
Meeting 7	<ul style="list-style-type: none"> • Plan your approach to consultation with a wide range of employers in your sector. You may want to consider meetings and online methods.
Consultation with employers to gather views on the draft standard	
Meeting 8-9	<ul style="list-style-type: none"> • Review comments received on the draft standard as part of the consultation process. • Refine and finalise your draft standard for submission. • Obtain Trailblazer member signatures for assignment of copyright (paragraphs 25-26).
Submit draft apprenticeship standard.	
Meeting 10	<ul style="list-style-type: none"> • Discuss any comments or feedback from the panel. • Finalise standard for publication.

The Development Phase

18. During this phase, you will write your draft apprenticeship standard. You are free to draw on whatever information you would find helpful to support this. Our experience from the Trailblazers suggests that you might find it helpful to:
- Share examples of how apprenticeships are delivered in different organisations in the group, drawing out the most effective practice from each.
 - Look at apprenticeship standards that have been developed by employers in similar occupations to yours to gather ideas and approaches. These are available online at www.apprenticeships.org.uk/standards.
 - Think about international examples as a benchmark for world-class standards. This might include the WorldSkills competition as well as apprenticeship standards from different countries.
19. You can look at existing material such as current apprenticeship frameworks to draw on the best of what is already available, but we would encourage you to think radically and not be constrained in your approach by the current frameworks and qualifications within them. This is your chance to start afresh and describe exactly what you need from future apprenticeships. At the core of a successful apprenticeship standard are two things:
- A short and clear role description setting out the main activities that someone in this occupation would do in language that can be easily understood by someone without technical knowledge.
 - A definitive list of the skills, knowledge and behaviours that you as employers would expect from someone who is a fully competent professional in this occupation.
20. Your apprenticeship standard should be an electronic document of no more than two sides in length and written in clear language that will be easily understood by potential apprentices and their parents as well as by employers and training providers. Based on the work of the Trailblazers, we have developed a template for you to use for your apprenticeship standards and this is set out below in **Tool 5**. In some cases there may be a small number of related occupations which share some common skills and knowledge and this can be expressed through a single standard with a core and options. You will find a number of examples of this approach amongst the apprenticeship standards that have been developed and published so far, and the template provides the flexibility to record this.
21. As you develop your apprenticeship standard, you will also want to look at the criteria that it will need to meet in order to be approved (**Tool 7**) to ensure that you can build in these elements from the start of the process and to consider in advance how you will go on to assess the skills, knowledge and behaviours included here (Chapter 4).

Tool 5 – Template for apprenticeship standard

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. Many of those involved in Trailblazers have also included the required behaviours in their standards.*

Knowledge	What is required

Skill	What is required

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.*

5. Qualifications

- *We do not expect you to specify qualifications as part of your apprenticeship standard as the standard is focused on the outcome for the apprentice, not the inputs. However, if employers collectively agree that a specific qualification or qualifications should be required (e.g. because of statutory regulations in your sector) as a precursor to the end assessment, these should be listed here. Any qualification stated on the standard will be a mandatory requirement for all apprentices to achieve in order to successfully complete their apprenticeship. If these do not yet exist but will be developed, please make this clear.*
- *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 at the end of the apprenticeship above the minimum (See **Tool 7**).*

6. Link to professional registration (where this exists)

- *Apprenticeship standards must link to professional registration where this exists in the occupation. This means that when someone completes an apprenticeship, they have the evidence proving that they have met the competence needed to secure professional registration. It is up to the individual whether they choose to become registered.*
- *Where relevant, this section should set out which professional registration the apprenticeship standard is designed to meet and the name of the professional body or bodies responsible for maintaining the professional register.*

Level – *State the proposed level of the apprenticeship standard (Level 2-7)⁵*

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*

⁵ Advice is available at <http://ofqual.gov.uk/help-and-advice/comparing-qualifications/> and <http://www.gaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.pdf> (Page 15-22)

Consultation Phase

22. To ensure that your apprenticeship standard has the widest possible support and applicability across your sector, including from large and small employers, you will need to consult widely on your draft standard. This will enable you to gather wider input from employers who may not have been involved in the core drafting group.
23. You will know best how to reach and engage other employers in your sector and so it is up to you how you approach the consultation phase. Some of the approaches that previous Trailblazers developed and found useful included:
- Publishing a consultation draft of the standard online to get a wide circulation and invite comments from employers.
 - Using personal contacts in other employers to get an additional perspective on their draft standards.
 - Working with partners, such as representative organisations and trade bodies to share draft standards with their members and gather feedback.
 - Holding workshops or roundtable discussions as an opportunity for a wider group of employers to meet face to face and provide feedback on the draft standard.
24. You will want to share the results of your consultation and how you will respond to the feedback with your Relationship Manager. You will also need to leave some time to reflect on the comments you receive and build in any changes to your standard as a result of them before it is submitted to the Department.

Assigning the copyright of your standard

25. Once you have a completed draft of your standard, you will need to arrange for copyright to be assigned to the Crown. This is to enable us to officially publish approved standards on behalf of the Secretary of State, to fund apprenticeships against the standards and to protect the standard from any misuse. This is a necessary formality but does not change the fact that you as employers have led the design of the standards and will see them through to delivery. The standards are covered by the Open Government Licence⁶ which enables you to use and publicise the standards freely but guards against others adapting or changing the standard.
26. You can transfer the copyright by completing the template letter in **Tool 6** and having a hard copy signed by those who have been involved in developing your standard.

⁶ www.nationalarchives.gov.uk/doc/open-government-license/version/2/

Tool 6 – Assigning copyright to the Crown

This Assignment is dated [date]

PARTIES

(1) The Assignors are the persons listed in the table below.

Assignor	Full Company Name (incorporated in England and Wales)	Company Number	Registered Office
First			
Second			
Third			
Fourth			
Fifth			
Sixth			
Seventh			
Eighth			
Ninth			
Tenth			

(2) The Assignee is the Secretary of State.

SCHEDULE

The proposed apprenticeship standards are:

- [Names of standards]

BACKGROUND

- The Assignors jointly own the copyright in the Works.
- The Assignor and Assignee acknowledge that the Assignor may create Future Works (as defined below).
- The Assignor has agreed to assign to the Assignee all copyright in the Works and the Future Works on the terms set out in this agreement.

AGREED TERMS

1. DEFINITIONS

“**Works**” means the works described in the Schedule. (The schedule forms part of this agreement and has effect as if set out in the body of the agreement.)

“**Future Works**” means any modification, adaptation, revision or amendment to any of the Works.

2. ASSIGNMENT

In consideration of the sum of £1.00 (receipt of which the Assignors expressly acknowledge), the Assignors assign to the Assignee absolutely the following rights throughout the world:

the entire copyright and all other rights in the nature of copyright subsisting in the Works and the Future Works; and

all other rights in the Works and the Future Works of whatever nature, whether now known or created in the future, to which the Assignors are now, or at any time after the date of this agreement may be, entitled by virtue of the laws in force in the United Kingdom and in any other part of the world,

in each case for the whole term including any renewals, reversions, revivals and extensions and together with all related rights and powers arising or accrued, including the right to bring, make, oppose, defend, appeal and obtain relief (and to retain any damages recovered) in respect of any infringement, or any other cause of action arising from ownership, of any of these assigned rights, whether occurring before, on, or after the date of this agreement.

3. MORAL RIGHTS

The Assignors waive their moral rights arising under the Copyright, Designs and Patents Act 1988 and, so far as is legally possible, any broadly equivalent rights they may have in any territory of the world.

4. VARIATION

No variation of this agreement shall be effective unless it is in writing and signed by the parties (or their authorised representatives).

5. SEVERANCE

If any provision or part-provision of this agreement is or becomes invalid, illegal or unenforceable, it is to be deemed modified to the minimum extent necessary to make it valid, legal and enforceable. If such modification is not possible, the relevant provision or part-provision is to be deemed deleted. Any modification to or deletion of a provision or part-provision under this clause does not affect the validity and enforceability of the rest of this agreement.

6. GOVERNING LAW

This agreement and any dispute or claim arising out of or in connection with it or its subject matter or formation (including non-contractual disputes or claims) shall be governed by, and construed in accordance with, the law of England and Wales.

7. JURISDICTION

Each party irrevocably agrees that the courts of England and Wales shall have exclusive jurisdiction to settle any dispute or claim arising out of or in connection with this agreement or its subject matter or formation (including non-contractual disputes or claims).

First Assignor

Signed by [NAME OF
DIRECTOR]
for and on behalf of [NAME OF
ASSIGNOR]

.....
Director

Second Assignor

Signed by [NAME OF
DIRECTOR]
for and on behalf of [NAME OF
ASSIGNOR]

.....
Director

Third Assignor

Signed by [NAME OF
DIRECTOR]
for and on behalf of [NAME OF
ASSIGNOR]

.....
Director

Fourth Assignor

Signed by [NAME OF
DIRECTOR]
for and on behalf of [NAME OF
ASSIGNOR]

.....
Director

[Continued]

Submitting Your Draft Standard

27. You will need to submit your draft standard and supporting evidence by email to your Relationship Manager and to Apprenticeship.Trailblazers@bis.gsi.gov.uk. There are regular opportunities to submit your standard for approval and we will look at all of the draft standards that have been submitted together following these dates. In each case, there is an (optional) opportunity for you to submit your standards informally for feedback to help you make any final revisions (in addition to feedback you can seek from your Relationship Manager at any time) and then to submit a final version a month later. The deadlines for submission of standards during 2015 are:

For informal feedback	For formal approval
17.00 on Thursday 8 January 2015	17.00 on Thursday 12 February 2015
17.00 on Friday 8 May 2015	17.00 on Friday 05 June 2015
17.00 on Friday 4 September 2015	17.00 on Friday 02 October 2015

28. If you submit your standard for informal feedback, it will be looked at by a group of colleagues within Government, which will include Relationship Managers for other apprenticeship projects and contacts from the relevant Government Department sector team if appropriate. This is designed to provide you with helpful feedback that you can build into the final version of your standard to increase the chances of your standard being approved.

29. When you formally submit your standard for approval, it will be shared with a panel of external experts for their advice. Once approved, an apprenticeship standard forms the basis for apprenticeships in that occupation, so it is essential that this process enables us to gather a range of views and feedback to ensure wide support for the standard. The experts on the panel will include:

- Representatives from employer organisations, such as the Confederation of British Industry (CBI) and Federation of Small Businesses (FSB).
- The principal of a College and chief executive of a training provider.
- Academic experts on vocational education.
- Experts on professional registration.
- Experts on assessment, including from the Office of Qualifications and Examinations Regulation (Ofqual).

30. The final decision to approve a standard is taken by the Minister of State for Skills, taking into account the views provided by the expert panel. The decision will either be to approve the standard (possibly with some final comments or suggestions to be agreed with you) or to ask the group to do some further work to address one or more issues before resubmitting the standard at the next panel.
31. The criteria that your standard will need to meet in order to be approved are set out below in **Tool 7** together with advice about any evidence you will want to provide to demonstrate clearly that you have met them.
32. Your Relationship Manager will contact you with the result of the process as soon as possible. If the standard has been approved, you will then need to make any final revisions and provide your Relationship Manager with a final version for publication. The approved standards from each round will then be published on the apprenticeships website at www.apprenticeships.org.uk/standards and we will let you know in advance the timing of this so that your group can celebrate this important milestone.

Tool 7 – Criteria for approval of apprenticeship standards

Criterion	Explanation and Evidence
A. Short, concise and clear	The apprenticeship standard is concise (typically one to two sides of A4) and written in clear and simple language.
B. Full competence in an occupation	The apprenticeship standard describes full competence for a specific occupation.
C. Employer support, including from smaller businesses	<p>A wide range of employers, including smaller businesses, have been involved in developing the standard and have signed up to it.</p> <p>You should submit letters of support addressed to the chair of your group from at least ten employers (including smaller employers) that are representative of the sector or occupation.</p>
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.
E. Professional registration	<p>Where professional registration exists for the occupation, the apprenticeship standard provides the individual with the experience they need to register for this.</p> <p>Where this applies, you should submit a letter of support from the relevant professional body or bodies confirming that they are content that the apprenticeship standard meets the requirements of professional registration. The overarching body that holds the legal responsibility for professional registration (e.g. Science Council, Engineering Council) should support the standard.</p>
F. English and maths	<p>The standard includes details of any English and maths requirements above the minimum level, if required.</p> <p>For apprentices that have not yet achieved level 2 English and maths, as a minimum they must:</p> <ul style="list-style-type: none"> • For level 2 apprenticeships, achieve level 1 English and maths and take the test for level 2. • For level 3 to 7 apprenticeships, achieve level 2 English and maths.

G. Qualifications	<p>The apprenticeship standard specifies any qualifications that must be achieved by all apprentices. Where these are specified they will be a pre-requisite to taking the end-point assessment.</p> <p>Qualifications included in apprenticeship standards should meet one of the following criteria:</p> <ul style="list-style-type: none">a) <i>Required for professional registration (example evidence would be a letter from the relevant professional body).</i>b) <i>Legal or regulatory requirement (example evidence would be the detail of the legislation or regulations where the requirement is made).</i>c) <i>The qualification acts as a licence to practise.</i>d) <i>The qualification is used as a hard sift when applying for jobs in the occupation related to the standard and without it an apprentice would be disadvantaged in the jobs market (example evidence would be a significant proportion of job vacancy advertisements in the relevant occupation requiring the qualification as an entry requirement or letters from employers, in line with Tech Levels and Skills Funding Agency business rules, stating that the qualification would give a learner an advantage when applying for related jobs).</i>
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4. Developing an assessment plan and preparing for delivery

33. Congratulations on having your apprenticeship standard approved and published. The next stage for the group will be to prepare for delivery of your new apprenticeships and there are three key elements to this which are explained in this section:

- To develop an assessment plan setting out how you would like apprentices to be assessed to ensure that they meet your rigorous standard and are fully competent professionals at the end of their apprenticeship.
- To provide us with information on the planned costs of delivery so that we can allocate the standard to the appropriate funding cap, giving you and your providers clarity on the amount of Government funding available.
- To work with education and training providers as they develop and adapt their curriculum to meet the requirements of your new standard, so that they are ready to deliver high quality training to your apprentices.

34. To support you in this phase of your work, we will allocate you a new Relationship Manager from a team within the Skills Funding Agency. We recognise that this transition will require careful handling to ensure that all of the relevant information is passed over internally, but with their strong experience with providers and funding, the Agency team will be best placed to support you to bring your standard to delivery.

Developing your assessment plan

35. The way in which apprenticeships are assessed has a fundamental effect on their quality because rigorous assessment drives high standards of training and ensures that everyone who completes an apprenticeship has the full set of skills, knowledge and behaviour required by your standard.

36. To move from the standard to the development of your assessment plan you will find it helpful to discuss with your group and with providers and then set out what the associated learning outcomes or training objectives are for each of the elements of skills and knowledge covered in your standard.

37. As part of the wider apprenticeship reforms, we are introducing three key elements to apprenticeship assessment to ensure that it is as rigorous as possible. These are assessment at the end of the apprenticeship, independence of the assessment and grading of the apprenticeship.

38. **Assessment at the end of the apprenticeship** – We recognise that assessment during an apprenticeship is and will remain very important to ensure that apprentices

are on track. However, in the past employers have told us that it is possible for apprentices to complete all of the individual elements of an apprenticeship but not emerge with the fully rounded skills required of a professional. We want to address this in the new system to ensure that everyone who successfully completes an apprenticeship can demonstrate full competence in the occupation at the end. In order to do this, all apprenticeships must have a synoptic end test, which allows for the skills, knowledge and behaviours to be assessed in an integrated way at the end of the programme.

39. The end assessment process must be separate to any qualifications or assessments that the apprentice may have taken during training. The achievement of qualifications during an apprentice's training cannot count towards achievement of an end-point assessment and does not exempt the apprentice from taking the end-point assessment. The apprentice will not be able to complete the apprenticeship without taking and passing the end-point assessment.
40. This is because an employer designed end-point assessment is the best guarantee that the apprentice is competent in all aspects of their role. Individual qualifications or testing aspects of competence en route to the end-point test do not afford the employer this surety. In some circumstances this may mean that some aspects of the apprenticeship are re-tested during the end-point assessment – for example, operating safely on site whilst carrying out a task.
41. We expect that mixed methods of assessment will be required to meet the breadth and rigour of your standards. The period of end assessment should be proportionate to the planned length of the apprenticeship. For example, where programmes run for 3 or 4 years, an end assessment including a number of methods over a period of a few months may be appropriate. The way in which this end assessment works is for your group to decide.
42. **Independence** – Employers have an important role in assessing whether apprentices have successfully completed their apprenticeship, as nobody is better placed to judge whether or not they are fully competent. However, we are clear that there needs to be independence in the end-point assessment, to include a range of perspectives and to ensure that those bodies that make judgements about whether or not an apprentice has passed have nothing to gain from the outcome. There are a number of ways in which independence can be assured, including:
- Working with an independent third party assessment body to run all of the assessments for the standard.
 - Including an independent representative on the panel for assessment, such as an external assessment expert, member of a professional body or another employer.

- External moderation of assessment, by assessment experts or other employers.

43. **Grading** – Systems of performance management operate in companies across all sectors of the economy to distinguish those employees who have made an exceptional contribution to the organisation. We are introducing grading to apprenticeships for the same reason, to stretch the most able and to recognise the additional progress that they have made during their apprenticeship.

44. A pass grade in any apprenticeship must demonstrate full competency against the standard you have set and there will need to be at least one grade above pass to recognise exceptional performance. The grade should be applied to the whole apprenticeship, or as a minimum should be applied to the end assessment.

45. A couple of the earlier Trailblazer projects found that they were unable to grade the overall apprenticeship or the end-point assessment. We reviewed these issues on a case by case basis and agreed a compromise position which ensured grading was applied where it could be. The grade achieved in these assessments will be stated on the certificate awarded at the end of the programme.

46. In a small number of cases it may not be possible to grade any aspect of the apprenticeship due to assessments within the apprenticeship being aligned with external organisations or regulations which do not incorporate grading. We will consider requests not to grade any aspect of the apprenticeship where evidence is submitted against one of the following criteria:

- a) Where all assessments are aligned with professional registration.
- b) Where all assessments are aligned with regulation
- c) Where all assessments are aligned with a licence to practise.

47. If you are considering requesting that a particular standard is exempted from grading, in the first instance, you may wish to discuss the justification for this with your Relationship Manager.

48. Whilst there is no guarantee that any request for a grading exemption will be granted, we want to continue to work with Trailblazer employers to understand how grading could work in your occupation or sector.

49. If you are granted an exemption, the exemption will only apply to that particular apprenticeship standard. A blanket grading exemption will not be granted to an entire sector or industry.

50. Just as with the apprenticeship standard, you have the opportunity to decide with employers in your sector how apprentices should be assessed to ensure that they have achieved full competence against your standard. This should be set out in an assessment plan, a template for which is in **Tool 8**. In developing your assessment plan, you may want to work with assessment experts to help you consider options and come to a decision about the most appropriate assessment methods. You also have the opportunity to work with professional bodies to agree how the assessment process enables apprentices to go on to achieve professional registration (if they wish to), where that aligns with your standard. Your Relationship Manager can help you make contact with these bodies. You may also want to look at some of the assessment plans that have already been developed by the Trailblazer groups and these are published at www.apprenticeships.org.uk/standards.
51. Once you have completed your assessment plan, you should submit it to us in exactly the same way as the standard (paragraphs 27-32). It will be looked at by the independent panel against the criteria for assessment set out in **Tool 9**. They will provide advice and then the final decision on approval will be made by the Minister of State for Skills. Your Relationship Manager will share the outcome and any comments from the panel with you. Approved assessment plans will then be published on the apprenticeships website. Your assessment plan must have been approved before apprenticeships can start under your new standard.
52. Once assessment plans have been approved, detailed work will need to begin on developing the assessment tools and plan for delivery put into place. Generally this will be done by an assessment body. Any bodies that deliver assessments for your apprenticeship will need to be approved by the Skills Funding Agency and appear on their register of approved organisations. Criteria for entrance to the Register will be published shortly. This will involve financial checks, information about an organisation's suitability to design and deliver assessments, and experience of apprenticeships and the sector. Awarding bodies regulated by Ofqual may be automatically exempt from certain aspects of the criteria as they have already undergone a process of recognition to be a regulated awarding organisation.

Tool 8 – Assessment plan template

*This template is designed to help you to develop your assessment plan. The assessment plan should clearly set out **what** you are planning to assess (i.e. the content to be assessed), **how** you are planning to assess it (i.e. the methods of assessment), **who** will be assessing (i.e. who will be the assessors), and plans for delivery, including how you will ensure quality of assessments.*

A. Overview of assessment

A clear explanation or diagram of no more than a side to explain to an apprentice how they can expect to be assessed against your apprenticeship standard, including what they need to have achieved in order to apply for their completion certificate.

B. Assessment ('What')

Your approved standard provides a very clear high level description of the skills, knowledge and behaviours required for your occupation. As you develop your assessment plan, and help assessment and training providers prepare for delivery, you will find it helpful to set out in more detail what you meant by the competencies in your standard. Providing further detail/clarification will ensure that the assessment and training of your apprentices fully meets your expectations. You may find it beneficial to work with assessment providers and training providers to do this.

C. Assessment ('How')

Your assessment plan will need to include the following information on how you are planning to assess:

- A description of the assessment methods which will be used and what skills, knowledge and behaviours each will assess. Please also include a short explanation of why the assessment method has been chosen for that content. This will help to demonstrate why the assessment method is valid.
- How the different assessment processes will be weighted and how a final judgement of competency against the standard will be made. This should include a clear statement of what will need to have been achieved in order to apply for a certificate of completion.
- How you intend to grade. This should include the grading structure, how the grading structure will be applied, and to which elements of assessment. If the grade is to be drawn from multiple assessment processes, the weighting and how the final grade will be calculated should also be included.
- The conditions of assessment e.g. where it will take place, will it be a timed assessment, what sort of controlled conditions, how many assessors per apprentice.

D. Assessment ('Who')

Your assessment plan will need to include the following information on who you propose will actually do the assessing:

- Who will be the assessor(s) for each aspect of assessment and outline what the roles of the different assessors will be.
- What requirements will be placed on who can assess (e.g. sector knowledge/background/qualification/professional registration).
- How you intend to ensure independence and impartiality of assessment.
- How consistent judgements will be made by different assessors.

E. Quality Assurance

Quality assurance, like the assessments themselves, needs to be independent of those who lead on the design and delivery of assessment and have robust processes to maintain quality of assessment over time. We are open to different approaches to quality assurance of assessments in apprenticeships, and would welcome proposals for employer, professional body and sector led approaches. Alternatively, if standard setters would like their assessments to be regulated by Ofqual, then they are welcome to do so. You can speak to your Relationship Manager about your preferred approach to quality assurance of assessments and they will be able to advise and/or put you in contact with relevant organisations.

F. Plans for delivery

Your assessment plan will need to set out how you intend to put it into practice once approved, including the following information on your plans for delivery:

- Details of likely costs for your proposed assessment plan and what proportion of the overall cost of the apprenticeship is likely to be on assessment.
- What organisations you are working with, or plan to work with, on the development of assessment tools and to deliver assessments.
- How assessment and judgements will be standardised across different assessment providers (if working with multiple organisations) and across different locations, times etc.
- The likely timescale for development of new assessment tools.
- Evidence (in terms of a business plan or forecast of learner demand) that the assessment organisations you are working with will have the capacity and infrastructure to meet the requirements of the sector and that the proposal is scalable for wider roll out.

G. Supporting Information

You should include letters of support from the professional body or bodies where your apprenticeship standard aligns to professional registration. In their letter of support, the professional body should set out the process through which the apprentice will apply for professional registration at the end of their apprenticeship, should they wish to do so.

Tool 9 – Criteria for approval of apprenticeship assessment plans

Criterion	Explanation
1.SYNOPTIC ASSESSMENT	<p>The end-point assessment should be synoptic, 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.</p> <p>Synoptic assessment should focus on higher order skills, which give assurance of lower level skills without requiring specific assessment. For example, the baker doesn't need to have their ability to use an oven assessed if they can successfully bake a cake.</p> <p>Synoptic assessment should look to test skills and knowledge together, for example, asking someone to demonstrate their ability to accurately build an engine to specification and quality criteria and asking them to explain what they are doing and why as they build it.</p>
2. USING A RANGE OF ASSESSMENT METHODS	<p>Your assessments will need to ensure that apprentices can demonstrate their ability in all areas of the standard, and will therefore need to test the skills, knowledge and behaviours as set out in the standard. This will require mixed methods of assessment, which may include for example:</p> <ul style="list-style-type: none"> • Practical assessments. • A viva to assess theoretical or technical knowledge or to 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; and • Virtual assessments, such as online tests or video evidence as appropriate to the content.
3.GRADED ASSESSMENTS	<p>Subject to the guidance at paragraphs 43-49, all Apprenticeships should be graded, and should have at least one level above a pass. For example, pass and distinction or pass, merit and distinction. The grade should be applied to the whole apprenticeship, or as a minimum should be applied to the end assessment.</p>

4. DELIVERING CONSISTENT (RELIABLE) JUDGEMENTS	<p>Your assessment strategy and tools must ensure that employers can have confidence that apprentices assessed in different parts of the country, at different times, by different assessors have been judged in the same way and have therefore reached the same standard of occupational competence.</p>
5. DELIVERING ACCURATE (VALID) JUDGEMENTS	<p>The method of assessment must be appropriate to the content. The assessment methods and tools will need to ensure that the decisions reached on every apprentice are an accurate reflection of their competence. The skills, knowledge and behaviours listed on the standard should therefore guide how each assessment tool is designed.</p>
6. ENSURING INDEPENDENCE	<p>It is vital that all apprentices are assessed in a fair and objective manner. Independence and impartiality are critical to ensure quality assessment and to ensure the standard is maintained over time.</p> <p>There is an expectation that assessments will either be delivered by an independent third party (i.e. assessors who have nothing to gain or lose as a result of the assessment judgements they make), or will be delivered in such a way that no party who has been involved in delivery can make the sole decision on competence, and the approach must clearly deliver an impartial result.</p>
7. AFFORDABILITY	<p>Your approach should consider how cost effectiveness in assessments will be delivered while still meeting the quality objectives. This may include a consideration of the mix of assessment approaches.</p>
8. MANAGEABILITY / FEASIBILITY	<p>You will need to set out how the assessment process will be deliverable on the scale required for the number of apprentices. For example, are there the centres and assessors necessary to deliver this?</p>
9. PROFESSIONAL BODY RECOGNITION	<p>Where a professional body or bodies have recognised the standard, our expectation is that they will also recognise the assessment process, as completion of the apprenticeship should ensure the apprentice is ready to secure professional accreditation.</p>

Allocating apprenticeship standards to funding caps

53. As part of the wider reforms to apprenticeships, we want to give employers control over the funding of apprenticeship training so that you can take on the role of demanding customers and ensure that your company receives the highest quality service in training apprentices against the standard. We are trialling a simple funding model for apprenticeships based on standards starting in the 2014/15 academic year. The model may be subject to change in subsequent years in the light of experience gained in the trial, but its key elements are currently:

- A single government co-investment rate for core funding. This means that for every £1 you contribute to the external training and assessment costs of an apprenticeship, we will pay £2.
- This will apply up to a clear cap for your standard – the Core Government Contribution (CGC). There are five caps set at £18,000, £8,000, £6,000, £3,000 and £2,000.
- You will have the opportunity to negotiate the actual price for training and assessment with the provider(s) you are working with.
- There will be additional payments on top of the CGC for small businesses up to 50 employees (between £500 and £2,700), for taking on a 16-18 year old apprentice (between £600 and £5,400) and for successful completion (between £500 and £2,700).
- Where apprentices need to complete training in English and maths at level 1 or level 2, we will fully fund the training required.

54. The model is summarised in the following table and further information on the funding reforms is available on the gov.uk website⁷.

⁷ <https://www.gov.uk/government/collections/apprenticeship-changes>

Core Government Contribution (CGC) Cap: £2 for every £1 from employer		Cap 1	Cap 2	Cap 3	Cap 4	Cap 5
		£2,000	£3,000	£6,000	£8,000	£18,000
Additional incentive payments	Recruiting a 16-18 year old	£600	£900	£1,800	£2,400	£5,400
	For a small business (<50)	£500	£500	£900	£1,200	£2,700
	For successful completion	£500	£500	£900	£1,200	£2,700
Maximum total Government contribution		£3,600	£4,900	£9,600	£12,800	£28,800

55. The allocation of standards to caps is a key part of the process as this will determine how much Government funding is available to support training and assessment against your standard. We will take into account four factors when assigning standards to caps:

- Economic impact – for example, how much the occupation and sector contributes to the Gross Value Added and returns to investment in skills.
- Social mobility and inclusion – for example, the proportion of BME employees in related occupations.
- Skills shortages – based on data from the UK Commission for Employment and Skills and Migration Advisory Committee.
- Strategic fit – for example, the priorities set out in the Industrial Strategy.

56. In addition, we will look at the projected costs of delivery of training against the standard using information that you supply. Specifically, you will need to:

- Complete a cost template (**Tool 10**) for your standard to record information from your group about the estimated costs of delivery.
- Secure at least three detailed quotes from education and training providers setting out how much they would charge for the training required to meet the standard. These should be submitted alongside the template.

57. Once this information has been submitted and looked at alongside the factors set out in paragraph 55, your Relationship Manager will let you know which of the five funding caps your standard has been assigned to.

Tool 10 – Apprenticeship cost template (A spread sheet version including calculation formulae is available from your RM)

1 Standard title			
2 Occupation(s)			
3 Which are the main sector or sectors in which this occupation is based?			
4 Does this standard replace an existing SASE framework(s) or pathway(s)? If yes, what is the name, level and/or pathway of the SASE framework being replaced (add rows as required):			
	Framework Title	Pathway (if relevant)	Level
	Full or Part Replacement	% Shared Content	
5 When are you expecting the first starts on the standard? (mm/yy)			
	16-18		19+
6 How many starts are you expecting in 2014/15 (where possible broken down by age)			
7 How many starts per year are you expecting annually once the standard is being widely delivered			
8 Shortest expected duration (in months)			
9 Average expected duration (in months)			
10 Total estimated hours in non workplace/class room supervised learning.			
11 Total estimated hours in supervised workplace learning			
12 Estimated costs of training per learner	Description		£
	Provider Quotes		£
13 Provider quotes (please attach original documentation from a minimum of three training and assessment organisations)			
14 Total Training Cost (per learner)			A <input style="width: 50px;" type="text"/>
15 Total End Assessment Cost (per learner)			B <input style="width: 50px;" type="text"/>
16 Grand Total Cost of training and assessment (A+B=C)			C £ <input style="width: 50px;" type="text"/>

Working with education and training organisations

58. In preparing for the delivery of your new apprenticeship, you will want to work with a range of training providers to ensure that they understand and are ready to deliver the training content and assessment requirements to enable apprentices to meet your standard.

59. Providers can also be a very valuable source of support for Trailblazer groups, providing feedback and contributing ideas. One of the key lessons learned from work with the Trailblazers has been that groups often benefit from early engagement with providers so that they can get the benefit of their input during those early stages and ensure that the standards and assessment plans are designed with a strong focus on deliverability. Some of the ways in which the Trailblazer groups have found it useful to engage with providers include:

- Inviting a provider representative or representatives to sit on the development group to provide advice on delivery of the standard.
- Developing an 'Employer Occupational Brief' to set out for providers in more detail what you as employers mean by the competencies in your standard to ensure that training and assessment meet your needs precisely.
- Running workshops, webinars or engagement events for providers in your sector to encourage them to prepare for delivery of your standard and to answer their questions.

60. Provider representative organisations including the Association of Colleges (AoC), Association of Employer and Learning Providers (AELP) and University Vocational Awards Council (UVAC) are happy to help employer groups to make contact with providers, and have set up a central email account (trailblazers@aoc.co.uk) through which employer groups can make such requests. As you move towards delivery of the standard, it would also be helpful if you could keep your Relationship Manager informed of which providers you are working with.

61. In order to deliver your apprenticeship standard, providers will need to be on the Skills Funding Agency's register of approved training organisations. If providers you work with would like to apply to join the register, details of how to do so are available online⁸.

62. Responsibility for issuing apprenticeship certificates will remain with the Federation for Industry Sector Skills and Standards (FISSS) to ensure simplicity and consistency. All apprenticeship certificates will have common features to ensure that they can be

⁸ <https://www.gov.uk/government/collections/sfa-register-of-training-organisations#how-organisations-can-enter-the-register>

easily recognised and verified, but FISSS (Mark Froud, email: mark.froud@fiss.org) will be happy to work with your group to design the certificate for your apprenticeship, which could include adding logos of the companies that have been involved in designing the standard.

Delivery

63. Once your apprenticeship standard and assessment plan have been approved, published and assigned to a funding cap, employers and providers are free to begin delivering apprenticeships under your standard. Your Relationship Manager will continue to support you during this process and some of the issues that you will want to consider are:

- How to communicate your standard to employers (including smaller employers) which have not been directly involved in its development to encourage them to offer apprenticeships using the standard.
- How to support education and training providers to develop their curriculum for training apprentices to meet your standard.
- How to approach the process of negotiating the cost of training with education and training providers – this could be done at an individual employer level or more broadly across a number of employers and providers.
- How to work with assessment organisations as they develop the specific tools set out in your assessment plan to ensure that they meet your needs as employers.
- How to work with professional bodies to ensure that, where your standard aligns with professional registration, the process for apprentices seeking registration at the end of the apprenticeship is clear and straightforward.

64. Finally, we want to continue to learn from your experience in designing and delivering apprenticeship standards and would welcome your feedback on any elements of the process and on your experiences as you begin delivery. You can input through your Relationship Manager or by emailing apprenticeship.trailblazers@bis.gsi.gov.uk.

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