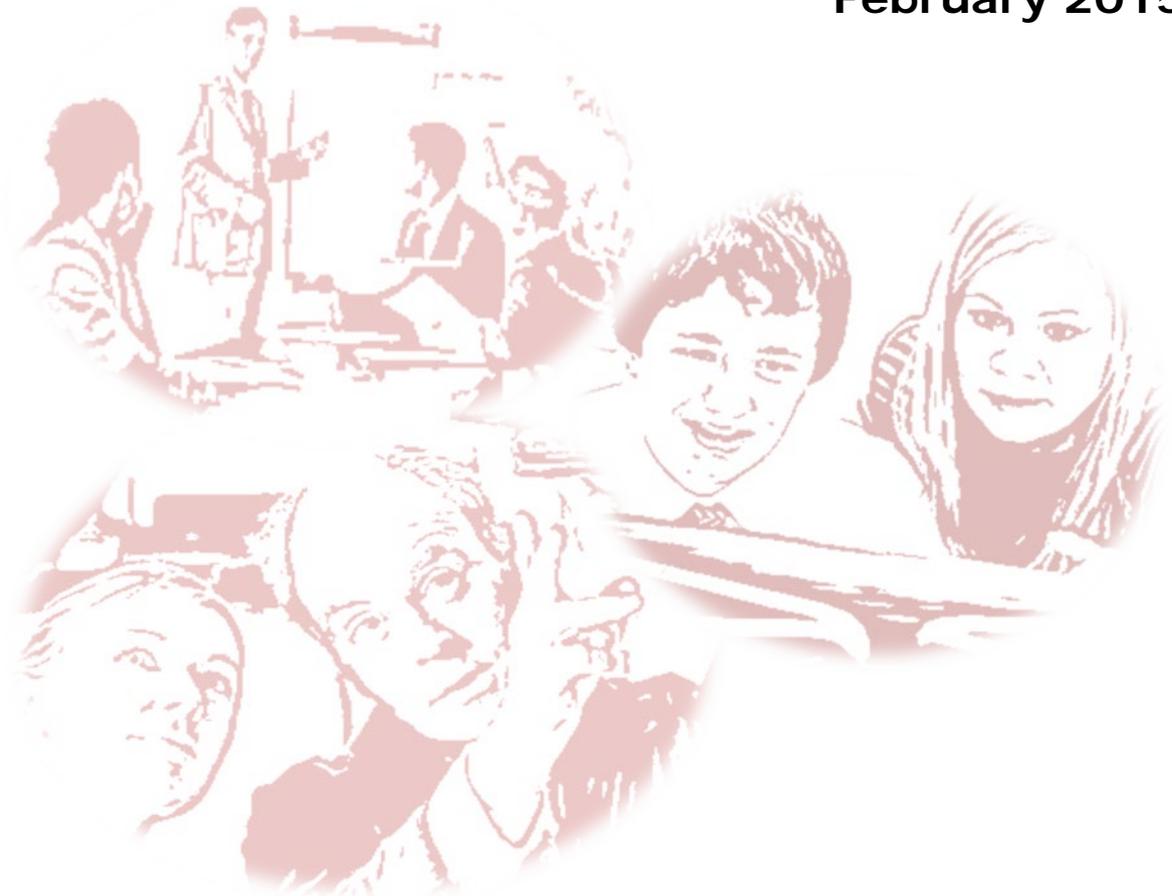


**Understanding the design and delivery  
of training programmes for  
Apprenticeship standards**  
**A resource for employer groups**

**February 2015**



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## Introduction

In *The Future of Apprenticeships in England: Implementation Plan* published in October 2013, BIS stated a commitment to an Apprenticeship reform programme built on a fundamental desire to put employers in the driving seat of developing new Apprenticeship standards. Employers have a high degree of freedom to develop approaches that best meet the needs of their occupations and sectors while ensuring that Apprenticeships are seen to be '*high quality, with sufficient content and transferability to justify public investment*'.

While there is currently no requirement from BIS for employer groups to design training programmes that map to the standard and its assessment plan, the practicalities of implementation have led Trailblazer employer groups to consider the design and delivery of training as part of their drive to ensure that the Apprenticeship is robust and sustainable. Trailblazers found value in working with training providers alongside their sector skills council and professional bodies to support them during this stage of development and help them to understand how training and assessment fit together once the standard went live.

## Using this resource

This resource is designed to support an employer group as they consider a key aspect of the implementation of an Apprenticeship standard – the design and delivery of the training programmes that will bring an apprentice to the required level of competence, ready for assessment.

The resource aims to complement, rather than replicate, the guidance more generally available on training design, development, and delivery. It offers brief guidance and a number of tools that will help an employer group to understand:

- why training design is important and its relationship with assessment;
- the training provider landscape and the options available for engaging with training expertise;
- the viability of different options in terms of training design and delivery;
- the roles and responsibilities in training design and delivery;
- what might be needed from a high-level training plan;
- the potential requirements for the governance of training design and delivery.

**Important:** This FISSS resource should be used in conjunction with the latest guidance issued by [BIS and the Skills Funding Agency](#), in particular:

- [Future of Apprenticeships in England: Guidance for Developers of Apprenticeship Standards and related Assessment Plans \(BIS, October 2014\)](#)
- [Trailblazer apprenticeship funding 2014 to 2015 requirements for employers](#).

For more FISSS resources to support employer groups with the development and implementation of Apprenticeship standards, visit <http://fiss.org/apprenticeship-standard-resources>.

If you have any questions about this resource or need further support, contact [info@fiss.org](mailto:info@fiss.org).

## SECTION 1: Training and the Apprenticeship standard

The principle development role of an employer steering group in the new Apprenticeship system is to design and develop an Apprenticeship standard for one or more occupations and to define an approach to Apprenticeship end-point assessment that meets the needs of the sector.

Once the Apprenticeship standard is live, individual employers taking on an apprentice will be free to:

- decide how their apprentice is trained;
- choose the lead training provider they will engage to deliver the training<sup>1</sup>;
- design training programmes to give their apprentice the skills and knowledge (and behaviours) set out in the Apprenticeship standard.

### Training considerations as part of the assessment design

As part of their drive to ensure a high quality Apprenticeship programme, there are several reasons why an employer group should take time to consider the training implications for the Apprenticeship particularly when designing the assessment approach for the standard:

- Employers and training providers will need details of any formative and/or on-programme assessment requirements (for example, performance appraisals or qualifications) that must be taken as a precursor to the end-point assessment, as these will influence the delivery of that element of the Apprenticeship.
- There may be value in putting some form of guidance or quality assurance requirements in place to help ensure the consistency of future training design and delivery across employers and training providers.
- For the new Apprenticeship system, the funding allocated by the government, together with the employer contribution (see the [Trailblazer apprenticeship funding 2014 to 2015 requirements for employers](#)), encompasses training and assessment and it is a BIS requirement that estimated costs of **both** assessment **and** training are included with the employer group's initial assessment plans. Employer groups will have to determine the balance of cost between training and assessment to ensure that there is a good return on investment once an apprentice is on programme.

The diagram overleaf illustrates the links that training has with the design of the standard and its assessment approach.

**Important note:** To ensure independence in the Apprenticeship assessment process, the end-point assessment for an individual apprentice must **involve** a third party, independent of the training provider or employer – a party who does not stand to benefit financially from the outcome of the assessment.

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<sup>1</sup> To access public funding, the training provider must be listed on the [register of training organisations](#) held by the Skills Funding Agency.

**Designing assessment – from the standard to implementation**

<b>The Apprenticeship standard</b> <i>What is to be assessed?</i>	<b>How training is delivered</b> <i>The training programme</i>	<b>How assessment is undertaken</b> <i>The assessment approach</i>	<b>The output of assessment</b>
Entry criteria and prior knowledge and skills	Initial assessment and diagnostic testing <i>Support plan</i>	Formative assessment and diagnostic data	Qualification certificates
Knowledge	Knowledge learning activities	Assessment schedule <ul style="list-style-type: none"> <li>• Mix of assessment components</li> <li>• Matrix of assessments</li> <li>• Final grading and competence assessment</li> <li>• Independent assessment elements</li> </ul>	Professional body eligibility Point of entry registration
Skills	Skills development programme		Graded Apprenticeship competence statement
Behaviour	Underpinning learning or qualifications		Further training / higher levels
Regulatory or statutory requirements	Progress reviews and performance planning	Regulatory or statutory assessment	Evaluation <ul style="list-style-type: none"> <li>• Quality assurance review</li> <li>• Governance improvement</li> <li>• Success analysis</li> </ul>
English and maths requirements	Training activities linked to role/occupation	English and maths assessment	
Occupational competencies <i>Core skills &amp; behaviours needed to perform the occupational role within the sector in a range of employment contexts</i>	Occupational competencies <i>Core skills &amp; behaviours needed to perform the role within the sector in a range of employment contexts</i>	End testing; summative assessment Qualification Synoptic test rubric Grading	

## Case studies

The mini case studies that follow provide an overview of emerging models of Apprenticeship training delivery taken by two sectors and illustrate the importance of considering training when designing the assessment approach.

### Case study 1: Life Sciences and Industrial Science Apprenticeship

For the Level 3 Apprenticeships for the occupations of Laboratory Technician and Science Manufacturing Technician, there will be two phases of training, mapped to the work-based learning guide for the Apprenticeship standard:

- The Foundation Phase will focus on developing the apprentice's core skills, knowledge and behaviour, specifically around working safely, complying with internal and external regulations and following quality procedures.

This training may take place in the workplace or in a largely simulated working environment and will culminate in *Gateway 1*, a review of skills by suitably qualified and experienced personnel from the employer or their nominated training partner. Gateway 1 will provide assurance that the apprentice has the understanding of the principles of working safely whilst following quality systems within a regulated environment. Evidence of completion of this gateway will be a prerequisite for participation in the formal end assessment.

- The Consolidation Phase will focus on developing further skills capability supported by further guided learning, eventually enabling the apprentice to work effectively and independently with minimum supervision. The apprentice will work towards a pre-requisite qualification recognised by the professional bodies as suitable for professional registration. This phase culminates in *Gateway 2*. By then, the apprentice will have completed their training and, through on-going assessment, will have generated a range of evidence to show they meet the Apprenticeship standard captured in a competence evaluation log. A suitably qualified and experienced internal assessor from the employer will sign off the competence evaluation log to show the apprentice is ready for the formal end assessment.
- Once the apprentice goes through Gateways 1 and 2, they will undertake formal end assessment.

Extracted from: [Life Sciences and Industrial Science Trailblazer: Apprenticeships Assessment Plan](#)

## Case study 2: Financial Services Administrator

For this Level 3 Apprenticeship, designed as an entry-level role into the financial/mortgage advice sector, employers have sought to use existing work-based training and performance assessment wherever possible, and to avoid duplication or the need for adding additional personnel into the assessment process. It is anticipated that costs will be minimised by the use of remote learning and assessment where appropriate (both for training the assessors and for working with apprentices).

Assurance that the apprentice is on track during the Apprenticeship is based on the in-house Performance Management (PM) process, which is a standard, recognised way of working within the Financial Services sector that will provide a consistent and reliable approach for all apprentices:

- The apprentice's line manager uses the PM process, which includes monthly 1:1 meetings to discuss progress on the Apprenticeship, provide feedback and guide development. This process will also track the progress and completion of any required qualifications within the timescales allowed.
- Regular checkpoints between the line manager and the training provider (aligned with the PM process) will take place to ensure that the apprentice is on track and to agree how any issues will be addressed.

The Training Provider will play an important part in supporting this by:

- ensuring that (prior to starting the Apprenticeship), both employer and apprentice understand the detail of the learning journey and their respective commitments to this;
- ensuring that the requirements of the Apprenticeship are fully reflected in the PM process, with any gaps being filled through their work with the apprentice;
- supporting the apprentice throughout the learning journey, providing advice and guidance on learning strategies and tools that will support the apprentice's preferred learning style and improve their learning agility;
- supporting the line manager in their commitments to the Apprenticeship and providing any training if required.

The training provider will also play a key part in overseeing the end-point assessment process for the Apprenticeship by:

- taking responsibility for organising and coordinating the process;
- contacting professional/awarding bodies or other training providers to secure the services of an appropriately qualified third party 'independent' assessor;
- providing training in the assessment process (including use of tools and application to ensure consistency) for assessors involved in end-point assessment and interview.

This activity would be included in the commercial terms agreed in contracting between the employer and the training provider.

*Extracted from: [Assessment plan for a financial services administrator](#)*

## A quick-start guide to meeting training requirements



## **SECTION 2: Engaging training expertise**

Many employer groups will have limited expertise in the design and delivery of training and will need to seek the guidance and advice of training experts, and to work collaboratively with them to ensure that proposed or preferred training model(s) are both practically and economically viable.

These training experts may include stakeholders that may also be partners for designing the assessment approach so it will be useful to do some early mapping the stakeholder landscape as part of your work plan for this stage of implementation planning and development to determine who you would like to approach and how best to contact them. *Tool 1: Stakeholder mapping* on page 12 will help you with this.

### **When to engage training experts**

The timing for involving training experts is entirely down to the preference and needs of the individual employer group. It is unlikely such expertise will be needed during the initial stage of developing the standard itself, it is more likely to be required at some point during the developing of the assessment plan as part of implementation planning.

BIS break this stage down into:

- Development of the ‘what’– details of the competencies.
- Development of the ‘how’ and the ‘who’.
- Plans for delivery.

The diagram below illustrates where a training expert could help you with this stage.



## What you can expect from a training expert

### Stage of development

#### A good training expert will

#### Meeting employer group needs

- Spend time with you to understand your requirements
- Challenge your thinking to ensure training adds value
- Share case studies of their similar work with other clients

#### Outlining proposed training

- Propose an outline training plan together with indications of any associated costs before design work commences
- Define the expected learning outcomes
- Explain and advise on the best training methodologies, taking into account the resources typically available whether training takes place on- or off-site
- Advise on a robust approach to equality and diversity in delivery – also evidenced in content design
- Help build links to how the apprentice will be assessed
- Provide a design and development timeline including progress review dates

#### Content design

- Design content in line with agreed learning outcomes and chosen delivery methodologies
- Utilise the most appropriate media for the content e.g. PowerPoint, handouts, e-learning
- Ensure training content is contextualised to your sector and the workplace
- Identify opportunities within the training programme for reviewing apprentice progress and, as an output, action planning for the apprentice

#### Internal quality assurance

- Define a process for signing off on designed content

#### Evaluation

- Advise on an appropriate approach to pilot and evaluate the training programme and any associated materials
- Track and report on changes to training programme made as a result of evaluation

## Sources of training expertise

The stakeholders who may be useful potential sources of training expertise may be influenced by a number of factors:

- The level of the standard – Intermediate (Level 2), Advanced (Level 3) or Higher (Level 4 and above)
- The degree of off-the-job input required
- Whether a formal qualification is included in the assessment requirement
- The 'in-house' resources available to the employer to support training
- The specialist nature of the training.

For many employer groups, working with preferred training providers (see overleaf) will be a key route for sourcing the required training expertise.

Training expertise partners may work in collaboration with the employer group or independently.

**Note:** An individual or organisation that supports the employer group by providing training expertise is not entitled to a role in the delivery of training for the Apprenticeship. Individual employers should be free to design and deliver their Apprenticeship training programme and to choose their own training provider.

## Types of training providers

### Further Education (FE) Colleges

Further education (FE) refers to post-compulsory education and provides a means to attain an intermediate qualification necessary to attend university or begin a specific career path. This may be basic skills training, vocational qualifications such as NVQ, BTEC, or other qualifications.

At higher levels, they may offer HNC, HND or Foundation Degrees. FE is distinct from Higher Education (HE), which is offered in universities, although some FE colleges are able to offer education at this level.

#### [The Association of Colleges \(AoC\)](#)

A not-for-profit membership organisation that acts as the collective voice for FE colleges. Currently represents the interests of more than 320 colleges across the UK – over 95% of the sector. Contact details for all member colleges are available in a [member directory](#).

[Email the AoC.](#)

### Independent training providers

There are a huge number of private training providers ranging in size and nature. Some large employers have a training arm that operates as a discrete training entity. Other organisations that providing training expertise might include:

- membership institutions; private colleges and academies;
- Chambers of Commerce;
- Business membership organisations such as the [Institute of Directors \(IOD\)](#) and the [Federation of Small Businesses \(FSB\)](#);
- Sector-specific organisations, such as SSCs, trade associations, and arts and cultural bodies.

#### [The Association of Employment and Learning Providers \(AELP\)](#)

Members of this trade association for vocational learning and employment providers are primarily independent, not-for-profit and voluntary sector training and employment service organisations - although some are FE colleges involved in work-based learning. AELP members train 75% of England's current 850,000 apprentices and often form sector networks as well as regional groups.

[Email AELP.](#)

### Universities

A university is an institution of higher education (HE) that grants academic degrees in and provides both undergraduate and post-graduate education.

There are 160 '[recognised bodies](#)' permitted to award degrees and HE qualifications and over 700 '[listed bodies](#)' (colleges and other institutions without degree-awarding powers) that provide courses leading to degrees validated by a registered body.

40% of the Apprenticeship standards developed in the first two Trailblazer phases were set at Level 4 and above and are likely to involve delivery by either a registered or a listed body.

#### [University Vocational Awards Council \(UVAC\)](#)

A not-for-profit organisation established to champion higher-level vocational learning and representing 25 universities.

[Contact UVAC](#) for advice on working with universities.

## Help with finding training providers

- Use the government's [Apprenticeship training organisation search facility](#) or [search for learning providers offering a particular Apprenticeship](#).
- Identify local training providers through the [UK Register of Learning Providers \(UKRLP\)](#) by entering a postcode and search radius. Although the information given is limited, it will confirm contact details.
- Contact the National Apprenticeship helpdesk: tel: 0800 015 0400; email: [nationalhelpdesk@apprenticeships.gov.uk](mailto:nationalhelpdesk@apprenticeships.gov.uk).
- Check the [Register of training organisations](#) (an MS Excel spreadsheet) for a list of organisations eligible to receive funding from the Skills Funding Agency to deliver education and skills training services.
- Utilise existing relationships between members of the employer group and training providers.
- Contact your Sector Skills Council (SSC). They will have links to training providers and networks that specialise in training for their industry or sector. The [FISSS Directory of SSCs/SSBs](#) provides contact details.
- Speak to your BIS or SFA relationship manager.
- Investigate the potential of provider reference groups facilitated by the AoC in partnership with AELP and UVAC. For more information, email [trailblazers@aoc.org.uk](mailto:trailblazers@aoc.org.uk).
- Engage directly with individual colleges, independent training providers, or universities.
- Work with awarding organisations and professional bodies particularly when qualifications are involved.
- Work with a [National Skills Academy](#). These employer-led centres of excellence in learning bring together employers and specialist training providers.
- Contact technical specialists, especially where the Apprenticeship requires specific technical or occupational knowledge or particular facilities.

**Tip**

Use *Tool 1: Stakeholder mapping* (overleaf) to review the make up of your working groups and to identify potential working partners.

## TOOL 1: Stakeholder mapping

Stakeholder mapping helps an employer steering group understand the key organisations that occupy their Apprenticeship territory, the services they can supply, and whether they could play a role in the delivery of training, assessment or governance services related to the new Apprenticeship standard. This tool can be used at any stage of the development work (including stage 1) to identify the key partners that the employer group might work with.

### How to use the tool

Using the mapping matrix overleaf:

1. List any stakeholders or partners that you currently work with or that are currently involved with assessment, training, or quality governance within the sector and identify both the current role that they play and their potential future role in the implementation work for the Apprenticeship standard.  
A list of stakeholder types has been provided for reference.
2. Add any stakeholders or partners that are not currently involved but that have the potential to support your implementation development work.
3. Through consultation or direct contact, confirm the interests of these stakeholders and partners in supporting your forthcoming development work and signpost these in the mapping matrix.

### After using the tool

As detailed plans for implementation take shape, use the mapping matrix to inform in-depth consultations, expressions of interest registrations, and formal invitations to tender and, finally, to confirm involvement.

In addition, mapping will assist with planning decisions that will ensure an independent assessment service, and properly constituted quality assurance arrangements that preserve the integrity and good reputation of the Apprenticeship brand.

Double click the pin to use the MS Word version of this tool.



## Stakeholder mapping matrix

Stakeholder name and type	Contact name	Contact details	Current involvement			Potential future involvement			Confirmed future involvement			Notes
			Training	Assessment	Governance	Training	Assessment	Governance	Training	Assessment	Governance	

## Stakeholder types

Type	Notes
Commissioning body	Determines the providers eligible to receive a delivery contract
Government Agency	Department of BIS, Skills Funding Agency (SFA), QCCA, Ofsted – providing government funds and ensuring its probity
Employer	Host Apprenticeships, supports apprentices, serves on the employer steering group, serves on the governing body
Training organisation	Delivers government-approved services and is on the SFA register of approved training organisations
Assessment delivery organisation	Delivers government approved assessment services and is registered with the SFA as an approved assessment organisation
Professional body	Custodian of occupational and professional standards
Awarding body	Develops qualifications standards and delivery requirements
Certification body	FISSS issues Apprenticeship certificate once the standard has been achieved (using ACE)
Quality assurance body	Sets and resets the standard, reviews delivery arrangements to ensure standard is consistently met
Governance body – system	Ensures consistency of QA arrangements across the system

## SECTION 3: Training requirements as part of implementation planning

There are a number of key areas related to training that should be considered early in your implementation plans for the Apprenticeship standard.

### TOOL 2: Questions to consider when outlining training design and delivery requirements

As you start to consider your implementation plans around training, use this tool to help you explore of the scope of the work involved.

Use your responses as an agenda-building tool at the outset of your implementation planning.



Double click the pin to use the MS Word version of this tool.

#### Feasibility

Questions	Considerations	Your notes
What is the scope of training requirement for this Apprenticeship?	<ul style="list-style-type: none"> <li>The likely take-up of the Apprenticeship and the vision for growth over the short to medium term</li> <li>Geographic concentrations of learners particularly if that suggests specialist national provision</li> <li>Attendance patterns (e.g. sandwich, evening/weekend, virtual etc.)</li> </ul>	
What might the training delivery model(s) look like in practice?	<ul style="list-style-type: none"> <li>The most appropriate ways to train for skills and knowledge and to promote desired behaviours</li> <li>The training elements from previous or similar Apprenticeships that should be retained</li> <li>Opportunities for innovation</li> </ul>	

Questions	Considerations	Your notes
<p>Will it be mainstream provision for colleges and other training providers?</p>	<ul style="list-style-type: none"> <li>• The proportion of training carried out by the employer versus that carried out by a training provider.</li> </ul>	
<p>What are the challenges to implementation?</p>	<ul style="list-style-type: none"> <li>• The viability of the training delivery plan from the perspective of training providers</li> <li>• The viability of the training delivery plan from the perspective of different employer sizes</li> <li>• The implementation timeframe for the chosen model(s) and for putting necessary training resources in place</li> <li>• Where a qualification is included in the standard and does not already exist, significant time is needed to develop it and accredit it with an awarding organisation or university.</li> <li>• Other risks/issues that must be mitigated against for training to be successful, e.g. rural environments, changing technologies, changing legislation</li> </ul>	
<p>How will recruitment be managed?</p>	<ul style="list-style-type: none"> <li>• Recruitment patterns (individual versus cohort, sessional versus roll-on/ roll-off)</li> <li>• Anticipated ages of apprentices</li> <li>• The level of required previous experience in either employment, education or training</li> </ul>	

## Affordability

Section 4 provides more information on the public funding of Apprenticeship training and assessment.

Questions	Considerations	Your notes
<p>To what extent have training costs been factored into your plans?</p> <p>What proportion of the total costs of the Apprenticeship is likely to be attributed to training as opposed to assessment?</p> <p>What proportion of the training costs will be covered by employer contribution? (Must be a minimum of a third to draw down government funding)</p>	<ul style="list-style-type: none"> <li>All training delivery costs will need to be factored into costing, including assessment costs.</li> <li>The cost of training and assessment should be covered by the employer contributions and funding allocations set out by government.</li> </ul>	
<p>Can economies of scale be built into the training approach?</p>	<ul style="list-style-type: none"> <li>Some providers may have to deliver Apprenticeship training in areas where there is not a high volume of apprentices.</li> <li>There may be a requirement to fund equipment and resources, particularly where specialist equipment is required.</li> </ul>	

## Quality assurance

Section 6 covers the quality assurance of training in further detail.

Questions	Considerations	Your notes
How will training be assured and standardised across different sites?	<ul style="list-style-type: none"><li>• Training providers should be free to make local amendments and apply innovation.</li><li>• Employers commissioning training might have specific requirements.</li></ul>	
How will the plan and any associated curriculum or materials be maintained to ensure it continues to meet the competence outlined in the standard?	<ul style="list-style-type: none"><li>• The standard will need to be reviewed regularly. Subsequent revisions to the training design may then be necessary.</li></ul>	

## SECTION 4: Funding training delivery

In November 2014, the Skills Funding Agency released the [Trailblazer apprenticeship funding 2014 to 2015 requirements for employers](#).

The guidance outlines the funding caps for Apprenticeships (a funding cap sets the maximum core government contribution the government will make for each apprenticeship standard).

Where an employer chooses to deliver all or part of the training or assessment in-house, this will not be eligible for the government core contribution (there are separate rules for employers holding a direct grant). There is an expectation that employers will make a one-third cash contribution towards the total value of training and assessment. Where it is required, the government will also fund the full cost of:

- an apprentice undertaking English and maths to level 2;
- learning support.

### Balancing the cost of training and assessment

Part of the assessment plan submission to BIS involves a requirement for the employer group to submit a cost template that estimates the cost of delivery for the Apprenticeship – see Tool 10 in the [Future of Apprenticeships in England: Guidance for Developers of Apprenticeship Standards and related Assessment Plans \(BIS, October 2014\)](#). The completed template is used by the Skills Funding Agency to determine the funding band for the Apprenticeship.

As part of estimating costs, the template requires you to consider the following:

- Length of apprenticeship (shortest to longest)
- Hours spent by an apprentice in non-workplace classroom learning
- Hours spent in supervised workplace learning
- Total training cost per apprentice
- Total end-assessment cost per apprentice.

Such considerations will help an employer group determine the balance of spending on training and on assessment that will be incurred by individual employers.

## SECTION 5: Understanding training delivery

Designing programmes of learning requires the type of experience in the education and training field sometimes referred to as instructional or curriculum design. Although your training expert partners will be supplying this expertise, you will find it useful to read this section so that you have an outline understanding of what is involved in training programme design

In vocational or work-based learning, training programmes are shaped so that the teaching methods and assessment tasks align with learning outcomes, which, in turn, are shaped by the subject knowledge (the knowledge, skills and behaviours outlined in the standard). The learning outcomes define what the learners need to know, why they need to know it, and how they will demonstrate that they know it. When training programmes are designed around a qualification, the learning outcomes are likely to be pre-determined by the qualification itself, although the training programme may require additional content to be delivered.

### On- and off-the-job training routes

Apprenticeship training falls into two broad categories: 'on-the-job' and 'off-the-job'. On-the-job training takes place in the apprentice's normal working situation, whereas off-the-job training takes place within a dedicated learning space at a training provider's premises or at the employer's premises, but away from the workplace.

The *Training delivery routes* table overleaf summarises the key features of each route and the issues that might need to be taken into consideration when designing or procuring a training programme that utilises that route.

Smaller employers often have little capacity to deliver formal on-the-job or off-the-job training and they will need to rely on external training providers for the majority of their Apprenticeship training while nominating an experienced member of staff to mentor or supervise each apprentice in the workplace.

**Note:** Employers who choose to deliver all or part of the training and assessment in-house will not be eligible for the government core contribution to training costs unless they are registered with the Skills Funding Agency as eligible to holding a direct grant for training. This should be borne in mind when developing a training programme with a significant in-house delivery component.

## Training delivery routes

Further details on the training delivery methodologies can be found in the *Compendium* in Annex 1.

Training delivery route	Training delivery methodologies	Cost (High/Medium/Low)	Issues to consider	Procurement	Quality issues
On-the-job Training in the workplace	<ul style="list-style-type: none"> <li>• Practical demonstrations</li> <li>• On the job instruction by experienced workers and first-line supervisors</li> <li>• Work shadowing</li> <li>• Written materials</li> <li>• E-learning, audio-visual materials</li> <li>• Coaching</li> <li>• Mentoring</li> <li>• Project</li> </ul>	<p>Low- Medium</p> <ul style="list-style-type: none"> <li>• Employer staff are relatively cost-effective but not cost-neutral if time is taken away from other activities</li> <li>• Procurement of trainers depending on special skills required</li> <li>• Need real-time equipment and resources available for practice</li> </ul>	<ul style="list-style-type: none"> <li>a) Needs to be formalised with dedicated staff time</li> <li>b) Timetabling can be flexible to work demands</li> <li>c) Employer staff might need instruction in training methodologies</li> <li>d) Training is concurrent with performance</li> <li>e) Employer staff are closer to actual work practice and specific techniques</li> <li>f) Additional facilities or resources might be required</li> <li>g) Employers seeking to deliver own training will not access match funding unless registered with SFA</li> <li>h) Need to embed maths and English</li> </ul>	<ul style="list-style-type: none"> <li>a) No procurement but own staff may require externally sourced training in delivery and supervision techniques</li> <li>b) Contracted-in trainers must be procured either directly or through a training partner</li> </ul>	<ul style="list-style-type: none"> <li>a) Employers who deliver training are responsible for their own quality assurance</li> <li>b) Contracted-in trainers, if self-employed, may not be subject to external quality assurance</li> <li>c) Training partners may provide their own quality assurance</li> </ul>

Training delivery route	Training delivery methodologies	Cost (High/Medium/Low)	Issues to consider	Procurement	Quality issues
<p>'Off-the-job'</p> <p>Training delivered away from the workplace either by an external training provider or by the employer's training personnel</p> <p>May take place at an external location or at a dedicated training space at the employer premises</p>	<ul style="list-style-type: none"> <li>• Classroom learning (e.g. lecture, tutorial, presentation, facilitated discussion)</li> <li>• Simulations, demonstrations</li> <li>• Written materials</li> <li>• Research or applied projects</li> <li>• Field visits</li> <li>• Virtual or e-learning</li> <li>• Directed self-study</li> <li>• Role play</li> <li>• Distance learning</li> </ul>	<p>Medium -High</p> <ul style="list-style-type: none"> <li>• Will require a training partner</li> <li>• May include apprentice registration costs with awarding organisation if training is linked to a qualifications</li> <li>• Costs might depend on economies of scale – are learners shared across other employers?</li> <li>• E-learning and distance learning will reduce delivery costs</li> </ul>	<ul style="list-style-type: none"> <li>a) Training is likely to be more generic to the sector rather than specific to a particular employer</li> <li>b) Equipment available may not be same as in particular work environment</li> <li>c) Learning needs to be translated back into workplace</li> <li>d) Training staff must be vocationally competent and/or /active with industry links</li> <li>e) A cross-employer training programme may be less flexible in timetabling</li> </ul>	<ul style="list-style-type: none"> <li>a) The training provider must be one approved for public funding by SFA – may be one of a pool of approved providers' identified through an industry or sector body</li> </ul>	<ul style="list-style-type: none"> <li>a) Training provider will provide internal quality assurance. They will also be subject to external quality audits via: <ul style="list-style-type: none"> <li>• Ofsted inspections</li> <li>• Awarding, sector and/or professional body review</li> <li>• Regulation by QAA (see section 6)</li> </ul> </li> <li>b) Training partner will provide internal quality assurance, and may be further overseen by awarding organisation or a professional body, and/or may be regulated by Ofqual/QAA.</li> <li>c) Contractual arrangements should build in quality assurance measures and mechanisms</li> </ul>

## Employer and provider involvement in training delivery

The degree of involvement of the employer and the training provider in the delivery of the Apprenticeship training programme will vary.

Some employers, particularly smaller ones, who do not have the time or resources to deliver Apprenticeship training, will rely on a lead training provider to organise and deliver the entire Apprenticeship training programme (either on employer or provider premises). The training provider may even recruit apprentices on behalf of the employer. The provider will undertake the agreed training with regular reviews with the employer to share progress. Such training programmes often mean that the provider will deliver off-the-job training to groups of apprentices from a number of employers that will be more generic than tailored to any one employer's requirements or context.

Larger employers often have a discrete strategy for recruiting and training apprentices to meet their particular business needs as well as the requirements of the standard. They will have a greater involvement in apprentice training, delivering all or part of the training in line with their training capacity and working with training provider partners to a greater or lesser degree. If the employer has the internal capacity (such as a training department), they will deliver the whole Apprenticeship programme themselves and will only use training providers to deliver specific elements (such as those that are not 'business as usual' or that require external expertise, such as English and maths).

### Group training association (GTA)

A GTA is a not-for-profit organisation providing access to industry specialist off-the-job training for apprentices who are employed directly by the employers who subscribe to the GTA. A GTA offers employers the potential to benefit from reduced training costs, specialist/bespoke training programmes, business advice, networking opportunities, and other services. ([Find out more](#))

### Apprenticeship training agency (ATA)

The ATA supports employers in sourcing, arranging and hosting Apprenticeships and, crucially, acts as the apprentice's employer, undertaking associated responsibilities such as wages, tax, apprentice training and supervision and places them with one or more host employers. The ATA provides the potential for an apprentice to work across more than one workplace, thus allowing employers to take on apprentices where this would not otherwise be possible, such as where a small employer is unable to offer a full-time or permanent position for an apprentice. The ATA usually outsources the training activity for the Apprenticeship to approved training providers. The employer pays the ATA a fee for the apprentice's services. ([Find out more](#))

## SECTION 6: Training quality assurance

Consistency of training – both design and delivery – is an important part of a high-quality Apprenticeship programme. When procuring training, individual employers will want to be confident that purchased training meets minimum quality guidelines for that Apprenticeship standard.

Both the on- and off-the-job training must be effective and form a cohesive partnership approach to Apprenticeship delivery by the employer and the training provider.

The lead provider of the off-the-job training will be held accountable for success by the Skills Funding Agency and other external stakeholders such as Ofsted or QAA (see below).

### Quality assurance for further education – Ofsted

The quality of provision offered by further education providers and employers delivering government-funded training are subject to inspection by Ofsted following the principles laid out in the [Common inspection framework for further education and skills](#) and using a four-point grading structure. You can view [recent inspection reports](#) for lead providers on the Ofsted website.

### Quality assurance for higher education – QAA

The key mechanism central to the Quality Assurance Agency (QAA)'s role in assuring quality and standards in higher education is the [UK Quality Code for Higher Education](#). Individual higher education providers use the Quality Code to ensure students have a high quality educational experience.

## Sector-based quality assurance schemes

An employer group may decide to put in place a sector-wide quality assurance scheme for training providers, or to make use of an existing scheme operated by a sector or trade body. Below are examples of some of these.

### Tech Industry Gold Accreditation

Providers that want to deliver *Tech Industry Gold* training must go through a rigorous application process that is overseen by a panel of leading tech employers supported by the sector skills council, e-skills UK.

*Tech Industry Gold* is used with companies of all sizes. Large employers, like BT, deliver their own training programmes, while smaller employers work with a select list of Tech Industry Gold Apprenticeship accredited training providers.

### Creative Skillset Tick

For a training programme to be awarded the *Creative Skillset Tick*, it has to undergo a rigorous assessment process conducted by experts working in the Creative Industries.

The *Tick* is only given to those that have the strongest links with industry. This ensures that the courses keep up with the rapid pace of change in the industry, and students benefit from using the latest technologies and working with industry throughout their studies.

### Engineering Council Approval

For the purposes of EngTech, ICT Tech or IEng registration, some Apprenticeship qualifications and programmes are 'approved' by professional engineering institutions for up to five years.

The approval process looks at the overall design, coverage, and assessment strategy of courses and seeks evidence that satisfactory quality assurance arrangements are in place. Qualifications and programmes are approved for up to five years.

## SECTION 7

You may now be ready to use your understanding of training design and delivery to draw up a suggested high-level Apprenticeship training plan that will give employers confidence that successful apprentices will be genuinely competent.

### TOOL 3: Template for a high-level training plan

This tool will help you build a picture of training methods and timing from which future training programmes will evolve, check that the proposed training approach is sufficiently comprehensive, and ensure that there are no gaps in coverage of the standard.

#### How to use the tool

1. Complete *The standard* section of the training plan overleaf by listing the skills, knowledge and behaviour elements of the Apprenticeship standard that, together, define competency. It is important that the training covers the whole standard in order to prepare a fully competent apprentice.
2. Complete the training components section for each identified element of the standard. As you complete this section, consider the following:
  - Training for different types of elements of the standard (skills, knowledge, behaviours, maths/English) does not have to be delivered separately from each other.
  - Delivery methodologies have different strengths and weakness. Further information on different methodologies can be found in the *Compendium of training delivery methodologies* in Annex 1.
  - A range of delivery methodologies should be used across the standard to accommodate different learning styles and maximise learning.
3. Check your training plan against your planned assessment approach to ensure there are no potential conflicts and that the two are complementary and feasible. See the FISSS resource *Assessment and Apprenticeship standards* (November 2014) for support with building the assessment approach.
  - Also consider requirements for on-programme formative assessment as this can support the apprentice towards competency.
4. Address the key questions that you considered in *Tool 2: Questions to consider when planning training*. These will help you consider the feasibility of your high-level training plan and suggest where refinements are necessary.

#### After using the tool

Costs will have to be taken into account when designing individual training programmes but this high-level view of training requirements can be used by training providers and employers to underpin more detailed work designing the detail of the curriculum or as the basis for consultation and work with training experts.



Double click the pin to use the MS Word version of this template.

## High-level training plan

The standard	Training components				Assessment	
<b>Skills</b>	<b>Training methodology</b>	<b>When</b>	<b>Delivery Who</b>	<b>Where</b>	<b>Quality assurance</b>	<b>Type</b> <i>(formative, on-programme, end-point)</i>
<b>Knowledge</b>	<b>Training methodology</b>	<b>When</b>	<b>Delivery Who</b>	<b>Where</b>	<b>Quality assurance</b>	<b>Type</b> <i>(formative, on-programme, end-point)</i>
<b>Behaviours</b>	<b>Training methodology</b>	<b>When</b>	<b>Delivery Who</b>	<b>Where</b>	<b>Quality assurance</b>	<b>Type</b> <i>(formative, on-programme, end-point)</i>
<b>Maths and English</b>	<b>Training methodology</b>	<b>When</b>	<b>Delivery Who</b>	<b>Where</b>	<b>Quality assurance</b>	<b>Type</b> <i>(formative, on-programme, end-point)</i>

## ANNEX 1: Compendium of training delivery methodologies

This compendium provides a brief overview of training delivery approaches that can take place on- or off-the-job.

<b>Classroom learning</b>		
<p>Classroom learning involves a formal programme of instruction or guided tuition by a tutor or lecturer. 'Classroom' can be loosely defined and may be a dedicated room in the employer's environment.</p>		
<p><b>When it is used</b></p> <ul style="list-style-type: none"> <li>• Usually delivered in a dedicated environment to the workplace with no distractions by real-work demands</li> <li>• Used to provide initial knowledge and basic skills where appropriate</li> <li>• Suitable for content where the level of detail of required knowledge needs some focused time</li> </ul>	<p><b>How it works</b></p> <ul style="list-style-type: none"> <li>• A tutor, trainer, or lecturer, working alone or with others, will lead the delivery</li> <li>• Normally delivered via a lecture, presentation, facilitated discussion or other tutor-led activity</li> <li>• Can utilise audio-visual aids and technologies</li> <li>• May be part of wider programme, with e.g. directed reading, research, e-learning and skills application</li> </ul>	<p><b>What it is used for</b></p> <ul style="list-style-type: none"> <li>• More geared to providing knowledge than the development of technical skills,</li> <li>• Skills may be discussed or demonstrated especially with technology</li> </ul>
<p><b>Implementation notes</b></p> <ul style="list-style-type: none"> <li>• Can provide economies of scale with delivery to many apprentices simultaneously, although this means that some content may be irrelevant to some learners</li> <li>• Can be planned as day release or as a block of learning but scheduling classroom sessions for apprentices based at multiple locations can be difficult and is likely to be fairly inflexible</li> </ul>		

<b>Workshop simulation, practical demonstration, role-play</b>		
<p>Practical demonstration in a workshop or technical environment usually accompanied by verbal explanation. Role-play is a similar concept used to develop soft skills or behaviours or for practicing procedures. Use may be made of a variety of technological aids.</p>		
<p><b>When it is used</b></p> <ul style="list-style-type: none"> <li>• Used to provide initial introductions to workplace techniques and skills</li> <li>• Suitable for higher levels where focused time needs to be spent on complex techniques</li> </ul>	<p><b>How it works</b></p> <ul style="list-style-type: none"> <li>• A training provider creates a workshop environment with standardised equipment</li> <li>• An effective hands-on training method for procedures and use of equipment</li> <li>• Audio-visual aids or e-learning may be used for less complex content, e.g. health and safety</li> </ul>	<p><b>What it is used for</b></p> <ul style="list-style-type: none"> <li>• Geared to the development of skills or behaviours, but may be coupled with information-giving</li> <li>• Develop soft skills, behaviours, or practise technical skills without commercial or physical risk</li> </ul>
<p><b>Implementation notes</b></p> <ul style="list-style-type: none"> <li>• Difficult to provide tailored instruction for each workplace context if working with a group of apprentices coming from different employment sites although training on equipment away from the workplace so inevitably results in some differences in practice</li> <li>• Not suitable for large groups where there are constraints on equipment, resources or tutor support</li> </ul>		

## Research, applied project

A project is normally an extended and substantial piece of work carried out over a period of time. Ongoing formative assessment may be used to check that the objectives are being met and to ensure that errors are not carried forwards.

### When it is used

- Used to research new knowledge and develop new skills
- Provides contextualisation of learning to the workplace – may be used as a simulation of a real world task, with less risk
- Most effective where apprentices self-manage their learning and work relatively autonomously over an extended period to produce realistic outputs

### How it works

- Normally a written brief, based on a theme which is directly relevant to a workplace
- Can be designed as a group task or a solo activity overseen by a supervisor or tutor
- May be a combination of written and practical work
- Integrates knowledge with application as apprentices apply what they know to solve authentic problems and produce results

### What it is used for

- Project-based learning involves apprentices in design, problem-solving, decision making, and investigative activities;
- May provide reliable evidence of knowledge gained and offers an insight into behaviours and skills where these have been applied

### Implementation notes

- Projects that link practical work with written work can be highly effective in developing and assessing competence. Projects that are narrow in focus are really just written or practical assignments
- Should be constructed at the start of the Apprenticeship, aligned with the content of the training and completed alongside real or simulated work so that they are integrated, rather than seen as a separate or unconnected activity

## E-learning – virtual learning environment (VLE), m-learning, massive open online course (MOOC)

Generically, e-learning (electronic learning) means using information technology to deliver part, or all of a training programme. An Apprenticeship cannot be delivered entirely by e-learning (if subject to government funding), but some use of this approach may be appropriate.

### When it is used

- Usually used in combination with other methods as part of a blended training approach
- Virtual field trips are becoming more popular in scientific and technical learning
- Provides access to information for reference at times when an instructor or supervisor is not available

### How it works

- Learners learn at their own pace by accessing and interacting with bite-sized chunks of learning using computers or portable platforms such as smart phones or tablets (m-learning)
- A VLE or MOOC hosts online learning materials and activities and includes social spaces where learners and tutors can interact.

### What is it used for

- More geared to the development of knowledge and testing understanding. Exceptions are for IT-based industries where skill development can be supported
- Promotes internet and computers skills

### Implementation notes

- Needs design specialists who know how to design e-learning educational materials that are both interactive and engaging
- Requires apprentices to have access to appropriate technology and to manage their own study time
- Initially expensive to design high quality programmes but subsequently a cost-effective delivery method

## Directed self-study, distance learning

Use of written materials or directed research to deliver knowledge. Studied by the apprentice outside of the work and learning environments. An Apprenticeship cannot be delivered entirely by distance learning (if subject to government funding), but some use of self-study or distance learning may be appropriate.

### When it is used

- Usually used in combination with other methods as part of a blended training approach
- Most effective at higher levels when learners are expected to operate as independent learners
- Useful for covering large chunks of knowledge

### How it works

- Written materials are produced to describe expectations of performance, explanations of techniques or procedures to be followed.
- Requires the apprentice to manage their own study time
- Provides access to information for reference at times when an instructor or supervisor is not available

### What it is used for

- More geared to the development of knowledge
- For coverage of technical skills development, distance learning material will need to be coupled with some form of experiential learning and practice in the workplace

### Implementation notes

- All produced materials needs to be carefully designed to provide accurate and easily accessible information
- Cheaper to deliver than face-to-face learning but can be less effective with learners who need help to manage and process their learning
- Electronic formats need to be available to all stakeholders to allow for customisation and/or updating

## Field visits, work placements

Field trips and work placements are a form of situated learning, i.e. learning that takes place in the same context in which it is applied. They provide opportunities for experiences that are not available in the apprentice's normal workplace setting or that offer alternative contexts to the apprentice's normal place of work.

### When it is used

- Either may be used at any time in the Apprenticeship to supplement other training methods and to introduce new contexts

### How it works

- Field trips are generally short visits to a specific place of interest and can provide an opportunity for apprentices to test out learning in a practical context
- Work placements are negotiated periods in the work environment of another employer or department and allow an apprentice to acquire knowledge, skills and behaviours missing from their own context or work role but necessary to attain expected competence

### What it is used for

- Both offer opportunities for acquisition of knowledge and for the practice of skills and behaviours

### Implementation notes

- A field trip requires considerable planning and resources such as transport, and staffing
- Work placements require significant negotiation with other employers or department and require tutor monitoring
- Both may bring up an array of legal issues, most regarding liability in case of accident
- Work placements may fit with the apprenticeship training agency (ATA) model where apprentices are able to rotate across different employment placements

## Work-shadowing

Work-shadowing places the apprentice with an experienced member of staff to provide the apprentice with a work context, an introduction to workplace norms and expectations, and allows for observation of actual work techniques or practices. .

### When it is used

- May be offered at the start of the Apprenticeship as part of induction; or to provide a broader view of the operation of other work areas once the apprentice has become established
- Provides context setting, explanation of workplace norms and expectations (such as health and safety) with minimal commercial risk

### How it works

- Member of staff delegated to host the apprentice for a period of time, giving explanations as they perform their own normal business activity which is observed by the apprentice
- In some cases there will be opportunity to allow the apprentice to practice the observed activity under supervision

### What it is used for

- Suitable for the development of knowledge, skills, and behaviours as it provides understanding of how and why particular work-practice takes place, particularly where the apprentice has the opportunity to carry out tasks for themselves

### Implementation notes

- Need to ensure that the designated member of staff is fully briefed
- The member of staff who is being shadowed may be less productive or distracted from their normal routine when engaged with an apprentice

## Coaching, mentoring

Coaching involves a trained internal or external coach allocated designated time to an apprentice with the primarily objective of improving performance, Coaching does not generally involve teaching or instruction but rather facilitating the apprentice's efforts to self-develop,

Mentoring involves the appointment of an experienced person within the workplace to guide the apprentice within their work role in an open arrangement where the mentor offers advice and guidance with issues as they arise for the apprentice. A mentor is often described as a 'critical friend'.

### When it is used

- Undertaken In the workplace
- Mentors may be in place from the start of the training programme whereas coaching is usually used after the apprentice has completed part of the programme

### How it works

- A coach or mentor is allocated to an apprentice on a one-to-one basis.
- Mentoring focuses on the apprentice's workplace development, passing on information about organisational values, beliefs and culture
- Coaching focuses on the achievement of specific performance objectives using reflective techniques

### What it is used for

- Both approaches help the apprentice apply new skills, knowledge and experience to work situations and problems

### Implementation notes

- Workplace mentors may need training, their workload may need revising, and personalities and skills may need to be matched between mentors and apprentices
- Coaches do not need to be trained in technical skills but must have coaching and facilitation skills. Using a professional coach may be expensive

## ANNEX 2: Qualification frameworks

Regulated qualifications in England, Wales and Northern Ireland are in one of the following frameworks:

- The National Qualifications Framework (NQF) describes nine levels at which qualifications are recognised.
- The Qualifications and Credit Framework (QCF) is a more recent, eight-level framework for vocational (or work-related) qualifications.
- The Framework for Higher Education Qualifications (FHEQ) was designed for the higher education sector. It broadly corresponds to levels 4 to 8 of the NQF.

The table below provides a simplified comparison of the levels for each of the frameworks.

### Simplified qualification framework comparison

Level	NQF examples	QCF examples	FHEQ examples	Workplace application
Entry	Entry level skills for life	Entry level functional skills Entry level foundation learning		Pre- work
1	GCSE grades D-G Key Skills level 1 Foundation Diploma	BTEC award, certificate & diploma level 1 Foundation learning Functional skills level 1		Pre- work or works with high levels of supervision
2	GCSE grades A*- C Key Skills level 2 Higher Diploma	BTEC award, certificate and diploma level 2 Functional Skills level 2		Takes responsibility for completing tasks and procedures Can exercise some autonomy
3	AS and A level NVQ level 3	BTEC National OCR National Cambridge National		Takes responsibility for initiating and completing tasks Can supervise and guide others. Can exercise initiate and autonomy within limited boundaries

Level	NQF examples	QCF examples	FHEQ examples	Workplace application
4	Certificate of higher education Key Skills level 4 NVQ level 4	BTEC Professional award, certificate and diploma level 4	Certificate of higher education HNC	Takes responsibility for developing courses of action May be working in a managerial and supervisory capacity Can operate within organisational boundaries
5	HND NVQ Level 4	HNC HND	Foundation Degree HND	Takes responsibility for implementing strategy May be working in a senior managerial capacity Can operate within organisational boundaries Broad levels of autonomy
6	NVQ Level 5	BTEC Advanced Professional award, certificate and diploma level 6	Bachelor's Degree	Takes responsibility for planning strategy and operations, and leading the work of others Broad levels of autonomy
7	NVQ level 5 Fellowship and fellowship diploma	BTEC Advanced Professional award, certificate and diploma level 7	Master's Degree Postgraduate certificate Postgraduate diploma	Takes responsibility for complex strategy and operations, and leading the work of others Has acquired a level of specialism and expertise Broad levels of autonomy
8	NVQ level 5	Vocational qualifications level 8	Doctorate	Takes responsibility for very specialised areas of work which will have significant impact in organisational or professional sphere Takes responsibility for advancement of professional practice

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