# Annex C: Template for a professional body letter confirming standard alignment with professional recognition

For standards where professional recognition applies, such letters are to be submitted via the chair when draft standards are being submitted for approval. Such notifications can either take the form of a signed letter (a scanned version will do) or an email containing relevant employer/employee details (company logo, name and address and the emailer’s name, company position and contact details)

FAO – The Institute for Apprenticeships

I/we [*insert name of PB]* confirm that we have worked with the group of employers developing the [*insert name of standard]* to align the apprenticeship with our professional standards for recognition.

Based on the knowledge, skills and behaviours required for full occupational competence, as set out in the above mentioned draft standard, we confirm that an apprentice successfully completing the apprenticeship would be eligible for recognition at [insert level of membership] of our organisation.

[*If* relevant*]*

I/we can also confirm that [*insert name of qualification]* is an absolute requirement for professional registration / certification / accreditation with [*insert name of PB]* at [*insert level of membership if relevant]*

[*If* relevant*]*

I/we also confirm that we are the only organisation able to award professional status for [*insert name of occupation]*. Please see the supporting evidence attached [*include evidence demonstrating Chartered Status*]*.*

Yours sincerely

[*Name of individual confirming alignment and the name of the PB*]

# Annex D: Template for a Trailblazer employer support letter

To be submitted via the Chair when draft standards are being submitted for approval. Such notifications can either take the form of a signed letter (a scanned version will do) or an email containing relevant employer/employee details (company logo, name and address and the emailer’s name, company position and contact details).

Address to the Trailblazer Chair:

I confirm that I have been an active member of the [insert name] Trailblazer group, that I have been involved in developing the standard(s) [insert name(s) of standard(s)] being submitted and that I approve of the final draft(s).

I believe that the standard(s) fully meet the needs of the [insert name] sector in relation to the occupations covered by them and offer(s) good value for money for end-users.

[Only if applicable a qualification that has yet to be developed is being mandated in the standard being submitted up to June 2017.] I confirm that my employer supports the development of the ‘yet to be developed’ qualification(s) listed in the draft standard and intends to use the standard on the basis that the qualification will, in future, meet the ‘hard sift’ criterion.

The company that I represent on the Trailblazer group employs approximately [insert number] people.

Yours sincerely

[*Name of individual*]

# Annex E: Template for an apprenticeship standard

Apprenticeship standards should be short and clear, taking up no more than three sides of A4 (in size 12 font) unless you are taking a core and options approach in which case please discuss this with your relationship manager. Whilst there needs to be some uniformity in terms of the content of standards, there are no restrictions on how the information is set out and a number of different layouts have been used by trailblazers as can be seen [online](https://www.gov.uk/government/collections/apprenticeship-standards).

The standard should not generally refer to ‘the apprentice’, other than in sections relating to entry requirements or in relation to mandatory on-programme requirements such as English and maths. This is because the standard needs to be presented in terms of what the fully competent individual will be able to do upon successful completion of the apprenticeship.

**Title – Apprenticeship standard for** *[insert occupation title – don’t refer to “trailblazer”]*

## Occupational Profile

* + Set out the responsibilities of the occupation linked to the skills, knowledge and behaviours which will be applied in the workplace. This should set out how it is a standalone occupation and should not refer to progress on to other occupations. Describe briefly what someone who is fully competent in this occupation will be expected to be able to do – their main duties and tasks.
	+ It is often helpful to provide additional context by explaining where the occupation fits within the wider sector(s) and hierarchy, the type and scale of (if appropriate) projects that the qualified person might work on and the types of organisations they might be working for.
	+ List any generic job titles used to describe the occupation within the sector.
	+ If you are using a core and options approach to cover more than one occupation, you should summarise the range of options here.
1. **Entry Requirements** *(only if needed)*
	* In order to avoid creating barriers to entry, it is not permissible to include entry requirements in a standard unless they are statutory or regulatory requirements (which should be included here). However, some trailblazers have chosen to include wording such as ‘Whilst any entry requirements will be a matter for individual employers, typically an apprentice might be expected to have already achieved x, y, and z on entry.’
	* Also, if there is any reason why undertaking this apprenticeship would not be appropriate for a particular age group please state it here.

## Requirements: knowledge, skills and behaviours (KSBs)

* + This is the core of the apprenticeship standard. You should list the KSBs that are required by employers for full competence in this occupation (what they should be demonstrating when they are fully job-ready). If you have approval to develop a core and options approach, you will want to set out separately which knowledge and skills are core and which apply to individual options.

|  |  |
| --- | --- |
| **Knowledge** | **What is required for occupational competence** |
|  |  |
|  |  |
|  |  |
|  |  |
| **Skills** | **What is required for occupational competence** |
|  |  |
|  |  |
|  |  |
|  |  |
| **Behaviours** | **What is required for occupational competence** |
|  |  |
|  |  |
|  |  |
|  |  |

* + When completing the KSB sections, you may find it helpful to start with a phrase like “The [occupation title] will require a comprehensive understanding of….” so that you do not need to start every knowledge bullet with “an understanding of..”
	+ Your consideration of what KSBs are needed should include consideration of whether any digital skills are required.

## Duration

* + You should give an indication of the likely duration of the apprenticeship (for example, ‘typically 24 months’, or ‘typically 18-24 months’. If the latter, the range given should not generally span more than 6 months).
	+ This must be at least 12 months prior to taking the EPA.
	+ You should not state a maximum duration.

## Qualifications

* + Employers need to be free to determine how their apprentices develop towards full competence and, as anything included in a standard becomes mandatory, we do not want employers constrained by the inclusion of qualifications. However, there are some exceptions to this relating to regulatory or professional body requirements, or where the apprentice would be disadvantaged by not having the qualification.
	+ If a qualification fits the above criterion and needs to be referenced in the standard, the name, type and level of qualification should be stated but not a particular provider or awarding organisation (except where it is offered by only one organisation e.g. vendor and professional qualifications).
	+ This section should also state the English and maths levels of attainment required prior to the EPA. These may either be the minimum required across all apprenticeships in which case the standard wording below can be used, or any such requirements that you set above the minimum.
	+ The standard wording for level 2 apprenticeships is:

‘Apprentices without level 1 English and maths will need to achieve this level and take the test for level 2 English and maths prior to taking the end-point assessment’

* + The standard wording for level 3 and above apprenticeships is:

‘Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment’.

1. **Link to professional registration** (only include where professional registration exists)
	* Apprenticeship standards must link to professional registration where this exists at that level in the occupation. This means that when someone completes an apprenticeship, they have the evidence proving that they have met the level of competence needed to secure professional registration. It is up to the individual whether they choose to then register.
	* Where relevant, this section should set out which professional registration the apprenticeship standard is designed to meet and the name of the professional body responsible for maintaining the professional register. Where there is more than one relevant professional body, the trailblazer should discuss alignment with all such bodies.

## Level

* + State the proposed [level of the apprenticeship](https://www.gov.uk/what-different-qualification-levels-mean) standard (level 2 upwards)

## Review date

* + This should generally be ‘after 3 years’ unless there is a particular reason for it to be reviewed earlier (for example, in cases where technology or processes are developing rapidly).

# Annex G: Template for an end-point assessment (EPA) plan

Standardisation of process and assessment outcomes by Apprenticeship Assessment Organisation

A good EPA plan will concisely:

* Explain what will be assessed (which skills, knowledge and behaviours listed on the standard, and giving more detail if needed) by each assessment method
* Explain how the apprentice will be assessed (which methods will be used at the end of the apprenticeship to judge competency)
* Indicate who will carry out the end-point assessment (who will be the assessor(s) for each aspect of the EPA)
* Propose internal and external quality assurance arrangements to make sure that EPAs are reliable and consistent across different locations, employers, and training and assessment organisations

The template below has been provided to help you include the detail behind the above points. You should aim for your EPA plan to be no more than 10 pages long.

***EPA PLAN FOR*** *[name of standard including level]*



|  |
| --- |
| **Summary of assessment** |
| *Provide a short introduction and a clear paragraph explaining how the EPA will work. It is also often useful to include a suggested timeline/flowchart/diagram for the apprenticeship in this section (see illustrative examples below and overleaf), so the apprentice has an understanding of when the EPA phase of the apprenticeship will begin.* - On programme training and assessment On-programme assessments completed **Practical (synoptic) assessment**throughout programme - approved by employer and training Assessed as pass or fail by independentprovider assessorOff the job training to acquire Mandatory knowledge qualification **Case study**knowledge in preparation for achieved – result confirmed by Assessed and graded (Fail, Pass or mandatory knowledge qualification awarding organisation Distinction) by independent assessor(specified in standard) using agreed criteriaEnglish and maths componentsWork towards English and maths completed – result confirmed by **Professional discussion (viva)**qualifications (if not already achieved) awarding organisation Assessed and graded (Fail, Pass orDistinction) by panel consisting of **i**ndependent assessor, employer and one other nominated person, e.g. training provider**Final decision and grade** Confirmed by independent assessor based on outcomes of practical, case study and professional discussion |

|  |
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|  |
| **EPA overview [set out key assessment information]** |
| **Assessment Method** | **Area Assessed** | **Assessed by** | **Grading** | **Weighting (*please delete column if not needed)*** |
| *e.g. Online test* | *What skills / knowledge**/ behaviours are being assessed?* | *Independent Assessment Organisation* | *Fail/Pass/Merit/ Distinction* | *65%* |
| *e.g. Professional Discussion* | *What skills / knowledge**/ behaviours are being assessed?* | *Independent Assessment organisation* | *Fail/Pass/ Merit/ Distinction* | *35%* |
| **On-programme Assessment** [*if applicable*] |
| * Include a brief description of any mandatory qualifications that must be undertaken as a pre- requisite to taking the EPA. Any mandated qualifications included here must also appear on the corresponding standard. Any recommendations for on-programme assessment should be
 |

|  |
| --- |
| included in a separate document and not in the EPA plan. You may include a hyperlink to such a document which must be freely available to all employers. |
| **Assessment gateway** |
| * What will trigger the apprentice being put forward for the EPA?
* Who will make the judgement?
* Include meeting the relevant English and maths requirements as part of the gateway
 |
| **End-point assessment** |
| ***What**** What is each method assessing – please be explicit about which knowledge, skills and/or behaviours in the published standard each method is testing?
* Who sets the parameters for each assessment method – will this be individual assessment organisations or are the parameters set in the EPA plan itself?

***How**** How will the ‘what’ be assessed? What methods will be used, over what time period will the end-point assessment take place, and what is the duration of each assessment method? For example, assessment over one day or one week?
* What assessment tools will be used?
* What will the apprentice have to do exactly?
* Where will the assessment take place?
* How will the assessment be undertaken by all employers; regardless of their size (e.g. can some methods be undertaken remotely?

***Who**** Who will carry out the assessment, and how will they demonstrate independence from those conducting the training.
* If there are a number of assessors, such as in a panel arrangement, explain how they will work together and who has the casting vote.
* Are there any minimum requirements for assessors? e.g. sector knowledge, assessor qualification, experience?
* Is all of this information set out clearly so it can be evaluated as part of the Register of Apprentice Assessment Organisations (RoAAO) application process.
 |
| **End-point – final judgement** |
| * *Who makes the final decision about whether the apprentice has passed? Which organisation/s will sit on the* RoAAO*?*
 |

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| --- |
| **Independence** |
| * Who is providing the independent EPA?
* What is their relationship to the apprentice? What level of independence and impartiality do they have?
* How is this deliverable for all employers?
* How will this work in niche sectors with a potentially limited pool of assessors?
 |
| **End-point – grading** |
| * How will the grade be decided and is each assessment weighted (if not equally)?
* Who decides the grade?
* Ensure there are clear grading criteria, which differentiate the requirements for pass, merit and/or distinction to ensure a consistent approach to determining how to grade an apprentice. For instance, what do the grades above pass look like and how are they determined?
* Avoid simply using words such as ‘good’, ‘excellent’, ‘in-depth’ performance without examples of what this means, as they are otherwise open to interpretation.
* Consider whether it is appropriate to cap an apprentice’s grade at ‘pass’ if they have to do a re-sit or re-take, as the apprentice may have failed for reasons beyond their control
* Consider whether it is helpful for all parties to know the outcome of one assessment method before the apprentice moves on to the next assessment method if the apprentice is required to pass all elements in order to pass the EPA overall.
 |
| **Professional body recognition** |
| * At what level will the apprentice be recognised by the Professional Body upon completion of the apprenticeship? Have the relevant professional bodies confirmed that the EPA plan will lead to this level of professional status?
 |
| **End-point – summary of roles and responsibilities (set out the role of each organisation/person involved in assessment)** |
| **Assessor** | **Role** |
| *e.g. Employer* |  |
| *e.g. Training Provider* |  |
| *e.g. Assessment Organisation* |  |
| **Internal Quality Assurance** |
| * How should an assessment organisation internally provide quality assurance? This could include your approach to internal sample checking or moderation meetings between assessors.
* What essential skills, knowledge and experience must competent assessors hold?
 |

|  |
| --- |
| **External quality assurance (EQA)** |
| * Flag that EQA must be conducted on a non-profit basis.
* How will quality be assured between assessment organisations?
* Which one of the four options will you select?
* If adopting an employer-led approach, set out exactly what will be covered by your EQA process such as readiness for EPA, assessment materials, internal quality assurance, data and compliance, how membership will be decided (confirming that there will be SME representation) and your approach to sampling.
* If your preference is for Ofqual to oversee your EQA, you will need to provide a letter from them, confirming that they have agreed to do this.
* If your preference is for a professional body to oversee your EQA, you will need to provide a letter from them, confirming that they have agreed to do this.
* We would expect the Institute to be named as the EQA organisation only in instances where none of the above alternatives are viable.
 |
| **Implementation** |
| * Affordability: What are the likely costs for EPA and what percentage of the overall fundable cost of the apprenticeship is likely to be on assessment? (The total cost for EPA should not exceed 20%). This should include the cost of EQA.
 |
| * Consistency: How is the EPA deliverable across the country and in a variety of businesses to the same standard of competence?
 |
| * Volumes: How many starts on your apprenticeship are expected in the first year, and once the apprenticeship is fully established?
 |
| **Annex** |
| * Please only include information essential to the EPA. Hyperlinks can be used but all additional documents should be freely available from the point at which the EPA plan is published. Information in the annex should be supplementary for the EPA and should not contain information on any suggested on-programme curriculum.
 |

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# Annex H: Trailblazer small business travel fund - guidance for claimants

The purpose of this fund is to support the involvement of small businesses in the work of apprenticeship trailblazers.

The Institute expects all parties travelling as part of the scheme to take appropriate and justifiable spending decisions, weighing up the balance between value for money and business benefit. No one should either benefit or be out of pocket as a result of undertaking business travel as part of this scheme. As such, all travel and subsistence claims should be based on receipted costs incurred as a result of travel between your home or office and an eligible meeting (defined below).

The fund is open to small employer trailblazer members (that is with under 50 employees) to claim for travel in instances where:

* attendance at the meeting is critical
* the meeting will cover discussion of apprenticeship standards (or their related end-point assessment plans and implementation)
* options for conducting the meeting remotely have been fully explored

As the fund is small, and in order to ensure robust management of public money, eligibility will be kept under review by the Institute. If you are unsure about whether an expense is eligible under the scheme, in the first instance, you should check with your relationship manager, ideally before the expenditure is incurred. As a guide, claims will be paid for a maximum of two attendees per employer at each meeting. The Institute expects all expenditure to be supported via original itemised receipts, which should be forwarded to the address below, together with a completed IFA claim form, within 28 days of the expense being incurred:

Small Business Travel Fund Standards Development Team Institute for Apprenticeships 151 Buckingham Palace Road London SW1W 9SZ

In addition, claimants must complete the BAN1i form and return it directly to Dfe.StandingData@education.gov.uk We are unable to make payment until this form is received. You are only required to complete the BAN1i form once, you will then be on the system to receive payment and future claims will only require the IFA Claim Form to be completed.

The IFA Claim form and BAN1i bank details form can be downloaded from the trailblazer guidance home page: <https://www.gov.uk/government/publications/how-to-develop-an-apprenticeship-standard-guide-for-trailblazers>

Claims will be processed at the beginning of each month and we reserve the right to refuse unreasonable claims for expenses which fall outside the criteria defined below.

## Rail travel entitlements

The Institute will pay for any actual costs incurred for rail travel, on the basis that:

* tickets are purchased as far in advance as possible and for the least cost possible;
* first Class rail travel will not be covered by the Institute in full or in part unless doing so would constitute a ‘reasonable adjustment’ under the Equality Act (for example due to injury or pregnancy)

**Mileage entitlements**

If you use your own car (or another suitable vehicle such as a motorcycle) for a trailblazer meeting, you can claim motor mileage allowance.

The Institute pays the maximum rates allowable under the HM Revenue and Customs Approved Mileage Allowance Payment (AMAP) scheme.

|  |  |  |
| --- | --- | --- |
| Cars and Vans | Standard rate for the first 10,000 miles in the tax year | 45p per mile |
| Lower standard rate for each additional mile over 10,000 miles | 25p per mile |
| Motorcycles | 24p per mile |
| Bicycles | 20p per mile |

The standard rate of motor mileage allowance is paid if:

* you are driving your own car
* you are using the car for a journey where it is reasonable and cost effective to travel by car
* you have suitable comprehensive insurance which allows for business use
* you have not exceeded the current 10,000 mile per tax year threshold

The lower standard rate of motor mileage allowance is paid if:

* you have exceeded the 10,000-mile threshold at standard rate, or
* you have only third party insurance cover which allows for business use, or
* you are using the car for a journey where it was not cost-effective or reasonable to do so, or where there are suitable and convenient public transport alternatives.

The Institute reserves the right to reject a mileage claim, where there is clear evidence that other forms of transport offer better value for money and represent better use of public money. If you are unsure whether this applies to your claim, please speak to your relationship manager.

## Insurance

When you use your vehicle for business, you must have adequate insurance cover which allows business use. When claiming mileage allowance, you must declare that you understand the insurance requirements and that you have adequate cover.

The Institute does not accept or have any liability in the event of any accident, damage, injury or death, beyond that which would exist if the car had not been used. Any additional liability that arises as a result of an individual using their own car has to be insured by the individual.

## Garage expenses, tolls and ferries

If you use a car on trailblazer business you can claim the cost of garaging and parking fees, Congestion Zone charges, tolls and ferry charges. The rules vary depending on the motor mileage allowance payable, as follows:

* for journeys which attract standard rate, full cost may be reimbursed. Receipts should be produced (but not for parking meter charges which will be reimbursed without receipts)
* in other cases, the full cost may be met only if the total of the mileage allowance and the other charges does not exceed the cost of the journey by public transport

## Domestic Flight entitlements

The Institute is committed to spending taxpayers’ money wisely. As such, the most economical method of travel must always be considered. Approval for the use of a domestic flight must be sought from your relationship manager prior to travel, should only be used for journeys greater than 250 miles and selected on the basis of:

* value for money
* convenience
* the absence of more practical or cheaper forms of transport

## Further queries

If you have any further queries, please email them to: apprenticeship.trailblazers@education.gov.uk