

# INTRODUCTORY GUIDE TO THE NEW DIGITAL APPRENTICESHIP STANDARDS



**Good practice guide #1 for training providers**  
Part of the Mayor's Digital Talent Programme

Updated April 2018

## About digital apprenticeship good practice guides

The Tech Partnership is delighted to be working with the Greater London Authority (GLA) to support the Mayor's Digital Talent Programme, which aims to increase the number of women and young people from Black Asian Minority Ethnic (BAME) and disadvantaged backgrounds in jobs that require digital skills, to better prepare young Londoners for digitally-skilled occupations, and to improve the pool of talent available to employers.

This is one of a suite of three guides commissioned from the Tech Partnership by the GLA to provide training providers with good practice guidance in relation to digital apprenticeships:

1. **Introductory guide to the new digital apprenticeship standards**
2. **Guide to engaging SMEs in digital apprenticeships**
3. **Guide to attracting under-represented groups to digital apprenticeships**

The guides include both generic best practice and best practice specific to digital pathways. They draw on published research, case studies and employer feedback. Links are provided for further reading. Most of the evidence relates to digital apprenticeships, but the good practice points are equally relevant to short digital courses at Level 3 or above.

*This guide is in two parts: an introduction to the new apprenticeship standards, followed by an overview of the new digital apprenticeship standards.*

## 1. Introduction to the new apprenticeship standards

### Background

All the current apprenticeship frameworks are being systematically withdrawn over a period of time. As at April 2018, the latest news from the Institute for Apprenticeships is that the digital industries frameworks will close to new starts from 2020.

The current frameworks are being replaced by the new apprenticeship standards, developed under the Government's Trailblazer initiative. There are 13 digital industries standards available now and all the documentation can be accessed from [HERE](#).

### Overview

Key points about the new apprenticeship standards:

- Standards are set by employers – working together to define competence for defined occupations.
- Standards define what a fully confident and competent person in that occupation should be able to do.
- The standards define the minimum requirement for an apprentice to be assessed as being fully competent in that occupation.
- Standards define the outputs, in terms of competence, not the inputs, in terms of guided learning hours etc.



- Competence is assessed through an employer-defined end-point assessment process.
- Apprentices who pass are awarded a grade.

For each occupation, the key outputs are:

- Employer-defined standards of competence which provide a simple statement of what full competence looks like for that occupation.
- An employer-defined approach to end-point assessment which sets out how the competence of the apprentice will be assessed at the end of their apprenticeship.
- An employer-defined approach to the external quality assurance of end-point assessment designed to ensure consistency between different assessment organisations.

Standards have been designed to be relevant and applicable to all employers of people in that occupation across a wide variety of different sectors and of different sizes. The approach to assessment has also been designed to be appropriate, relevant and feasible in a wide range of contexts while also ensuring consistency across these contexts.

The Institute for Apprenticeships (IfA) approves standards and assessment plans. Once approved, and a funding band has been allocated, they are published on the IfA website. For each published standard there are two key documents:

- *The standard*: this sets out the minimum and mandatory requirements. Any apprenticeship programme must include everything on the standard – although some employers may choose to do more. Apprentices must be able demonstrate the application of all of these skills, knowledge and behaviours to pass.
- *The assessment plan*: this sets out how the end-point assessment organisation will undertake end-point assessment and will award a grade.

These documents need to be read together.



To see a full list of standards (approved and in development), visit:  
<https://www.instituteforapprenticeships.org/apprenticeship-standards>

For some standards, the employers have also produced a third key document:

- The *occupational brief*: this sets out the minimum requirements against each competence and knowledge statement and against the grading criteria. These Occupational Briefs are available from the Tech Partnership website: <https://www.thetechpartnership.com/standards-and-quality/trailblazer-apprenticeships/new-standards-documentation/>

## Funding of new standards

The funding for standards is set by the Education and Skills Funding Agency and is much simpler than for frameworks. The total funding covers not only the cost of training but also the cost of end-point assessment and, within the end-point assessment costs, the costs of External Quality Assurance and certification.

The *current* funding arrangements for starts on standards (from May 2017 and still current as at April 2018) are as follows:

Band	Band upper limit
1	£1,500
2	£2,000
3	£2,500
4	£3,000
5	£3,500
6	£4,000
7	£5,000
8	£6,000
9	£9,000
10	£12,000
11	£15,000
12	£18,000
13	£21,000
14	£24,000
15	£27,000

## Funding bands review, 2018

In February 2018, the government announced a review of funding bands. Any changes will apply to those starting their apprenticeship from August 2018.

The reason for the review is that the Funding Band is supposed to set an upper limit of funding support for a particular apprenticeship standard but the government is concerned the upper limit has become the set price (ie in most cases, employers are not negotiating with providers on price).

The review will be carried out by the Institute for Apprenticeships and will look at how best to ensure value for money from public investment.



## How the current funding works in practice

- There is a 90% contribution from government to the cost of training for employers who do not pay the Apprenticeship Levy.
- The upper limit of the funding bands will cap the maximum price that government will 'co-invest', where an employer does not pay the levy.
- The upper limit of each funding band also caps the maximum amount of funds an employer who does pay the levy can use towards an individual apprenticeship.
- There is a 100% contribution from government to the cost of training for employers with fewer than 50 employees, that do not pay the Levy, and who take on apprentices who are 16 to 18 years old, 19 to 24-year-old care leavers or 19 to 24 year olds with an Education and Health Care Plan.
- There is a further £1,000 payment from government to employers and training providers when they take on 16 to 18 year olds, 19 to 24 year olds who were in care or who have an Education and Health Care Plan.

## The Apprenticeship Levy

The Apprenticeship Levy was introduced in May 2017.

The Government's intention is that the way they fund apprenticeships in England will simplify some of the complex arrangements that currently exist and will make it easier for employers of all sizes to choose the apprenticeship training they want to purchase and have more control over designing, choosing and paying for their apprenticeship training. Funding will follow employer choice, which will mean providers will have to be responsive to what employers need.

The Levy is paid by employers with a pay bill of over £3 million. It is paid at a rate of 0.5% of the total annual pay bill, and is paid through PAYE. Employers who pay the Levy are able to access a new digital apprenticeship service (<https://manage-apprenticeships.service.gov.uk/>) that allows them to spend available funds on apprenticeship training. Funds appear in the employers account monthly and the Government applies a 10% top-up. The funding can only be used on apprenticeship training and assessment.

The vast majority of employers do not pay the levy and these employers will be required to make a 10% contribution to the cost of the training and assessment that they select and the government will pay the rest (90%), up to the maximum amount of government funding available for that apprenticeship. Employers pay this directly to their provider; they can spread it over the lifetime of the apprenticeship.

## LEVY FUND TRANSFER

It has always been clear that not all Levy paying employers will be able to spend all their Levy and many have said they would like to use some of those funds to support non-Levy payers in their supply chains or with which they have other partnerships.

Responding to that preparations are underway to allow for the transfer of Levy funds from one employer to another which came into effect on the 1<sup>st</sup> April 2018 – the full guidance is available here [transferring-apprenticeship-service-funds](#)



A few key points:

- The transfer is limited to 10% of the value in the Apprenticeship Service account. This is less than many employers have argued for
- The funds, once transferred, cannot be refunded
- The receiving employer has to enter the apprentices' details and have an account on the Apprenticeship Service
- Transferred funds can ONLY be used to pay for Apprenticeship standards (not apprenticeships being delivered under the old frameworks)

Illustration of how the funding bands work for Levy payers and non-Levy payers:

Within the funding band limit		Over the funding band limit	
Example funding band limit = £6,000 Price the employer negotiates with their training provider = £5,000 <i>The cost is within the funding band limit</i>		Example funding band limit = £6,000 Price the employer negotiates with their training provider = £7,500 <i>The cost is above the funding band limit</i>	
Levy payers with enough funding in their account	Non-Levy payers and levy payers without enough funding in their account	Levy payers with enough funding in their account	Non-Levy payers and levy payers without enough funding in their account
£5,000 will be deducted from the employers account over the life of the apprenticeship.	The Government will pay 90% (£4,500) and the employer will need to pay 10% (£500).  A levy payer with funds left will use these first, and then the Government will pay 90% of the remaining costs and the employer will pay 10%.	£6,00 will be deducted from the employers account over the life of the apprenticeship.	The Government will pay 90% (£5,400) as this is the maximum payable within the limit of the band – and the employer will pay 10% (£600).  The employer will pay an additional £1,500.



## Summary of additional funding support

In addition to the funding available through the funding bands, there are four additional potential contributions:

<b>Funding for 16 – 18 year olds</b>	<b>Disadvantaged young people</b>
The Government will pay £1,000 to employers, and a further £1,000 to training providers if they train a 16-18-year-old apprentice	The Government will pay £1,000 to employers and a further £1,000 to training providers if they train 19 – 24 year olds, leaving care or who have a Local Authority Education and Healthcare Plan.
<b>Funding for additional learning support</b>	<b>Funding for English and maths training</b>
The Government will pay training providers up to £150 per month to support learners with special needs.	The Government will pay training providers £471 to help apprentices gain the minimum standard of Level 2 in English and the same to reach a level 2 in Maths (if not already attained).



For full details of how the levy and its implications for levy payers and non-levy payers, visit <https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work>

## 2. Overview of the new digital apprenticeship standards

Over the last four years, employers from over 200 organisations have been working together to develop a suite of new digital apprenticeship standards, under the Trailblazer initiative, to cover all major entry level roles in to tech and digital careers.



The existing apprenticeship frameworks are still in place, but are expected to be withdrawn in 2020, at which point only the new apprenticeship standards will be funded for new starts.

The table overleaf shows the new standards that are available for digital roles at Levels 3 and 4 (there are no published Level 2 digital industries standards at present).



GLA priority area	Apprenticeship standard	Sample job titles
<b>Software Developers</b>	L3 Software Development Technician	Software Technician Software Engineer Software Diagnostic Tester
	L3 IT Solutions Technician (in development)	
	L4 Software Developer	Web Developer Software Developer Applications Developer
	L4 Software Tester	Software Tester Software Test Analyst
<b>Games Developers</b>	None live at present	
	L4 Animator (early stage development)	
<b>Hardware, Network, Cloud and Infrastructure</b>	L3 Infrastructure Technician	First Line Support Help Desk Technician Network Support
	L3 Unified Communications Technician	Telecommunications Technician Telecommunications Operative Unified Communications Technician
	L3 IT Solutions Technician (in development)	
	L4 Network Engineer	Systems Engineer Network Technician Network Administrator
	L4 Unified Communications Troubleshooter	Voice Field Engineer Unified Communications Desk Engineer Unified Communications Field Engineer
<b>Data and Big Data</b>	L4 Data Analyst	Data Scientist Data Manager Data Modeler
<b>Digital Marketing</b>	L3 Digital Marketer	SEO Copywriter Social Media Manager Web Content Manager
	L4 Digital Marketer and Social Media Officer (in early stages of development)	
<b>Film and TV Production</b>	L3 Broadcast Production Assistant	TV/Radio Production Assistant Production Management Assistant Broadcast Assistant
	L4 Junior 2D Artist – Visual Effects	VFX Supervisor Junior 2D Artist
	L4 Assistant Technical Director – Visual Effects	FX Artist Assistant Technical Director
	L4 Animator (early stage development)	
<b>Cyber Security</b>	L4 Cyber Security Technologist	Security Administrator Cyber Operations Manager Cyber Security Specialist
	L4 Cyber Intrusion Analyst	Network Intrusion Analyst Secure Operations Centre (SOC) Analyst Incident Response Centre (IRC) Analyst



The table below sets out current and future funding bands for these new digital standards:

Apprenticeship standard	LARS code	For starts up to May 2017			For starts from May 2017	
		Funding band	Funding band maximum	Maximum government funding	Funding band	Funding band maximum
Network Engineer	1	6	£27,000	£18,000	12	£18,000
Software Developer	2	6	£27,000	£18,000	12	£18,000
Digital Marketer	78	3	£9,000	£6,000	9	£9,000
Cyber Intrusion Analyst	79	6	£27,000	£18,000	12	£18,000
Data Analyst	80	6	£27,000	£18,000	11	£15,000
Unified Comms Trouble Shooter	81	6	£27,000	£18,000	12	£18,000
Infrastructure Technician	82	6	£27,000	£18,000	11	£15,000
Software Tester	91	6	£27,000	£18,000	12	£18,000
Software Development Technician	154	6	£27,000	£18,000		£15,000
Cyber Security Technologist	98	6	£27,000	£18,000	12	£18,000
Unified Communications Technician	155	6	£27,000	£18,000	11	£15,000
IT Technical Salesperson	142	4	£12,000	£8,000	10	£12,000
Junior 2D Artist – Visual Effects	84	3	£9,000	£6,000	9	£9,000
Assistant Technical Director – Visual Effects	85	3	£9,000	£6,000	9	£9,000
Broadcast Production Assistant	112	3	£9,000	£6,000	9	£9,000





## Delivery of Digital Apprenticeships

Since the introduction of the new standards, some providers have expressed uncertainty about the rules regarding the qualifications that have to be taken and passed, prior to the end-point assessment. The section below aims to explain those rules as simply as possible, with examples to provide illustrations to answer some of the most common questions from providers.

### Qualifications

**NOTE: the authority on what qualifications are fundable in any apprenticeship is the Education and Skills Funding Agency. The sections below are the Tech Partnership’s best understanding as at April 2018.**

Some of the digital apprenticeship standards mandate on-programme assessment of knowledge – and in many cases, this includes a small number of the most common vendor or professional qualifications and/or a ‘knowledge module.’ In this latter case, any Ofqual registered organisation can develop and deliver the knowledge modules. All the documentation is [HERE](#) and details of which organisations have developed which Knowledge Modules is in the Annex.

Where knowledge modules and/or vendor or professional qualifications are mandated on a standard, these MUST be passed before end-point assessment takes place.

The key phrase that seems to cause some confusion is: ***‘Apprentices must achieve one internationally recognised vendor or professional qualification, from the right-hand column in the table below. This then exempts one of the Ofqual-regulated knowledge modules, as shown in the left-hand column.’*** Below are examples, to help clarify what this statement means in practice.

*Example 1: vendor / professional qualifications included on the standard*

In the Digital Marketer standard, the following table shows the qualification requirements:

Knowledge Modules	Vendor or Professional Qualifications
Knowledge Module 1: Principles of Coding (for level 3 Digital Marketer Apprenticeship)	MTA HTML 5 CIW – Site Development Associate
Knowledge Module 2: Marketing Principles (for Level 3 Digital Marketer)	Google Squared CIM (CIM level 4 award in Digital Marketing) Dot Native CIW – Internet Business Associate
Knowledge Module 3: Digital Marketing Business Principle (for level 3 Digital Marketer Apprenticeship)	Google Analytics IQ CIM (CIM level 4 award in Digital Marketing) CIW – Data Analytics CIW – Social Media Dot Native Google Squared

Some providers have asked whether ONE and ONLY one vendor / professional qualification can be funded or whether it means AT LEAST ONE will be funded. It is the former.



If the employer chooses, for example, Google Analytics as the Vendor / Professional qualification, the apprentice is exempt from taking knowledge module 3, but **MUST** do knowledge modules 1 and 2. Both the chosen Vendor / Professional qualification and the knowledge module are fundable but **NO OTHER** Vendor / Professional qualifications are fundable. An employer could choose to do more than one Vendor / Professional Qualification but only **ONE** is fundable and the two knowledge modules still **HAVE** to be done.

If the employer chooses CIM level 4 award in Digital Marketing or Dot Native as the Vendor / Professional qualification, the apprentice is exempt from knowledge modules 2 and 3, but **MUST** do knowledge module 1. Again, an employer could choose to do more than one Vendor / Professional Qualification but only **ONE** is fundable and knowledge module 1 still **HAS** to be done.

If the employer chooses MTA HTML 5 or CIW – Site Development Associate as the Vendor / Professional qualification, the apprentice is exempt from taking knowledge module 1, but **MUST** do knowledge modules 2 and 3. Again, an employer could choose to do more than one Vendor / Professional Qualification but only **ONE** is fundable and the two knowledge modules still **HAVE** to be done.

*Example 2: no vendor / professional qualifications included on the standard, but there are Knowledge Modules*

In some standards (eg Software Development Technician), there are no Vendor / Professional qualifications on the Standard but there are knowledge modules. In this case, **ALL** the knowledge modules on the Standard **MUST** be done. An employer could choose to do Vendor / Professional qualifications as well (**NOT** instead) but these would not be fundable.

*Example 3 – no qualifications included*

In some standards (eg IS Business Analyst), there are no Vendor / Professional or knowledge modules on the Standard. In this case, the employer with the support of the provider may choose to do any Vendor / Professional qualifications as long as it clearly maps to the skills or knowledge statements on the Standard. The ultimate authority to determine whether or not the qualification is eligible lies with the ESFA but they won't offer advice in advance on a case-by-case basis, so you have to make the best decision you can. Also, as these qualifications are not mandatory on Standard, the examination and certification costs are **NOT** fundable, but the delivery of the training is.

#### Learning point

**For the following standards, one and ONLY one vendor / professional qualification is funded in the apprenticeship:**

- Data Analyst
- Digital Marketer
- Network Engineer
- Software Developer
- Software Tester
- Unified Communications Trouble Shooter

#### Learning point

**For the following standards, NO vendor / professional qualifications are fundable in the apprenticeship:**

- Cyber Intrusion Analyst
- Cyber Security Technologist
- Software Development Technician



#### Learning point

For the following standards, ANY number of vendor / professional qualifications can be funded but ONLY if they deliver the skills and knowledge on the Standard and also the funding ONLY covers the cost of the teaching (not the examination or certification):

- IS Business Analyst
- IT Technical Salesperson
- Unified Communications Technician

### 20% off-the-job learning

One of the most important apprenticeship rules is the requirement that every apprentice must spend at least 20 per cent of their time on off-the-job training. Some employers have expressed concerns about that, but it seems that these concerns, at least in part, are due to a lack of understanding about what the requirement means in practice. Below, is a definition of what is eligible and some examples which should be helpful for providers and employers.

#### **Definition**

Off-the-job training must amount to 20 per cent of the apprentice's contracted employment hours across the whole apprenticeship. So, it doesn't have to be the traditional day release model – the 20% could be in blocks or even hourly. It is up to the employer.

Off-the-job does NOT necessarily mean time spent in the classroom. The key is that it is time spent when the apprentice is not doing her or his normal work.

#### **Things that CAN be included (examples)**

- The teaching of theory (for example, lectures, role playing, simulation exercises, online learning)
- Practical training; shadowing; mentoring; industry visits; working with a different team to normal to expand experience; study time)
- Time spent with a mentor

#### **Things that CANNOT be include (examples)**

- English and maths (this is funded separately)
- Progress reviews or on-programme assessment required for the apprenticeship Standard
- Training which takes place outside the apprentice's paid working hours

#### **Example scenario**

An apprentice is on a two-year programme and has contracted hours of 7 hours x 5 days x 46 weeks (allowing for holidays etc) x 2 years = 3,220 contracted hours.

The 20% requirement is thus 644 hours over the course of the apprenticeship.

At the start of the apprenticeship, the apprentice is sent on a three-week introduction boot-camp = 105 hours (7 hours a day for 5 days for 3 weeks)

The remaining requirement is 359 hours, which could be done (for example) as one day per fortnight at the provider, with the small remainder being a short boot-camp or training half way through the apprenticeship.

### **How to evidence**

The Education and Skills Funding Agency may request evidence such as details of the apprentice's employment including the name of the employer and the agreed contracted hours of employment, including paid training and 20 per cent 'off-the-job' time, the total planned length of the apprenticeship etc

### **Key points about assessment in digital apprenticeships – approach and principles**

The approach to end-point assessment has been designed to be appropriate, relevant and feasible for apprentices employed in SMEs as well as larger organisations and to ensure consistency across these contexts.

Employers have adopted the following broad principles to inform the approach to end-point assessment:

- Assessment is driven by the standards and covers the full competencies across knowledge, skills and behaviours.
- Assessment motivates the apprentice to achieve high standards in the quality of their work and encourages the development of sophisticated workplace behaviours to support their professional development. The determinants of pass and distinction grades give apprentices a clear goal to aim for.
- The assessment process is designed to add value to both apprentices and employers.
- The assessment will position the apprenticeship not just as a job but as the starting or continuation point for a career in the industry.
- The assessment tools are designed to replicate, as far as possible, live workplace scenarios and activity.
- An assessment methodology comprising a mixed set of tools enables the apprentice to play to their strengths and ensures that they are not disadvantaged by the restriction of one assessment method on one occasion only.
- Grading supports the apprentice to achieve the highest standards.

### **End-point assessment of digital apprenticeships – how it works in practice**

End-point assessment takes place toward the end of the apprenticeship, usually in the last 2-3 months. End-point assessment can only take place when any mandated on-programme assessment of knowledge has been passed.

End-point assessment is made up of three things – see diagram below - each of which contributes something different to the assessment process:

#### **Summative portfolio**

- Provides evidence against the totality of the standard, based on the application of knowledge, competence and behaviours to real work projects in the work environment.
- This is key to ensuring the validity of the final assessment decision.

#### **Synoptic project or competence activity**

- Provides evidence against a selected set of knowledge, competencies and behaviours against a pre-defined project undertaken in a controlled environment.
- This is key to ensuring consistency and comparability, increasing the accuracy of the assessment decision.

#### **Interview with the assessor**

- Provides an opportunity for further evidence to be gathered and/or evidence to be explored in more detail against any of the knowledge, competence or behaviours.
- This also increases accuracy and validity.

In addition, one of the following is required: an employer reference or a knowledge test, as specified in the assessment plan.

### **The summative portfolio**

The summative portfolio is put together towards the end of the apprenticeship. In the portfolio, apprentices present evidence from real-work projects illustrating the application of all the knowledge, skills and behaviours set out in the standard.

The portfolio is not evidence that the learning has taken place, but is evidence that the apprentice has applied that learning in a holistic and coherent way.

This evidence will comprise a small number of complete and/or discrete pieces of work which, together, cover the totality of the standard. It will showcase their very best work, enabling them to demonstrate how they have applied their knowledge and understanding in a real-work environment to achieve real-work objectives.

### **The synoptic project or competence activity**

The synoptic project presents evidence from a business-related project testing the application of a selection of the knowledge, skills and behaviours defined in the standard. Each project will specify which selection of knowledge, skills and behaviours it is designed to test.

The project does not need to cover every competence, but must cover a broad breadth of the competence outcomes, including the use of tools to problem-solve and trouble-shoot non-routine problems. It is designed to assess apprentices in a consistent way, irrespective of their particular workplace and their particular role within their company, and is therefore completed outside of day-to-day work pressures in a controlled environment.

### **The interview**

The interview is the last and final part of the end-point assessment, as it is informed by the other elements. It is a structured discussion between the apprentice and their independent assessor, focusing on the summative portfolio and the synoptic project, with reference to the employer reference or knowledge test as appropriate.

It covers both what the apprentice has done in terms of the standard of their work, and also how they have done it. This enables the end-point assessment to include the full range of technical knowledge and competencies as well as the underpinning skills, attitudes and behaviours.

### **Grading**

- The grading takes after the interview
- It is based on all of the evidence that has been looked at in the end-point assessment.
- There is only one grade for the apprenticeship.
- The purpose of grading is to motivate apprentices and to differentiate between those at the minimum level and those who are significantly above the minimum level.

Grading is done by the independent assessor, based on a holistic assessment of everything the assessor has seen. Details of grading criteria are found in the assessment plan and/or occupational brief.

## Assessment and grading: who does it?

Any organisation on the ESFA Register of Approved Assessment Organisations can undertake end-point assessment against the standard for which they are registered.

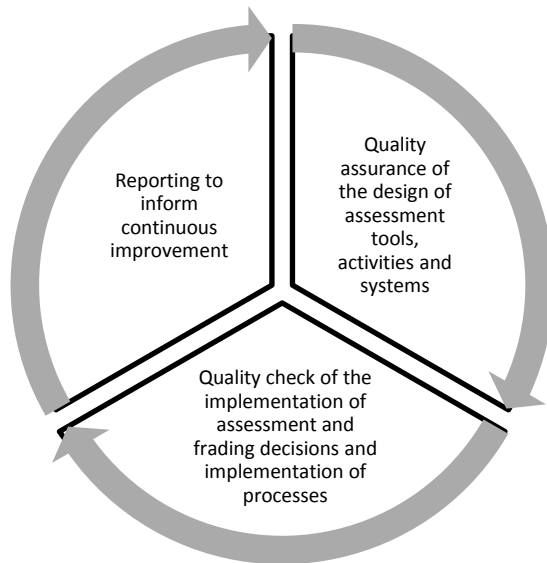
These organisations are responsible for delivering end-point assessment based on the specifications produced by the employers.

## External Quality Assurance

External Quality Assurance is a key part of the overall assessment process as it:

- Ensures consistency and comparability across the different end-point assessment organisations
- Ensures the occupational validity of end-point assessment decisions and grading
- Builds quality assurance into the design of end-point assessment, and
- Provides evidence and intelligence to drive continuous improvement – of standards, assessment plans, working practices and the digital apprenticeship eco-system.

This can be summarised as follows:



As at April 2018, the Tech Partnership is the approved EQA organisation, led by a Board consisting of:

Sainsbury's  
Auto Trader UK  
Delta  
Wipro Limited  
CGI UK Limited  
Google  
Inspired Energy

It is the end-point assessment organisations that need to engage with the EQA organisation.





## Emerging learning from end-point assessments

Some key learning is emerging which will be helpful to training providers and employers to support apprentices to do well at EPA.

These key learning points include:

Some apprentices are failing to get through the Gateway requirement before the EPA can take place.

### Learning points

**Make sure you fully understand the gateway requirements with are:**

- (a) The apprentice must have passed ALL the mandated qualifications on the standard in question**
- (b) The apprentice is still employed at the point of EPA**
- (c) The apprentice has a portfolio**

**Engage early on in the process with the EPA organisation you intend to use**

The interview part of the EPA system is proving to be key. This is where the independent assessor can review and explore evidence from other the assessment methods, to test and validate it.

### Learning point

**Make sure you coach the apprentices to do well in the interview. This includes reviewing their portfolio and the work they did in their project, so they can talk about it and showcase their skills and knowledge.**

There have been some cases where the apprentice is on the wrong standard for their job, which means they are unable to demonstrate the competencies on the Standard.

### Learning point

**It is essential to ensure that the apprentice is on the right standard for their job. You should liaise with the employer to check this.**

Some providers are delivering the standards without reference to the Occupational Briefs.

### Learning point

**The Occupational Briefs define the minimum requirements for the knowledge, skills and behaviours defined in the Standard, which are required for a pass. They also define the criteria to be used for awarding the grade for merit or distinction. Therefore, being familiar with the content of the Occupational Briefs is essential in ensuring your curriculum will deliver the skills and knowledge your apprentice will need to do well at the end-point assessment.**

The employer, supported by you, will need to choose which end-point assessment organisation to use, where there is a choice. Whichever end-point assessment organisation you are going to use, you should engage them early in the process.

#### Learning point

Ultimately, the independent assessor, employed by the end-point assessment organisation, will make the decision as to whether your apprentice has passed or failed the apprenticeship and the grade. You should engage early in the process with the end-point assessment organisation you are going to use so you are fully aware of the approach they will take, what they are looking for, and their experience to date.

#### How to get started

Only providers on the ESFA Register of Training Organisations can deliver apprenticeship standards.



To register, visit:

<https://www.gov.uk/government/collections/register-of-apprenticeship-training-providers>

You will then need to get the key documents.



Download the standard, the assessment plan - and the occupational brief, where one exists:

<https://www.thetechpartnership.com/standards-and-quality/trailblazer-apprenticeships/>  
<https://www.gov.uk/government/collections/apprenticeship-standards>

These documents help you work backwards from what needs to be achieved to how you might structure your programme and how you need to develop content to deliver those outcomes.

The standards give you a lot of flexibility in how you deliver your programmes and enable you to build programmes that fit with what your employers need. Be aware that this is not simply retro-fitting your existing programmes!

Review and select and select an organisation from the Register of Apprentice Assessment Organisations to undertake your end-point assessment.



Review the Register of Apprentice Assessment Organisations:

<https://www.gov.uk/government/collections/register-of-apprentice-assessment-organisations>

Speak to your chosen assessment organisation as early as possible to really understand the end-point assessment process, and what will be required from your apprentice and from you.

Some assessment processes are still in development, so make sure you have a shared understanding of the timescales and the likely demand.



It can also help to:

- Focus on your strengths: those standards you are best placed to deliver and where your local market demand lies.
- Understand the employer's job roles and how this fits to the content of the standards, do not just rely on the occupational title of the stand.
- Work collaboratively with other providers.
- Develop peer networks.
- Work with employers to explore what they want to achieve through the new standards.
- Maximise the flexibility that the standards allow to better meet your employers' needs.
- Continue to work closely with your chosen assessment organisation.

## Support to get started

There are an increasing number of organisations providing information about the new standards and the Levy, as well as offering help to get providers started:



The Future Apprenticeships Support Programme provides information, webinars and events to help providers make the transition to the new standard:

<http://www.et-foundation.co.uk/supporting/support-practitioners/future-apprenticeships/>

You can also keep up to date through the Association of Education and Learning Providers and / or the Association of Colleges:

<https://www.aelp.org.uk/news/submissions/details/the-future-of-apprenticeships-in-england/>

<https://www.aoc.co.uk/apprenticeships-0>



## Appendix

The table below shows the status of standards in terms of qualifications and end-point assessments in place and available **as at April 2018**.

For the latest position, see:

- Ofqual for regulated qualifications: <https://www.gov.uk/find-a-regulated-qualification>
- ESFA for approved end-point assessment organisations:  
<https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations>

Standard	Vendor / professional certs on the Standard	Non-vendor certs on the Standard	End-point assessment
Cyber Intrusion Analyst (2015)	None	<ul style="list-style-type: none"> <li>• Knowledge Module 1: Networks</li> <li>• Knowledge Module 2: Operating Systems</li> <li>• Knowledge Module 3: Information and Cyber Security Foundations</li> <li>• Knowledge Module 4: Business</li> <li>• Knowledge Module 5: Law, Regulation and ethics</li> </ul> <p><b>All in development</b></p>	BCS ProQual
Cyber Security Technologist (2016)	None	<ul style="list-style-type: none"> <li>• Core (all the apprentices take this Knowledge Module)</li> <li>• Knowledge Module 1: Cyber Security Introduction</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• Option 1 (Technologist): in addition to the core</li> <li>• Knowledge Module 2: Network and Digital Communications Theory</li> <li>• Knowledge Module 3: Security Case Development and Design Good Practice</li> <li>• Knowledge Module 4: Security Technology Building Blocks</li> <li>• Knowledge Module 5: Employment of Cryptography</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Option 2 (Risk Analyst): in addition to the core</li> <li>• Knowledge Module 6: Risk Assessment</li> <li>• Knowledge Module 7: Governance, Organisation, Law, Regulation &amp; Standards</li> </ul> <p><b>BCS has developed all the above Knowledge Modules</b></p>	BCS



Data Analyst (2015)	EMC: Data Science associate	<ul style="list-style-type: none"> <li>• Knowledge Module 1: Data Analysis Tools</li> <li>• Knowledge Module 2: Data Analysis Concepts</li> </ul> <p><b>BCS has developed both the above Knowledge Modules</b></p>	BCS ProQual
Digital Marketer (2015)	<ul style="list-style-type: none"> <li>• MTA HTML 5</li> <li>• CIW – Site Development Associate</li> <li>• Google Squared</li> <li>• CIM (CIM level 4 award in Digital Marketing)</li> <li>• Dot Native</li> <li>• CIW – Internet Business Associate</li> <li>• Google Analytics IQ</li> <li>• CIM (CIM level 4 award in Digital Marketing)</li> <li>• CIW – Data Analytics</li> <li>• CIW – Social Media</li> <li>• Dot Native</li> <li>• Google Squared</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Module 1: Principles of Coding</li> <li>• Knowledge Module 2: Marketing Principles</li> <li>• Knowledge Module 3: Digital Marketing Business Principle (for level 3 Digital Marketer Apprenticeship)</li> </ul> <p><b>BCS has developed all the above Knowledge Modules</b></p>	BCS VQ Solutions City & Guilds Ginger Nut Training
Infrastructure Technician (2015)	<ul style="list-style-type: none"> <li>• CCNA 1</li> <li>• MTA Network Fundamentals</li> <li>• Network +</li> <li>• A +</li> <li>• CIW Network Technology Associate</li> <li>• CCNA Security</li> <li>• MCP Managing and Maintaining Windows 8 *</li> <li>• MCP Configuring Windows 8 *</li> <li>• MTA Mobility and Devices Fundamentals*</li> <li>• Security + Mobile +</li> <li>• CIW – Internet Business Associate</li> <li>• CIW – Mobile Application Development</li> <li>• MTA Server Admin *</li> <li>• Enabling Office 365 Services</li> <li>• Enabling Office 365 Identities and Requirements</li> <li>• MTA Cloud Fundamentals Install Configure</li> <li>• Windows Server 2012 * Administration of</li> <li>• Windows Server 2012 * Configure Advanced Windows Server 2012 Services</li> <li>• MTA Software Development Fundamentals App Development</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Module 1: Networking and Architecture</li> <li>• Knowledge Module 2: Mobile and Operating Systems</li> <li>• Knowledge Module 3: Cloud Services</li> <li>• Knowledge Module 4: Coding and Logic</li> <li>• Knowledge Module 5: Business Processes</li> </ul> <p><b>BCS and C&amp;G have developed all the above Knowledge Modules</b></p>	BCS City & Guilds



	<ul style="list-style-type: none"> <li>• CIW – Internet Business Associate</li> <li>• ITIL Foundation Level</li> </ul>		
IS Business Analyst (2017)	None	None	BCS
IT Technical Salesperson (2016)	None	None	BCS
Network Engineer (2014)	<ul style="list-style-type: none"> <li>• CCNA 1 + 2</li> <li>• Network +</li> <li>• Juniper JNCIA - Junos</li> <li>• MCP Server Virtualisation – Windows Server Hyper V</li> <li>• MCP MS Exchange Server</li> <li>• MCP Server 2012</li> <li>• MCP Windows Administrator</li> <li>• Server +</li> <li>• Juniper JNCIS - Ent</li> <li>• Security +</li> <li>• CCNA Security</li> <li>• MTA Cloud and Mobility</li> <li>• Juniper JNCIS – Sec</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Module 1: Network Principles <b>OCR, BCS and C&amp;G</b></li> <li>• Knowledge Module 2: Network Systems and Architecture <b>BCS and C&amp;G</b></li> <li>• Knowledge Module 3: Network Security <b>BCS and C&amp;G</b></li> </ul>	BCS City & Guilds The Colleges Partnership
Software Developer (2014)	<ul style="list-style-type: none"> <li>• BCS Systems Development Essentials</li> <li>• Cloud certified developer apache</li> <li>• Hadoop</li> <li>• C++</li> <li>• PHP</li> <li>• Drupal</li> <li>• Oracle SQL Developer</li> <li>• Oracle Java Certified</li> <li>• MCP.net</li> <li>• MTA/MCP programming in HTML5 with Javascript and CSS3</li> <li>• C#</li> </ul>	Knowledge Module 1: Software Development Methodologies <b>OCR, BCS and C&amp;G</b>  Knowledge Module 2: Software Languages <b>BCS and C&amp;G</b>	BCS City & Guilds
Software Development Technician (2016)	None	Knowledge Module 1: Software Development Context and Methodologies  Knowledge Module 2: Programming  <b>BCS has developed both these Knowledge Modules</b>	BCS
Software Tester (2015)	<ul style="list-style-type: none"> <li>• ISTQB Certified Tester Foundation Level</li> <li>• ISTQB Certified Tester Foundation Level</li> <li>• BCS Intermediate Certificate in Software Testing</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Module 1: Testing Tools</li> <li>• Knowledge Module 2: Testing</li> </ul> <b>BCS has developed both these Knowledge Modules</b>	BCS

Unified Communications Trouble-shooter (2015)	<ul style="list-style-type: none"> <li>• MCP Server 2012</li> <li>• Install and configure Windows Server</li> <li>• Configure advanced Windows Server 2012 services</li> <li>• Server Virtualization - Windows Server Hyper V</li> <li>• Security+</li> <li>• MTA Mobility and Devices Fundamentals</li> <li>• JNCIS-SEC</li> <li>• CCNA Security</li> <li>• CCNA 1+2</li> <li>• MTA Network fundamentals</li> <li>• Network+</li> <li>• Enterprise Voice and Online services Lync Server 2013</li> <li>• Core Solutions of Lync Server 2013</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Module 1: Server</li> <li>• Knowledge Module 2: Security Principles</li> <li>• Knowledge Module 3: Network Services</li> <li>• Knowledge Module 4: Voice and Data Solutions</li> </ul> <p><b>BCS has developed all these Knowledge Modules</b></p>	BCS
Unified Communications Technician (2016)	None	None	BCS Smart Awards

**Notes**

1. The years in brackets are those in which the standard was first published.
2. The above status is at April 2018.