



EMPLOYER CONFIDENCE & READINESS

PLANNING AND ASSESSMENT: SUPPORT FOR APPRENTICESHIP STANDARDS

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Employer

Organisation

Contact/Role

Provider

Organisation

Contact/Role

Standards

List your
apprentice
standards
details

Title	Level

EMPLOYER CONFIDENCE & READINESS

SELF-ASSESSMENT FOR EMPLOYERS FOR APPRENTICESHIP STANDARDS

Introduction

Apprenticeship Standards OTLA Programme

The Outstanding Teaching, Learning and Assessment (OTLA) programme for apprenticeships has been an opportunity for practitioners to explore, understand and share what 'outstanding' looks like in the context of new apprenticeship standards. The introduction of apprenticeship standards, end-point assessment and the new funding regime has required a significant shift in the way teaching, learning and assessment is approached. The role of the trainer and assessor is changing; employers are taking a greater lead in the design and delivery of apprenticeships, and the focus is now firmly on achieving competence rather than qualifications. The programme has given practitioners the vital space they need to explore changes to their practice and establish what 'outstanding' looks like.

This tool has been developed by a consortium of Kent-based providers who have come together under the banner of the Kent Association of Training Organisations (KATO). The project is an early exploration of how providers can facilitate a rigorous approach to developing effective engagement and participation of employers during initial assessment. The aim was to start to uncover effective methods in this area with a view to developing outstanding practice

The project explored what induction, support and training are needed for an employer before the start of any apprenticeship programme, identifying the skills, knowledge and activities an employer requires so that they can effectively support the apprentice and the training programme through the apprentice journey to end-point assessment and beyond. Partners engaged with 50 Kent employers delivering the Business Administrator and Adult Care Worker standards to establish the role the employer will play and activities they lead and engage on.



The **EMPLOYER CONFIDENCE & READINESS and SELF-ASSESSMENT FOR EMPLOYERS FOR APPRENTICESHIP STANDARDS** tool has been developed through collaboration between practitioners within two independent training providers, a University, employers and the local provider network.

The purpose of the document is to facilitate meaningful dialogue between the employer and provider, ensuring a comprehensive and robust programme of employer-led delivery for the relevant Standard. The document can be completed either electronically or paper-based; for the sake of accessing the development links, electronic versions may be more appropriate.

Who should attend the review meetings? It is proposed that the most senior member of staff from both the provider and employer should participate in these review meetings, ideally the decision makers, to ensure actions and changes can be agreed and implemented after review meetings. This may vary depending on the organisation's planning and decision making, but experienced and articulate reviewers, who can evaluate and readily identify solutions, are essential. Staff participating in the review need to ensure conversations are focused and outcome/output led, capturing the current position and further actions required to progress through a traffic light system from red (less than 50%) toward blue (100% achieved).

Introduction (continued)

There are **12 key questions** that need to be “worked through” with the employer during the review. Each question has **two sections**:

Section 1 contains discussion points and guidance that can be used to lead conversation between the employer and provider, supported with links to information that can focus development and best practice.

Section 2 is where the participants capture the outcomes/outputs from the review discussion, identifying the date of the meeting, the evidence and summative comments along with the post review actions needed to move practice forward. During the review meeting all participants agree on the **CRAG rating** using this guidance:

CRAG Rating

Fully completed (C)	100%: Fully in place and compliant with sector requirements	No action required
Green (G)	80%: Almost completely in place with measurable impact	Minimal action required to bring it up to ‘C’
Amber (A)	50–70%: Some evidence and with some discernible impact	Some action required to bring the area up to ‘C’
Red (R)	Less than 50%: Not in place/minimal or no evidence	Significant/substantial action required to bring area up to ‘C’

Post review the document is updated, and participants record the key findings and actions to facilitate the shift towards fully completed and compliant with both funding, IFA, ESFA and Ofsted requirements (see useful links). A date for the next review meeting will also be agreed. It is perceived that both provider and employer staff will have actions that are needed to develop practice.

Planning and undertaking further review meetings will occur when participants identify significant development activity and gaps in knowledge, understanding and practice for the delivery of learning and assessment of the Standard. These may only be focused on a few of the 12 questions that are currently at red and amber, although, where outstanding practice is the focus, then questions that are at green.

Sharing and monitoring the document is essential for relevant parties to take ownership of the development activity and address priorities and actions. Monitoring should occur between review meetings and can be undertaken virtually, either using Skype or similar technology to reduce travel, and include multiple parties within the relevant organisations. ‘Snapshot’ development can be captured within Section 2 of the document during these meetings and progress captured within the evidence and comments and CRAG updated.

Further working allows for up to four review meetings to occur, though, if further reviews are required, a second document can be used to capture and record the outcomes.

Summary

12 Key Questions	Visit 01	Visit 02	Visit 03	Visit 04
01 The Employer has a working knowledge and understanding of both the Standard & Assessment Plan for the Standard(s)	C G A R	C G A R	C G A R	C G A R
02 The Employer understands the end-point assessment criteria and process requirements for the Standard(s)	C G A R	C G A R	C G A R	C G A R
03 Discuss and explore the roles of staff within the employer's location that will be required to support, mentor and manage the training of the apprentice(s)	C G A R	C G A R	C G A R	C G A R
04 Identified staff have sufficient knowledge and competence to support the apprentice throughout the apprenticeship	C G A R	C G A R	C G A R	C G A R
05 Employer has knowledge and understands the commitment to meet the 20% off the job training requirement and able to identify and plan appropriate activity	C G A R	C G A R	C G A R	C G A R
06 Employer induction is aligned to the standard being delivered	C G A R	C G A R	C G A R	C G A R
07 Employer staff are aware of induction and initial assessment activities undertaken by provider and gaps they need to address	C G A R	C G A R	C G A R	C G A R
08 Employers clearly understand the commitment statement and their role in ILP	C G A R	C G A R	C G A R	C G A R
09 Employers understand their responsibilities for progress monitoring	C G A R	C G A R	C G A R	C G A R
10 Employer understands the importance of linking the apprenticeship to their existing performance management system	C G A R	C G A R	C G A R	C G A R
11 The apprenticeship/job specification reflects the Knowledge, Skills and Behaviours (KSBs) needed for the standard	C G A R	C G A R	C G A R	C G A R
12 Employer readiness for the commitment and delivery clearly meets the requirements of the standards	C G A R	C G A R	C G A R	C G A R







01 The Employer has a working knowledge and understanding of both the Standard & Assessment Plan for the Standard(s)

Guidance

Discussion points:

- Is the employer aware of the difference between Standards and Frameworks?
- Does the employer understand the core components; KSB's that are within a Standard?
- Explain what Gateway is and how to transition to this point.
- Discuss and explain the role and responsibilities of the employer.
- Discuss the initial assessment process and what is eligible as recognised prior learning.
- Explain what the on-programme learning element is and what this includes.
- The above discussion will include mandatory qualifications and entry requirements.
- Do the requirements include membership of a Professional body?
- What does the training provider's delivery model look like and what are the options?
- Explain the grading and grading criteria.

Useful links:

-  [IFA](#)
-  [Ofsted](#)
-  [Ofsted Inspection Handbook](#)
-  [Specification of Apprenticeship Standards](#)
-  [Guidance for Employers recruiting an Apprentice](#)
-  [Guidance for Employers recruiting an Apprentice](#)

01

The Employer has a working knowledge and understanding of both the Standard & Assessment Plan for the Standard(s)

Visit	Date	Performance Measure (CRAG)	Evidence and comments	Post review action needed
01		C G A R		
02		C G A R		
03		C G A R		
04		C G A R		







02 The Employer understands the end-point assessment criteria and process requirements for the Standard(s)

Guidance

Discussion points:

- Explain that the employer has a choice of EPA organisation and what this means.
- Discuss the costs of EPA and how this links to the Service Level Agreement.
- Explain how the delivery of EPA occurs in line with the standard and assessment plan.
- Discuss the preparation required and readiness for planned assessment methods.
- Explain the different types of assessment methods in relation to the assessment plan and employer's involvement within these.
- Discuss and think about how you know the apprentice is ready for Gateway?
- Include and consider the following:
 - The mandatory Gateway requirements.
 - The types of evidence used to demonstrate that the apprentice is ready for EPA.
 - The employer's responsibility in confirming the apprentice is competent and ready for the end-point assessment.
 - What documentation is required at the Gateway and what does it look like?
- What are the expectations of the employer in relation to deciding and co-ordinating when end point assessment takes place?
- What does the assessment plan state regarding retake of assessments?
- Discuss additional costs that may be incurred as a result of retakes or missed assessments.

Useful links:

-  [IFA – Developing an assessment plan](#)
-  [Register of End Point Assessment organisations](#)
-  [SDN Preparation for Gateway guidance](#)
-  [SDN Webinar – Preparing your Apprenticeship for Gateway](#)
-  [SDN – What should we be asking an End Point Assessment Organisation](#)
-  [Excellence Gateway – Apprenticeship Standards – Checklists and Mock End-Point Assessment Project Report](#)

02 The Employer understands the end-point assessment criteria and process requirements for the Standard(s)

Visit	Date	Performance Measure (CRAG)	Evidence and comments	Post review action needed
01		C G A R		
02		C G A R		
03		C G A R		
04		C G A R		





03 Discuss and explore the roles of staff within the employer's location that will be required to support, mentor and manage the training of the apprentice(s)

Guidance

Discussion points:

- Who will be responsible for the apprentice as a line manager?
- Who will support in a mentoring capacity? (supervisor/manager)
- Does the employer understand what a mentor is and their role within the apprenticeship?
- What skills and experience do mentors need to have?
- Does the employer have, or need, a job specification for the mentor role?
- Is the individual with the responsibility as mentor the most appropriate person to support the apprentices?
- Do they have the capacity to support the apprentice?
- Identify any CPD requirements for the mentor before working with apprentices.
- Consider if they have a personal development plan in place and are they current within their own required training?
- How will the employer support the process and ensure the mentor is supervised?
- How often will direct support be given to the apprentice and what might this look like?
- How can the employer evidence this support?

Useful links:

-  [A guide to understanding the role of a mentor](#)
-  [Training available](#)
-  [CIPD – Coaching and Mentoring](#)
-  [Apprenticeship Mentoring handbook](#)

03

Discuss and explore the roles of staff within the employer's location that will be required to support, mentor and manage the training of the apprentice(s)

Visit	Date	Performance Measure (CRAG)	Evidence and comments	Post review action needed
01		C G A R		
02		C G A R		
03		C G A R		
04		C G A R		





04 Identified staff have sufficient knowledge and competence to support the apprentice throughout the apprenticeship

Guidance

Discussion points:

- The employer is confident that the identified mentor(s) are in an appropriate role with sufficient knowledge and experience to support the apprentice.
- Have the identified mentors received a robust induction for mentoring?
- Can the employer identify development and CPD activity that will support them in the role?
- Will mentors be given time/rewards for their efforts?
- Is the employer able to complete skills analysis to standard? Guidance for this from the provider may be required.
- How will the mentor role link to performance management and subsequent personal training and development plan?

Useful links:

-  [Eight Qualities of a good Mentor](#)
-  [Mentoring Skills](#)
-  [Kato guidance – Recruiting an Apprentice](#)
-  [Mentoring Handbook](#)

04 Identified staff have sufficient knowledge and competence to support the apprentice throughout the apprenticeship

Visit	Date	Performance Measure (CRAG)	Evidence and comments	Post review action needed
01		C G A R		
02		C G A R		
03		C G A R		
04		C G A R		








05 Employer has knowledge and understands the commitment to meet the 20% off the job training requirement and able to identify and plan appropriate activity

Guidance

Discussion points:

- Explain what the requirement of 20% off the job training (OTJ) is.
- What types of activity counts as 20% off the job training?
- Explain and discuss how organisation training plans to help identify existing training activity.
- What does a personal development plan look like and how will this assist in the planning of the apprentice CPD.
- Discuss the use of skills analysis and how to use the results from a skills analysis to support the 20% OTJ.
- Discuss any ambassadorial opportunities to represent sectors.
- Explain and discuss appropriate methods of recording the 20% OTJ agreed with employer and provider.
- Demonstrate the OTJ calculator and how to work out 20% off the job hours/days required.
- What will this look like and how is this agreed within the Commitment Statement?
- Discuss and consider how they are going to allocate the time that fits with the needs of the business.
- Discuss who and how the 20% off the job training will be monitored and reviewed by the employer and provider.

Useful links:

-  [Off the job guidance](#)
-  [DFE policy background for off the job training](#)
-  [Off the job training calculator](#)
-  [AELP guidance](#)
-  [Skills for Care guidance](#)
-  [Skills for Care – care ambassadors](#)
-  [Young Apprentice Ambassador Network](#)

05 Employer has knowledge and understands the commitment to meet the 20% off the job training requirement and able to identify and plan appropriate activity

Visit	Date	Performance Measure (CRAG)	Evidence and comments	Post review action needed
01		C G A R		
02		C G A R		
03		C G A R		
04		C G A R		






06 Employer induction is aligned to the standard being delivered

Guidance

Discussion points:

- Look at the employer's induction. Map across to provider's induction to ensure the employer's processes complement the requirements for the apprenticeship.
- Do the employers existing job descriptions link to the apprenticeship standard?
- If not, how can this be addressed?
- What training is included within the employer's induction as this can count towards 20% OTJ?
- Explain that the training provider's induction does not count as 20% OTJ.
- Refer to Ofsted CIF regarding safeguarding and British Values to embed into induction.
- Is there an Apprenticeship Agreement within the Commitment Statement or is it a separate document?
- Ensure employer is aware that an employment contract is still required in addition to the Apprenticeship Agreement.

Useful links:

-  [Skills for Care – Care Certificate guidance](#)
-  [IFA](#)
-  [Skills for Care – Common Induction Standards](#)
-  [Inspecting Safeguarding guidance](#)
-  [Promoting British Values](#)

06 Employer induction is aligned to the standard being delivered

Visit	Date	Performance Measure (CRAG)	Evidence and comments	Post review action needed
01		C G A R		
02		C G A R		
03		C G A R		
04		C G A R		

07 Employer staff are aware of induction and initial assessment activities undertaken by provider and gaps they need to address

Guidance

Discussion points:





- Have any gaps been identified based on previous questions and is development within the employer induction required?
- Discuss how staff will be clearly informed of the initial assessment activity carried out by the training provider and the importance of a robust process to ensure individuals are placed on the correct programme at the correct level.
- Is the employer aware of the learner record service and what a learner record is and looks like?
- Does the employer understand the importance of initial assessment and pre-engagement activity, as well as ongoing skills analysis for compliance and qualitative purposes in apprenticeships?
- Discuss the use of a skills analysis with the employer and the 2018/19 funding rules:

P19. You and the employer must be satisfied that the apprenticeship is the most appropriate learning programme for the individual and you must have evidence that it is either:

P19.1: A new job that requires new knowledge and skills; or

P19.2: An existing job role, where the individual needs significant new knowledge and skills to be occupationally competent.

Useful links:

-  [Apprenticeship employer funding rules and guidance](#)
-  [Apprenticeship provider funding rules and guidance](#)
-  [Specification of apprenticeship standards August 18 \(example of proxy quals for functional skills\)](#)
-  [Excellence Gateway – Effective functional skills and Initial assessment](#)

07 Employer staff are aware of induction and initial assessment activities undertaken by provider and gaps they need to address

Visit	Date	Performance Measure (CRAG)	Evidence and comments	Post review action needed
01		C G A R		
02		C G A R		
03		C G A R		
04		C G A R		





08 Employers clearly understand the commitment statement and their role in ILP

Guidance

Discussion points:

- Can the employer clearly describe what they are going to provide and how they are going to support the apprentice?
- Use the Commitment Statement and SLA to discuss roles and responsibilities for all parties and what the employer's duties are within this.
- Is the Apprenticeship Agreement within the Commitment Statement or a separate document?
- Discuss and talk through the Individual Learning Plan.
- Discuss Gateway requirements as key milestones in the ILP/review/tracking document.
- Plan and timetable reviews and discuss how the employer's performance management policies align to these.
- How will the mentor support be communicated and recorded within the ILP?
- How is the apprentices training plan and 20% off the job training identified linked to the ILP?
- How will this information be shared, acknowledging confidentiality and data protection?

Useful links:

-  [Making an Apprenticeship Agreement](#)
-  [Excellence Gateway – Effective practice guide to individual learning plans](#)
-  [KATO – Effective Practice for ILPs](#)
-  [KATO – Effective Practice for ILPs checklist](#)

08

Employers clearly understand the commitment statement and their role in ILP

Visit	Date	Performance Measure (CRAG)	Evidence and comments	Post review action needed
01		C G A R		
02		C G A R		
03		C G A R		
04		C G A R		

09 Employers understand their responsibilities for progress monitoring

Guidance

Discussion points:

- Can the employer clearly describe what they are going to provide and how they are going to support and monitor the progress of the apprentice?
- Does the monitoring link to organisation's performance management policy?
- Clarify the Commitment Statement and SLA to discuss roles and responsibilities for all parties and what the employer's duties are within this.
- How is the starting point identified and distance travelled monitored and recorded?
- Is there functionality within the e-portfolio for the employer to have access to progress and outcomes?
- How will the Individual Learning Plan be used as a live document to monitor progress?
- Plan and timetable reviews including links to the organisation's performance management policies.

09

Employers understand their responsibilities for progress monitoring

Visit	Date	Performance Measure (CRAG)	Evidence and comments	Post review action needed
01		C G A R		
02		C G A R		
03		C G A R		
04		C G A R		

10 Employer understands the importance of linking the apprenticeship to their existing performance management system

Guidance

Discussion points:

- You will have discussed in previous two questions and identified links and alignment to organisations Performance Management Policies?
- Review the current performance management system and identify links and gaps to the Standard, to include:
 - Induction/orientation – Job role/description – Appraisal/1-1 meetings and review process – Training and development plan – Links between achievement and pay reviews – etc
- Is there an organisation training plan/matrix in place and does it link to the Standard?
- Do staff leading and undertaking reviews have a working knowledge of the Standard and can they identify links to the organisation's processes.
- Discuss and agree on any development or adjustments with their current processes which could align better with apprenticeship requirements.

Useful links:



Example Training Matrix

10 Employer understands the importance of linking the apprenticeship to their existing performance management system

Visit	Date	Performance Measure (CRAG)	Evidence and comments	Post review action needed
01		C G A R		
02		C G A R		
03		C G A R		
04		C G A R		

11 The apprenticeship/job spec reflects the behaviours, knowledge and skills needed for the standard

Guidance

Discussion points:

- Discuss how it will be useful to have a copy of the job specification linked to the Standard to identify knowledge, skills and behaviours.
- Explain apprentices will be required to look at it as part of their first assignment.
- Are there any areas that may need specific planning as not part of normal role (e.g. 1-2-1 and small group interventions in secondary schools, liaising with parents and outside professionals, making contributions).
- Skills scans are available for many standards – training provider to research the availability of these to support the employer.
- Within the initial assessment, there will be an activity to assess the level of knowledge, skills and behaviours. This will need discussion in terms of RPL and personal development plan.
- Can the job specification incorporate activity which is eligible for 20% OJT, for example, sector ambassador activity, industry visits or competitions?

Useful links:

-  [IFA](#)
-  [ACAS](#)
-  [IFA Developing an Apprenticeship Standard](#)
-  [Young Apprenticeship Ambassador Network](#)

11

The apprenticeship/job spec reflects the behaviours, knowledge and skills needed for the standard

Visit	Date	Performance Measure (CRAG)	Evidence and comments	Post review action needed
01		C G A R		
02		C G A R		
03		C G A R		
04		C G A R		

12 Employer readiness for the commitment and delivery clearly meets the requirements of the standards

Guidance

Discussion points:

Does the employer understand:

- Considering all the information discussed as part of this activity, does the organisation recognise where it is on the CRAG and are they committed to working towards 'complete'?
- What sort of time frame is realistic and what are the next steps?
- Any signposting for additional support to help the employer work towards post review actions?
- Any issues of concern that need to be addressed **before** moving on with the apprenticeship.

Useful links:

-  [Employing an Apprentice](#)
-  [Further education and skills inspections and outcomes data and associated published reports](#)
-  [MESMA - Key findings from Ofsted apprenticeship early monitoring visits](#)

12 Employer readiness for the commitment and delivery clearly meets the requirements of the standards

Visit	Date	Performance Measure (CRAG)	Evidence and comments	Post review action needed
01		C G A R		
02		C G A R		
03		C G A R		
04		C G A R		

Glossary and abbreviations

Apprenticeship

An apprenticeship is a job with training to industry standards. It should be in a recognised occupation and involve a substantial programme of on- and off-the-job training.

Apprenticeship framework

Old-style apprenticeship based on qualifications, currently being phased out in England in favour of apprenticeships based on standards developed by employers.

Apprenticeship standard

Apprenticeship standards are developed by employer groups known as ‘trailblazers’. The standards are concise documents which outline what an apprentice will be doing and the knowledge, skills and behaviours required of them, by job role. This, along with the end-point assessment plan, forms the foundation from which training providers develop their curriculum.

Assessment plans

Each apprenticeship standard has an end-point assessment plan produced by trailblazers. This outlines the methodology for the end-assessment, criteria for grading and how each aspect of the apprenticeship will be assessed by independent End Point Assessors.

Assessment Organisations

Department for Education (DfE) is responsible for children’s services and education, including higher and further education policy, apprenticeships and wider skills in England.

Duty / duties

The activities/competencies that will be carried out by a competent person in a specific occupation; requiring the application of knowledge, skills and behaviours in the workplace. Duties always begin with a verb.

Education and Skills Funding Agency (ESFA)

The ESFA brings together the former responsibilities of the Education Funding Agency (EFA) and Skills Funding Agency (SFA) to create a single agency accountable for funding education and skills for children, young people and adults.

End-point assessment

A rigorous, robust and independent assessment undertaken by an apprentice at the end of training to test that the apprentice can perform in the occupation they have been trained in and can demonstrate the duties, knowledge, skills and behaviours (KSBs) set out in the occupational standard.

End-point assessment organisation

The EPAO is an organisation approved to deliver end-point assessment for a particular apprenticeship standard; EPAOs must be on the register of end-point assessment organisations. Employers must select an end point assessment organisation from the ESFA Register of End-Point Assessment Organisations, approved to deliver this particular standard:

www.gov.uk/government/publications/register-of-apprentice-assessment-organisations

Gateway

Any requirements that must be completed/achieved as a pre-requisite to undertaking the end-point assessment are termed the Gateway. For example, English and maths minimum requirements. The Gateway components are, therefore, the key outputs of the on-programme training period. The trainer and the employer must be confident that the apprentice is fully competent and can meet any of the potential assessment criteria for knowledge, skills or behaviours.

Holistic / synoptic

Assessment of an apprentice’s knowledge, skills and behaviours in an integrated way i.e. assessing a number of KSBs at the same time.

Institute for Apprenticeships (‘the Institute’)

The body responsible for improving the quality of apprenticeships in England.

Individual Learning Plan

An ILP is a document that outlines the learner’s specific goals for future attainment and takes into account their starting point and any individual needs.

Induction activities

Induction is the process for welcoming newly recruited employees/ learners into the organisation and supporting them to adjust to their new roles and working environments. Activities can include getting to know their way around, health & safety requirements and knowledge of any learning programmes.

Glossary and abbreviations (continued)

Initial assessment activities

Initial assessments are to establish the current knowledge and skills levels of the learner. Activities can include self-evaluation forms, maths and English assessments and discussion.

Integrated degree apprenticeship standard

An apprenticeship that mandates a full bachelor's or master's degree, which incorporates the end-point assessment. The higher education institution delivering the degree must be on the Register of Apprenticeship Training Providers (RoATP) and the Register of End-Point Assessment Organisations (RoEPAO).

Independent Assessor

Individuals involved in administering and delivering the end-point assessment are commonly termed the assessor, end-point assessor (EPA) or independent assessor and must be appointed by an approved end-point assessment organisation. The terminology and approaches to ensuring independence of assessment may vary with different assessment plans.

Job specification

A written statement of the educational qualifications, specific qualities, level of experience, physical, emotional, technical and communication skills required to perform a job.

Knowledge, skills and behaviours

These are the requirements to competently undertake the duties required for an occupational standard.

Mentor

Someone who will support the growth and development of the apprentice. They should be occupationally competent and able to offer advice and guidance on the role, including reflecting on the training received and on the practical experiences in the workplace.

Route / Pathway

Grouping of sectors initially devised as part of the reforms to technical education. There are 15 different routes; pathways are groupings of occupations within a route.

Occupation

The job requirements for the relevant sector(s), not just those required by a single employer.

Occupation level

The level assigned to an occupation based on its difficulty and degree of autonomy.

Occupational profile

Description of what someone in the occupation does, including duties

Occupational standard

Document that details what someone competent in the occupation does and the knowledge, skills and behaviours they require to do it; the basis for apprenticeship standards and T-levels.

Off-the-job training

Learning which is undertaken outside of the normal day-to-day working environment and leads towards the achievement of an apprenticeship. This can include training that is delivered at the apprentice's normal place of work but must not be delivered as part of their normal working duties.

On-programme

This is the period from start until the end-point assessment Gateway is met. Apprentices must require a minimum period of 12 months on-programme training, with 20% off-the-job training prior to taking the end-point assessment to meet funding eligibility requirements. It will include training to develop the skills, knowledge and behaviours detailed on the standard and completion of any mandated qualifications, including English and maths where required. Preparation for the end-point assessment should be completed in this phase. This is the area of significant interest for apprenticeship training providers.

Performance Management System

This may also be known as an appraisal system. The performance of the employee is documented and evaluated. They should be a part of career development and consist of regular reviews and target setting.

Standard occupational classification

Common classification of occupational information for the UK; used to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

Glossary and abbreviations (continued)

Route Panel

15 sector-based Route panels of industry experts and assessment experts who review and make considered determinations on whether or not to approve new or revised apprenticeship standards and assessment plans. Their recommendations feed into the Approval and Funding Committee via the Executive.

Trailblazer group

A group of employers developing an apprenticeship standard; recognised by the Institute as representative of those who employ people in the occupation.

Training provider

Any organisation that delivers apprenticeship training e.g. college, higher education institution, private training organisation; training providers delivering training in relation to apprenticeships must be on the register of apprenticeship training providers.

Trainer

The term trainer is commonly used in relation to roles within the on-programme period. A trainer may be appointed by the employer or training provider to deliver some or all parts of the on-programme phase of training. This includes delivering any mandated qualifications, preparation for the end-point assessment and all Gateway components. The trainer has no status within the end-point assessment, unless specifically referenced and approved within the end-point assessment plan (for example being a signatory to a portfolio or a panel interview). The terminology may differ slightly within different end-point assessment plans.