

# **The Future of Apprenticeships in England: Implementation Plan**

**October 2013**

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## Foreword

Whilst Apprenticeships are already central to raising our nation's skills and delivering strong returns for the economy, for employers and for apprentices themselves, we must ensure they become more rigorous and responsive to the needs of more employers. Our goal is for it to become the norm for young people to go into an Apprenticeship or to university or – in the case of some Higher Apprenticeships – do both.



That is why, in our consultation document published in March, we confirmed our support for the more employer-focused approach recommended by Doug Richard, and sought views on how to make it a reality.

I was delighted by the positive and constructive response we received. 335 individuals and organisations provided written feedback, and I met many of you directly in the workshops held during the consultation period. Having taken account of the responses, I am now pleased to publish this Implementation Plan for delivering Apprenticeship reform in England. This sets out how Apprenticeships will be developed, undertaken and assessed in future, and the process by which our new approach will be implemented.

What we are planning will fundamentally change the relationship between employers, the government and those who educate and train apprentices. It will also provide a blueprint for wider reform in vocational education.

It is a major programme of reform, and I do not underestimate the size of the task. Implementation must be done carefully, but we also need to start now. That is why we are identifying a number of early adopters who will run Trailblazers from which they and those coming after them will learn.

If we are to have truly employer-focused Apprenticeships, employers need to step forward and take ownership - establishing further Trailblazers and taking ownership of skills development. I therefore encourage you to get in touch if you wish to be involved in a Trailblazer for your sector. We need high quality Apprenticeships to make sure everyone can reach their potential. These reforms will take us closer to that goal.

A handwritten signature in black ink, appearing to read 'Matthew Hancock'. The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

**Matthew Hancock MP**  
**Minister for Skills & Enterprise**

# Executive Summary

## The role of Apprenticeships

1. The purpose of an Apprenticeship will be to train those aged 16 and above to achieve the Apprenticeship standard as set by employers to enable them to perform a skilled role effectively. It should only be considered an appropriate path where substantial training is required to achieve this.

## The New Approach

2. In future, Apprenticeships will be based on standards designed by employers to meet their needs, the needs of their sector and the economy more widely. These standards, which will replace the current frameworks, will be short, easy to understand documents that describe the level of skill, knowledge and competency required to achieve mastery of a specific occupation and to operate confidently in the sector.

3. The new employer-led Apprenticeships will need to meet the skills requirements of small businesses and be simple for them to access. This means that such companies will need to be involved in the development of the new standards.

4. In order to ensure that the new standards are rigorous, and that each Apprenticeship has value to the individual as they progress in their career, the government will set a small number of criteria that all new Apprenticeship standards will need to meet. This combination of roles for employers and the government will ensure both the relevance and rigour of Apprenticeships.

5. An apprentice will need to demonstrate their competence through rigorous independent assessment, focused primarily on testing their competence at the end of their Apprenticeship. The assessment will be against the relevant standard, and employers will have a key role in developing the high level assessment approach.

6. This model of assessment will ensure consistency and will increase confidence in - and value placed on - an Apprenticeship, both by the apprentice and by potential future employers.

7. We will introduce grading to Apprenticeships - pass, merit and distinction. This granular but standardised approach to grading will encourage apprentices to strive for excellence and will maximise the usefulness of an Apprenticeship in the labour market.

8. Whilst the employer-focused reforms outlined in this document, and the funding reforms on which we have recently consulted, will drive up quality, we will also ensure this by making certain elements of an Apprenticeship mandatory. All Apprenticeships will be required to last at least 12 months with no exceptions, off-the-job training will continue to be a requirement of all Apprenticeships (and we will consider mechanisms for enforcing this), and English and maths requirements will be stepped up gradually, reflecting the importance of these transferable skills.

9. We will help employers to identify and incentivise higher quality training by making better data available to enable them and their apprentices to make informed choices, and will facilitate more and better promotion of the benefits of Apprenticeships to both employers and potential apprentices.

## **Delivering new Apprenticeships**

10. Trailblazers in a range of sectors will develop new Apprenticeship standards and the high-level assessment approaches that sit alongside them. Leading employers and professional bodies in eight sectors have already signed up to lead Trailblazer projects and we have published the first version of our “Guidance for Trailblazers”<sup>1</sup> alongside this document.

11. The Trailblazers will provide clear examples of effective practice and approaches which others can build on as we move towards full implementation of the reforms during 2015/16 and 2016/17. Our aim is that, from 2017/18, all new Apprenticeship starts will be based on the new standards. As the new standards are developed and agreed, we plan to cease funding Apprenticeships under current frameworks.

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<sup>1</sup> The Future of Apprenticeships in England – Guidance for Trailblazers – first version published alongside the Implementation Plan  
<https://www.gov.uk/government/consultations/future-of-apprenticeships-in-england-richard-review-next-steps>

## Introduction

12. In June 2012, the government commissioned Doug Richard to undertake a review of Apprenticeships in England to ensure that they meet the needs of the changing economy; consistently deliver the high quality training and skills which employers and apprentices need and maximise the impact of government investment.

13. In his November 2012 report<sup>2</sup>, Doug Richard made a number of recommendations to make the programme more rigorous and more responsive to employers' needs. These included:

- redefining Apprenticeships to be targeted only at those who are new to a job or role that requires sustained and substantial training
- focusing on the outcome of an Apprenticeship - what the apprentice can do when they complete their training - and freeing up the process by which they get there
- trusted, independent assessment
- having recognised industry standards as the basis of every Apprenticeship and linking to professional registration in sectors where this exists
- requiring all apprentices to have reached Level 2 in English and maths before they can complete their Apprenticeship
- ensuring government funding creates the right incentives for Apprenticeship training, with the purchasing power for investing in Apprenticeship training lying with the employer and
- greater diversity and innovation in training - with employers and the government safeguarding quality.

14. The government accepted the Richard Review principles and published a consultation document<sup>3</sup> in March 2013 seeking views on the practicality of

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<sup>2</sup> The Richard Review of Apprenticeships, November 2012:

<https://www.gov.uk/government/news/the-richard-review-of-apprenticeships>

<sup>3</sup> The Future of Apprenticeships in England: Next Steps from the Richard Review, March 2013:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190632/bis-13-577-the-future-of-apprenticeships-in-england-next-steps-from-the-richard-review.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190632/bis-13-577-the-future-of-apprenticeships-in-england-next-steps-from-the-richard-review.pdf)

implementing his recommended reforms. A series of policy workshops were also undertaken during the consultation. 335 responses to the consultation were received, and a summary of the responses and list of respondents are at Annexes A and B respectively.

15. Having taken account of the consultation responses, the government's approach to the development and implementation of the new employer-led Apprenticeships is set out in this Implementation Plan.

16. In developing this policy, the government is particularly mindful of the need for the new-style Apprenticeships to work for small businesses. Currently, the majority of apprentices work in small and medium-sized businesses, and we want to encourage even more to take on apprentices. Small businesses therefore need to be involved - even where they don't lead - in the development of every standard so that, once in place, each meets the skills needs of such businesses in a system which is administratively simple for them to operate.

17. A separate consultation on Apprenticeship funding reform<sup>4</sup> was launched in July and closed on 1 October 2013. This sought views on three potential mechanisms for employer-routed funding:

- via a new online system for Apprenticeships with payments to employers made directly from the system
- via a new online system for Apprenticeships with funding recovered by employers through the PAYE system
- by reforming the existing provider funding infrastructure.

18. We intend to announce our future approach to Apprenticeship funding later this year and the implementation timescale for it will depend on our choice of delivery model. The policy decisions outlined in this document have been taken on the assumption that funding will be routed via one of the above three mechanisms in the future, but, given the very recent closure of the consultation, no decision has yet been taken as to which one.

19. The Apprenticeship reforms detailed in this document are part of a wider programme of reform to our skills system, aimed at putting employers and learners more directly in the driving seat and creating incentives for all

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<sup>4</sup> Apprenticeships Funding Reform in England, July 2013  
<https://www.gov.uk/government/consultations/apprenticeship-funding-reform-in-england>:

training providers to deliver excellent programmes. This programme was outlined in “Rigour and Responsiveness in Skills”<sup>5</sup> published in April 2013.

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<sup>5</sup> Rigour and Responsiveness in Skills, April 2013  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/186830/13-960-rigour-and-responsiveness-in-skills-amended.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/186830/13-960-rigour-and-responsiveness-in-skills-amended.pdf)



## Section 1: The Role of Apprenticeships

In future, the purpose of an Apprenticeship should be to train those aged 16 and above to achieve the Apprenticeship standard as set by employers to enable them to perform a skilled role effectively. It will only be considered an appropriate path where substantial training is required to achieve this.

*“AAT has consistently argued that there is a need to clarify the definition of Apprenticeships and strongly supports the idea that the attainment of a specific and substantial occupational skill set is central to that definition”*  
(Association of Accounting Technicians)

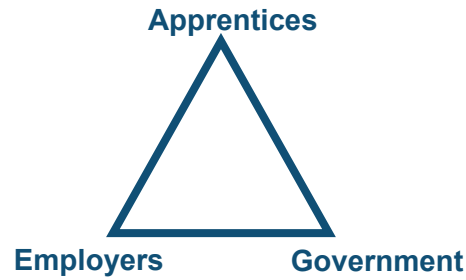
### What is an Apprenticeship?

20. An Apprenticeship is a job that requires substantial and sustained training, leading to the achievement of an Apprenticeship standard and the development of transferable skills.

21. This definition is underpinned by four principles of future Apprenticeships:

- an Apprenticeship is **a job, in a skilled occupation**
- an Apprenticeship requires **substantial and sustained training**, lasting a minimum of 12 months and including off-the-job training
- an Apprenticeship leads to **full competency** in an occupation, demonstrated by the achievement of an **Apprenticeship standard** that is **defined by employers** and
- an Apprenticeship develops **transferable skills**, including English and maths, to progress careers.

22. In future, these principles should be used by employers, potential apprentices and education and training providers to determine when an Apprenticeship is, or is not, appropriate. Only programmes that adhere to these principles will be recognised as Apprenticeships and therefore be eligible for government support. Apprenticeships benefit apprentices, employers and wider society, and are paid for in part by all three (the last via the government).



23. In this relationship, the government's role is to set the principles and criteria for Apprenticeships to ensure they are rigorous and responsive; the apprentice's role is to work hard in their pursuit of the Apprenticeship standard and the employer's role is to drive the system, ensuring that Apprenticeships deliver the skills required to meet their needs and the needs of the future economy.

### **Who are Apprenticeships for?**

24. All Apprenticeships are jobs, and employers choose who to employ as an apprentice. Apprenticeships will remain an all-age programme, with each apprentice undertaking a stretching programme which will lead to genuine skills gain, not to the accreditation of existing skills.

25. Apprenticeships will be available to new and existing employees, but should only be offered to the latter where substantial training is required to achieve competency in their occupation.

26. Apprenticeships are now part of the same family as Traineeships. The latter prepare young people to compete for Apprenticeships and other sustainable employment. Progression to an Apprenticeship would be a successful outcome from a Traineeship, although some successful trainees will move into other jobs and/or other training. We have extended the role of the National Apprenticeship Service (NAS) to include supporting employer involvement in Traineeships.

## Section 2: The New Approach

Apprenticeships will be based on standards designed by employers to meet their needs, and apprentices will need to demonstrate their competence through rigorous, independent assessment designed with employers. Apprentices will be graded rather than simply passing or failing and the English and maths requirements will be strengthened. All Apprenticeships will need to last a minimum of 12 months to ensure quality and more will be done to promote the benefits of Apprenticeships to both employers and potential apprentices.

### Employers setting the standards

#### Standards

*"We support the move towards a single standard per Apprenticeship for the purposes of simplicity for employers and individuals. In turn, this would lead to increased recognition, trust and transferability between employers. Occupations and job roles should be defined by employers to ensure that new Apprenticeship standards are meaningful and relevant to employers."*  
(PwC)

27. In future, every apprentice will train towards the achievement of an employer-designed standard. There will be one new standard for each occupation identified by employers as requiring apprentices, and the standards will replace existing Apprenticeship frameworks. The new standards will be short (typically one side of A4), easy to understand documents that describe the level of skill, knowledge and competency required to undertake a specific occupation well, and to operate confidently within a sector. They will focus on how an apprentice should demonstrate mastery of an occupation, and will not list narrowly defined tasks. The new Apprenticeship standards will meet professional registration requirements in sectors where these exist (for example, in engineering, science and accountancy).

28. Mastery of an occupation means that the skills learnt by an apprentice will need to be sufficiently transferable for them to adapt quickly to undertaking the same occupation in another company in the same sector, functioning effectively after minimal instruction on new equipment or working practices.

29. It is the responsibility of employers, working with professional bodies and others, to design new Apprenticeship standards. The government cannot determine the skills needed for all occupations, and will not try to do so.

30. The role for government is to make sure that Apprenticeships are high quality, with sufficient content and transferability to justify public investment. This includes assuring the rigour of the new Apprenticeship standards. We will therefore set a small number of criteria that all new Apprenticeship standards must meet, in order to ensure quality and consistency across all Apprenticeships. These criteria will provide a framework against which to judge the proposals put forward by employers developing new standards. We will review the criteria following the first wave of Trailblazer standards, and may modify them as necessary.

31. Outside the criteria, employers setting the standards will have a high degree of freedom to ensure that the products meet the needs of their sectors.

32. The government will require groups of employers proposing a standard to provide evidence of how their standard meets the criteria, and will publish standards once approved.

### **Criteria for new Apprenticeship standards**

33. All new employer-designed Apprenticeship standards will need to meet the following criteria:

New Apprenticeship standards must be short, concise and accessible documents. They must describe the level of skill, knowledge and competency required to do a specific occupation well and operate confidently within the sector. Any new standard must:

- describe what full competence for a specific occupation means so that, on completion, an apprentice will have the skills, knowledge and confidence to perform the role in any part of the sector
- be publicly recognised by employers (including small businesses), recognised professional or trade bodies and, where appropriate, higher education institutions (HEIs), as fit for purpose
- be suitable for small businesses to use to train their apprentices, if necessary with external training
- contain sufficient content, and be pitched at such a level, that a new entrant to the occupation would find it stretching and need at least one year of training to meet the standard

- include any skills, and any other requirements, for professional registration if such a system exists in the sector or occupation so that, on completion, a successful apprentice can achieve professional registration.

Any new standard may:

- specify the level of English and maths achievement required if this is above the general requirements for all apprentices and
- specify any qualifications that are necessary.

34. In addition to the above criteria, we will also ask employers to indicate the level (e.g. Level 2, Level 3 etc) that they think applies to the Apprenticeship standard. However, this should be done after the standard has been written, and it should not drive the content or skills specified in the standard.

35. Further information about how we intend to implement this new approach through Trailblazer projects is set out in Section 3 of this Plan and in the accompanying “Guidance for Trailblazers”.

## **English and maths**

36. All apprentices will be required to achieve a certain standard of English and maths in order to complete their Apprenticeship. The English and maths requirements will be stronger in future Apprenticeships. This reflects the importance of these skills to an apprentice’s employability and to their career progression within a sector or across sectors. We are not setting any minimum entry requirements relating to an apprentice’s English and maths skills, and expect employers to be flexible in recruiting apprentices with lower initial English and maths skills.

37. At the same time, we recognise that schools have the primary responsibility for equipping young people with good English and maths skills, and that Level 2 English and maths should have been achieved before leaving formal education in most cases. That is why we are making sure the new GCSEs give greater assurance of literacy and numeracy, and why we are requiring all students in full or part-time education aged 16 to 19 to study towards GCSE English and maths if they have not already achieved a GCSE A\*-C in these subjects.

38. We are stepping up the English and maths requirements in Apprenticeships gradually. From September 2014 every Intermediate (Level 2) apprentice who has previously achieved Level 1 English and maths will have to study towards Level 2 English and maths. All Intermediate apprentices will have to achieve a minimum of Level 1 English and maths to complete their Apprenticeship, as now. Advanced (Level 3) apprentices will have to achieve Level 2 English and maths to complete their Apprenticeship, as now.

39. New Apprenticeships, starting with those developed by Trailblazers, will have a stronger focus on English and maths. All apprentices working towards new Apprenticeship standards at Level 2 will have to study and take the test for Level 2 English and maths, if not already achieved, ensuring that significant progress is made towards this level. The Level 2 English and maths test must be taken before the Apprenticeship end test. This will become the norm for Apprenticeships following our reforms.

40. Apprentices can meet the English and maths requirements through Functional Skills or GCSE qualifications. It is our ambition that once the reformed GCSEs are implemented, all apprentices will use GCSEs rather than Functional Skills to meet the English and maths requirements in Apprenticeships.

41. As noted above, the new GCSEs, which are still under consultation, should give greater assurance of literacy and numeracy to employers, with a greater focus on spelling, punctuation, grammar and the correct use of standard English. The maths GCSE will ensure that apprentices are confident and competent in the basics, and are able to apply their knowledge to real world problems.

42. We are not mandating that Intermediate apprentices achieve Level 2 English and maths before taking the Apprenticeship end test, but apprentices who do not pass the first time will continue to be supported to achieve Level 2 English and maths where possible. We will still require a minimum achievement of Level 1 English and maths before the Apprenticeship end test is taken, so that employers can be assured that achievement of the Apprenticeship standard results from mastery of all the required skills and competence, including basic English and maths.

43. For Advanced and Higher Apprenticeships, the requirement will be to achieve Level 2 English and maths. This must be achieved prior to taking the Apprenticeship end test.

44. As now, employers developing standards will be able to specify a higher level of English and/or maths achievement where this is needed for particular occupations or sectors. If this is above GCSE level, any qualification approved for use in 16-19 study programmes can be used.

45. We have considered the impact of increasing the English and maths requirements carefully, and have held back from requiring Level 2 achievement in Intermediate Apprenticeships so that Apprenticeships can still be accessed by those with lower initial attainment in English and maths. This includes some apprentices with learning difficulties or disabilities. We believe that the future English and maths requirement will not block access to Apprenticeships for the majority of these learners, whilst stretching them to achieve Level 2 English and maths.

46. We will also continue to support learners with learning difficulties or disabilities by making sure appropriate reasonable adjustments are available and effectively promoted and by monitoring the impact of such measures. Traineeships and other 16-19 study programmes will provide English and maths teaching for those who may need support before being ready for an Apprenticeship.

## **Proving competence**

### **Enhanced employer engagement in the design and delivery of assessment**

47. As set out above, the standard will describe the level of skill, knowledge and competency required to undertake a specific occupation well and operate confidently within a sector. The assessment of an apprentice will be against this standard. Only once they have demonstrated their ability in all areas of the standard will they be awarded their certificate of completion.

48. Just as there will be a single Apprenticeship standard for a given occupation, there will also be a single approach to assessment against that standard. This consistent approach will be a vital part of securing greater employer buy-in to the new employer-led Apprenticeships.

49. To ensure that the assessment is a robust test of competence that employers can have confidence in, employers and professional bodies will develop the high level approach to assessment while designing their standard, working with assessment experts as they see fit. The standard and the high level approach will then need to be further developed into a full

assessment process, either by the employers who set the standard or a third party.

50. The assessment process must be driven by the content of the standard, not the other way round. We will ensure that the assessment methods used are appropriate for the content, providing valid and reliable results.

51. Having employers, including small businesses, lead the design of the standard and high level approach to assessment will increase employer confidence in Apprenticeships - both for those employing apprentices and for those hiring former apprentices. This will provide assurance that all apprentices in a particular occupation have been assessed against the same standard, using the same assessment approach.

52. In addition, having rigorous standards and assessment that are applied consistently across each occupation, will enable greater freedom in the delivery of training.

### **Ensuring independence and consistency of assessment**

*“We currently insist that assessment must be carried out independently of training provision and would welcome steps to formalise this approach and increase robustness, through a requirement that all assessors are appropriately qualified for the task they are assessing and there is clear demarcation between delivery and assessment“*

(Nissan Motor Company)

53. Independence of the assessment is important and can be secured in different ways in different sectors and for different occupations. We expect that assessment will be delivered by an independent third party and we will work with the Trailblazer projects to test the most cost-effective methods for achieving this.

54. This will ensure that employers can have confidence that apprentices assessed in different parts of the country at different times have reached the same standard.



## Minimum requirements of assessment

*“...including an external exam component to all Apprenticeship assessment would be beneficial; .....This test would be taken in the last month of a framework.....”*

(Burton and South Derbyshire College)

55. We are committed to employers having a high degree of freedom in the development of the approach to assessment for occupations in their sectors. However, we also need to ensure quality and consistency across all Apprenticeships and have therefore determined three requirements of assessment in Apprenticeships:

- apprentices will be assessed largely at the end - with an expectation that in most cases at least two thirds of the assessment must take place at the end of the Apprenticeship
- there will be a synoptic element to the end-point assessment, requiring the apprentice to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across their training, and
- all new Apprenticeships will be graded, with apprentices who successfully complete being awarded either a pass, merit or distinction. Grading will be applied to the full Apprenticeship standard.

56. As the new Apprenticeship standard will need to set out what an apprentice should know and be able to do at the end of the Apprenticeship and as the assessment of the Apprenticeship will cover the whole standard, assessment will require both theoretical and practical elements.

57. It will be for employers developing the standard and the high level assessment approach to determine the precise timing and the type of assessment methods used, to give them the flexibility to tailor Apprenticeships to meet their specific occupational requirements.

58. The introduction of largely end-point assessment shifts the focus of Apprenticeships to the outcome: what an apprentice knows and is able to do at the end of their programme. This enables certification of full competency against the standard. Reducing continuous assessment also allows trainers to focus on training rather than assessment and accreditation.

## **Grading of Apprenticeships**

*“A grading scale needs to be simple and meaningful to employers, denoting exceptional performance but giving confidence that all qualifying apprentices have met a required standard. A Fail; Pass; Merit; Distinction scale fulfils this in many sectors/qualifications”*

(National Skills Academy for Nuclear and the Nuclear Institute)

59. Adopting the standardised approach to grading detailed above ensures consistency across all Apprenticeships. Grading encourages apprentices to strive for excellence and maximises the usefulness of an Apprenticeship in the labour market.

60. Grading will be applied to the full Apprenticeship standard and a mastery mechanism of assessment will be used. This means that apprentices will need to pass every aspect of their assessment in order to be successful, but not every aspect will need to be graded. This approach means that an apprentice will not be able to compensate for failure in any one aspect of the assessment with a strong performance in another area.

61. Further information about how we intend to implement this new approach through Trailblazer projects is set out in Section 3 of this Plan and in the accompanying “Guidance for Trailblazers”. The latter provides more information on the process, timescales and requirements, including the criteria for the approach to high level assessment.

## **Innovative and higher quality training**

62. The content of Apprenticeships should not be prescribed by the government. However, in order to help to ensure good quality outcomes and protect against poor quality provision, there need to be a number of mandatory elements to Apprenticeship delivery.

### **Minimum durations**

63. In order for each Apprenticeship to be a substantial training programme, its design must allow enough time for new learning to become embedded and for apprentices to become fully competent and confident in their roles. All Apprenticeships will therefore be required to last a minimum of 12 months, with no flexibility regardless of the age or prior experience of an apprentice. This is one mechanism to protect against poor quality delivery.

## Off-the-job training

*“The current system of allowing apprentices time away from work, whether this is day/block release or just study time provides them with an opportunity to talk to other apprentices and share experiences which are all valuable parts of learning.”*

(Landex)

64. In order to ensure apprentices receive a minimum level of training, some off-the-job<sup>6</sup> training (which can be on or off-site) will be a mandatory element of all Apprenticeships. We know that, currently, many apprentices do not receive real opportunities to learn outside their jobs, despite the requirement of 30% off-job training. In future, the amount of off-the-job training mandated will be a minimum of 20% or equivalent, but we expect this to be genuine off-the-job training. We will therefore explore ways of ensuring that this happens in practice as part of our Trailblazer development process, so that all apprentices benefit from genuine training away from their day-to-day job.

## Quality and Innovation

65. As quality will be driven up through the rigorous standards and assessment, we do not believe that further government-funded measures to drive up quality are necessary. This was supported by consultation respondents, who did not favour interventions such as kitemarking or stronger approval procedures.

66. In addition, funding reform will play a significant role in driving up the quality of training, in promoting innovation and in ensuring Apprenticeships meet employers' needs.

67. We can help employers to identify and incentivise higher quality training by making better data available to enable them and their apprentices to make informed choices. This will include employer satisfaction measures, better Apprenticeship destination data and improved data on the economic returns of Apprenticeships.

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<sup>6</sup> The ASCL Act (2009) defines off-job training as training which is received for the purposes of the skill, trade or occupation to which the framework relates and is not on-the-job training.

68. We will also continue to support existing quality measures, as set out in the Rigour and Responsiveness in Skills Report, to drive up quality in both current and reformed Apprenticeship systems. Actions include:

- strengthening Ofsted's role to challenge and support education and training providers which require improvement or are satisfactory
- establishing minimum standards of performance to support intervention action for those poor performing colleges or education and training providers
- establishing the Education and Training Foundation to support the development of an effective Further Education workforce. The foundation has a specific priority to look at improving the quality of Apprenticeships and
- ensuring that the systems for quality measurement and reporting are fit for purpose for the new employer-led Apprenticeships, both reflecting the new flexibilities and maintaining robustness of approach and transparency of information.

69. We also want to ensure that new Apprenticeships utilise the latest technology in their design and delivery through, for example, further use of e-learning/assessment.

*“Greater use of e-learning and virtual reality programmes, this would give the apprentices in their first year knowledge and awareness of the tools and skills required without exposing them to the risks.”*

(Alstom Power Thermal Services)

## Improving awareness and information

### Amongst employers

70. Whilst over 200,000 workplaces employ apprentices, this represents only 13% of all employers<sup>7</sup>. This leaves a big market of both employers and potential apprentices untapped, and potentially unaware of the huge benefits Apprenticeships can offer.

71. Much highly effective activity aimed at promoting Apprenticeships to employers and potential apprentices is already undertaken by organisations

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<sup>7</sup> UK Employer Perspectives Survey (2012), UK Commission for Employment & Skills  
<http://www.ukces.org.uk/publications/er64-uk-employer-perspectives-survey-2012>

such as NAS, education and training providers and employer bodies. We support this but, in the context of the Apprenticeship reforms, more needs to be done.

72. The government will continue to have a role to play here, primarily through NAS and potentially involving advertising campaigns (including embedding Apprenticeship messages into wider campaigns aimed at small businesses) in addition to the ongoing support for individual companies taking on apprentices.

73. However, employers have an equally important role to play as advocates of Apprenticeships. In addition to existing employer support, this could include initiatives such as:

- developing a network of sector Apprenticeship ambassadors
- business advisors promoting Apprenticeships to clients
- employers involved in developing the new standards having a promotional role and
- at its simplest, employers having a “we employ apprentices” logo on their letterheads and emails.

74. Such options would benefit from some government support. Indeed, more generally, we need to ensure access to good quality information for all, taking advantage of opportunities offered through our open data policy and by enhancing the NAS website. This needs to be suitable both for individual employers looking to recruit apprentices and for those who can help us educate employers about Apprenticeships including such diverse groupings as trade associations, Trailblazer participants, Local Enterprise Partnerships, MPs and trades unions.

75. We will also look at enhancing NAS’s “Search for an Apprenticeship Training Organisation” web tool to incorporate employer feedback on education and training providers. Ideally this would be achieved by making the data available needed to incentivise the development of a private sector solution.

### **Amongst potential apprentices**

76. Such initiatives directed at employers need to be closely developed alongside efforts to inspire young people. Whilst a statutory duty was introduced last year to ensure the provision of independent careers advice in schools including on Apprenticeships, we know that young people are more

likely to be inspired and influenced by hearing from employers and apprentices.

*“Food and drink manufacturers are already stepping up in this area through individual company activity in their local communities and collectively through FDF’s Taste Success – A Future in Food careers campaign. Our campaign aspires to engage with young people and show them that food and drink manufacturing can offer a rewarding career and exciting opportunities through Apprenticeships and other routes into industry.”*

(Food and Drink Federation)

77. The government is encouraging employers, schools and colleges to work more closely together to inspire children and young people as outlined in the recently published Inspiration Vision Statement<sup>8</sup>. More real-life contact with the world of work will help inform young people’s decisions and their understanding of the skills and attitudes employers require. This can take numerous forms, but for Apprenticeships, could include:

- more sustained contact between schools and employers of apprentices, using the National Careers Service to help build more and better partnerships
- a continued programme of NAS-led activities to engage potential apprentices via initiatives such as ‘Inspiring the Future’ as well as activity by other intermediaries
- the scaling up of ‘milk round’ events supported by NAS but run by employer organisations and
- the creation of a National Apprenticeship Council run by young people with elected representatives to spread peer to peer messages.

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<sup>8</sup> Careers: inspiration vision statement published by the Department for Business, Innovation & Skills and the Department for Education

<https://www.gov.uk/government/publications/careers-inspiration-vision-statement>

## Section 3: Delivering New Apprenticeships

Trailblazers in a range of sectors will develop new Apprenticeship standards and assessment approaches. Leading employers and professional bodies in eight sectors have already signed up to lead Trailblazer projects. We have published the first version of our “Guidance for Trailblazers” alongside this document. The Trailblazers will provide clear examples of effective practice and approaches which others can build on as we move towards full implementation of the reforms during 2015/16 and 2016/17. Our aim is that from 2017/18, all new Apprenticeship starts will be based on the new standards. As the new standards are developed and agreed, we plan to cease funding Apprenticeships under the current frameworks. Detailed evaluation of the reforms will be undertaken from the outset to learn lessons and refine implementation as it progresses.

### Trailblazers

78. Employers and professional bodies understand best the skills needed in their sectors and the opportunities for new Apprenticeships to provide these. We want to give employers an early opportunity to lead the development of the new style Apprenticeships in their sector, helping to learn lessons and create effective approaches for full implementation of the reforms.

79. Employers and professional bodies will lead Trailblazers for the new Apprenticeships described in this Implementation Plan. Each Trailblazer will develop the Apprenticeship standard and high level assessment approach for an occupation or number of occupations in their sector. This will put employers in the driving seat and give them the opportunity to lead the way in developing and implementing new Apprenticeships in their sector. The Trailblazers will test a number of approaches to developing the more detailed assessment process for Apprenticeships. The government will approve and publish the Apprenticeship standards and assessment approaches ahead of delivery.

80. We will focus the first phase of Trailblazers on areas that are at the forefront of our economy and where professional standards are well established.

81. We are very pleased that leading employers and professional bodies in eight sectors have signed up to lead the first phase of Trailblazers. The projects are:

- **Aerospace** – Led by organisations including Airbus, BAE Systems, GKN Aerospace, the Institution of Engineering and Technology, Magellan Aerospace UK Ltd, Marshall Aerospace and Defence Group, MSM Aerospace Fabricators, Rolls-Royce and the Royal Aeronautical Society. This will develop the standard for Aerospace Manufacturing Fitter.
- **Automotive** – Led by organisations including Bentley Motors, BMW Group UK, EEF, Ford, the Institution of Mechanical Engineers, Jaguar Land Rover, Siemens, Toyota Manufacturing UK and Vauxhall Motors. This will develop the standard for Automotive Mechatronics Maintenance Technician.
- **Digital Industries** – Led by organisations including Accenture, BT, BCS, the Chartered Institute for IT, CapGemini, Cisco, IBM, Microsoft and the Test Factory. This will develop the standards for Software Development and Networking.
- **Electrotechnical** – Led by organisations including Balfour Beatty, Barlows Electrical, Daly Limited, Darke & Taylor Ltd, the Institution of Engineering and Technology, the Joint Industry Board for the Electrical Contracting Industry, National Grid and UPM Shotton Paper. This will develop the standards for Installation Electrician and Maintenance Electrician.
- **Energy and Utilities** – Led by organisations including British Gas, the Clancy Group, E.ON, the Institution of Engineering and Technology, the Institution of Gas Engineers and Managers, Leven Energy Services, National Grid, Northumbrian Water, Thames Water and Viridor. This will develop the standard for Maintenance Engineers.
- **Financial Services** – Led by organisations including Barclays, Capita, HSBC, Lloyds, Santander, Sesame and Openwork. This will develop the standards for Corporate Banking, Digital Marketing, Compliance and IFA Network Administration.
- **Food and Drink Manufacturing** – Led by organisations including Arla Foods (UK), Dairy Crest, First Milk, Fosters Bakery, Haribo, the Institution of Engineering and Technology, the Institution of Mechanical



Engineers, McCain Foods (GB) Ltd, Mondelēz International, Müller Dairy, Nestlé UK, Premier Foods, Thorntons PLC and Unilever UK. This will develop the standard for Food and Drink Maintenance Engineer.

- **Life Sciences & Industrial Sciences** – Led by organisations including Fujifilm Diosynth, GSK, IChemE, Johnson & Johnson, Lotte Chemical UK Ltd, Lucite International, MedImmune, P3 Medical Ltd, Seralab, the Royal Society of Chemistry, the Society of Biology, Synergy Outsourcing and Victrex Plc. This will develop the standards for Laboratory Technician, Science Manufacturing Technician and Medical Technology Technician.

82. These first Trailblazers will begin immediately and, over the coming months, we will look to develop further phases of Trailblazer activity in different sectors to ensure wide applicability of the reforms. We are pleased that Lord Sainsbury's Gatsby Foundation has agreed to partner the government in supporting the first phase of Trailblazers. Up to £1.6 million of funding will be made available by the Foundation in 2013/14 to support groups of employers and professional bodies to develop the first Apprenticeship standards through the Trailblazers.

83. Small businesses are crucial to our economy, and the new system of Apprenticeships will need to work as effectively for these businesses as for large employers. At present, the majority of apprentices work in smaller companies. The Trailblazers will work with professional bodies and with small businesses in their sector to ensure that the standards they develop are widely applicable. During the Trailblazer phase we will also examine the system specifically from a small business point of view to learn lessons for future implementation.

84. We have published alongside this document the first version of our "Guidance for Trailblazers" which sets out in more detail the aim, scope and outputs of these projects. We will update this guidance as we learn lessons from the first Trailblazers.

85. During 2013/14 and 2014/15, we will work with more employers and occupations to develop and take forward further phases of Trailblazer activity. Expanding the Trailblazer programme over time will help generate momentum for the reforms and provide a clear evidence base for full implementation. If you are an employer or professional body interested in getting involved in an

existing Trailblazer or working with others in your sector on a new Trailblazer, please contact us at: [Apprenticeship.Trailblazers@bis.gsi.gov.uk](mailto:Apprenticeship.Trailblazers@bis.gsi.gov.uk)

## **Transition and Implementation**

86. We recognise that this is a radical programme of reform and we will adopt a phased approach to transition. The Trailblazers will provide a strong foundation for the delivery of our Apprenticeship reforms, which we will build on over the following years. This section sets out our overall timetable for delivery and arrangements for transition from existing Apprenticeship frameworks.

### **Legislation**

87. English Apprenticeships are currently governed by the Apprenticeship, Skills, Children and Learning Act 2009 (ASCL). The legislation is prescriptive, and contains rules and provisions which are incompatible with the plans for the reforms set out in this document.

88. We intend to use the forthcoming Deregulation Bill to amend the original legislation to enable the reforms. The draft Deregulation Bill<sup>9</sup> was published on 1 July 2013, and is currently subject to pre-legislative scrutiny. We expect the Bill to be introduced in Parliament in early 2014, subject to the Parliamentary timetable.

### **Funding reform**

89. We have recently consulted on how funding will be routed to underpin and support our overall reform of the Apprenticeship programme. That consultation closed on 1 October. The implementation timescale will depend upon the delivery model chosen and we may look to give future Trailblazers the opportunity to test some elements of the new funding model.

90. We are also looking at how the government's contribution to Apprenticeship funding will be calculated and at the factors that will need to be taken into account in determining the level of funding available for different Apprenticeships. We intend to announce our future approach to Apprenticeship funding later this year.

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<sup>9</sup> Draft Deregulation Bill, Cm8642, published July 2013, <http://www.official-documents.gov.uk/document/cm86/8642/8642.pdf>

## **Timetable for delivery of the new Apprenticeships**

91. As set out above, Trailblazer activity will continue and grow during 2013/14 and 2014/15, creating new Apprenticeship standards and assessment approaches in a range of sectors and occupations. Once the standards, high level assessment approaches and full assessment processes have been approved, they will become available for delivery and we are considering options for funding Apprenticeship starts against these standards ahead of implementing the full funding reforms.

92. The two academic years 2015/16 and 2016/17 will be the key period of transition to full implementation of these reforms. During 2015/16, building on the work of the Trailblazers, we expect employers and professional bodies to work together to agree standards for all occupations where they agree that Apprenticeships should be available. This will allow time for education and training providers to ensure that their offer successfully underpins the new standards. Our aim is that from 2017/18, all new Apprenticeship starts will be based on the new standards.

## **Transitional arrangements**

93. It is important that we make a clear and rapid transition from the existing system of frameworks to the new employer-led standards that underpin the reforms. As the new standards are developed and agreed, we plan to cease funding Apprenticeships under the current frameworks.

94. However, we recognise the need to provide clarity and certainty for individual learners. Any Apprenticeship begun under an existing framework will be able to be completed under that framework. This means there will be a period of parallel running of the old and new employer-focused programmes.

95. We want to focus immediately on the development of new Apprenticeship standards. Other than where work has already begun on a new framework, we would therefore encourage organisations to think forward to the development of new standards rather than creating frameworks that would become obsolete as the reforms are implemented.

## **Evaluation**

96. Given the radical and far-reaching nature of these reforms, it is essential that we carefully monitor and evaluate their impact. This will enable us to determine whether they are having the intended positive effects,

whether they are having any unintended consequences and, if so, whether any further refinements to the reforms are needed.

97. We currently gather a range of information about Apprenticeships including administrative data, annual surveys and research with apprentices and their employers. These are already helping us to design the reformed system so that it better meets the needs of employers, the economy and apprentices themselves.

98. We will carry on gathering this information during the Trailblazer phases and through to the full implementation of the new system. We will continuously review it to ensure it provides the evidence we need to monitor and evaluate future Apprenticeships effectively. We also recognise the importance of collecting it in a way which minimises burdens on apprentices, employers and education and training providers.

99. We will aim to measure how the impact of the reforms varies by factors such as the gender, age, ethnicity, disability of apprentices, Apprenticeship level and sector of employment. The indicators themselves will aim to capture:

- number of Apprenticeship starts and achievements
- number of workplaces offering Apprenticeships
- amount and quality of training, including both on – and off-the-job – training
- apprentice and employer satisfaction
- progression of apprentices following completion – both in employment and to further learning and
- benefits to learners, employers and the economy (e.g. in terms of increased skills and productivity).

## Annex A: Summary of consultation responses

The consultation ran from 14 March to 22 May 2013 and a total of 335 responses were received.

For the purpose of analysing the consultation responses succinctly, some respondent groups have been merged. The groups referred to in this document are as follows:

1. business – comprises large, medium, small, micro business and business representative groups
2. education provider – comprises colleges, Higher Education (HE) sector and college representative groups
3. awarding organisation
4. government – comprises local and central government
5. sector representative organisations – comprises professional bodies, trade associations, trade unions and sector skills councils
6. charity or social enterprise
7. individual
8. independent training provider, and
9. other

In addition to the written consultation, the following seven workshops (along with a series of meetings with stakeholders) were held between April and July:

Assessment workshop	25 April -12 attendees
Qualifications/standards workshop	2 May - 17 attendees
English & maths workshop	14 May - 14 attendees
Innovative delivery workshop	15 May - 16 attendees
English & maths workshop	23 May - 17 attendees
Qualifications/standards workshop	15 June - 15 attendees
Apprenticeship reform workshop	9 July - 32 attendees

The consultation consisted of 24 questions of which 20 were open-ended questions and four required a yes/no/don't know response and explanation.

Any percentages given for responses to a question are based on respondents to that question only, not on total respondents.

### **Q1: How can we ensure that every Apprenticeship delivers substantial new skills?**

Almost half of respondents to this question commented that the Apprenticeship should link closely to a real job and that employers should be involved in the design of training packages.

Some respondents felt that Apprenticeships should be tailored to an individual's training needs and that prior learning should be assessed.

A strong theme was that the Apprenticeship standards were key to driving substantial training, by setting clear outcomes and by ensuring the programme is broad and stretching.

Nearly a quarter of respondents recommended limiting Apprenticeships to those new to a job role and a very small minority suggested limiting the programme to young people.

### **Q2: How should we invite and enable employers to come together to design new standards for Apprenticeships?**

The majority of respondents suggested a collaborative or facilitated approach. There was also recognition that this might require wider input than employers alone. Only 1% of respondents suggested a competitive approach.

A risk identified by respondents to this question was that care must be taken to ensure that SMEs have a voice in the process. Suggestions were also made as to how employers could be directly targeted for engagement. These included the use of surveys (including online), workshops, consultations and feedback through training provider networks.

### **Q3: What are your views on the proposed criteria for Apprenticeship standards?**

Respondents broadly supported the government's proposed criteria for Apprenticeship standards – namely that standards should:

- be stretching
- deliver transferable skills
- have significant buy-in across the sector
- require substantial training lasting more than a matter of months for an apprentice to become competent, and

- include relevant skills.

Some respondents emphasised the importance of transferable skills in Apprenticeships, including social, personal and functional skills.

**Q4: Should there be only one standard per apprentice occupation/job role?**

<b>YES</b> <b>54%</b>	<b>NO</b> <b>32%</b>	<b>DON'T KNOW</b> <b>14%</b>
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These percentages are based on the 298 responses to the yes/no/don't know element of this question.

Overall, there was support for the proposal to have a single standard per apprentice occupation. There was, however, variation by respondent type. In general, business and awarding organisations were in favour of a single standard; independent training providers were opposed.

Whilst there was overall support for a single standard, there was also strong support for a 'core and options approach'. Some respondents also identified delivery challenges for a single standard, outlining that it is difficult to clearly define 'job role' and 'occupation'.

Some respondents cautioned that new standards are not necessary in their sector, as either Apprenticeship frameworks already work well or would benefit from some improvement rather than a complete overhaul.

**Q5: Should there be only one qualification per standard?**

<b>YES</b> <b>40%</b>	<b>NO</b> <b>49%</b>	<b>DON'T KNOW</b> <b>11%</b>
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These percentages are based on the 301 responses to the yes/no/don't know element of this question. There was no overall support for one qualification per standard with 49% of respondents disagreeing with the proposal. There was significant variation by respondent type with, in general, awarding organisations and independent training providers least in favour of a single qualification. Business views were mixed though, overall, in support of the proposal.

Some respondents felt that a single qualification would simplify the system, and improve consistency, employability and transferability. However, many made the point that a single qualification might not give enough choice to meet all the varying demands of employers, learners and providers, or would limit responsiveness.

**Q6: How should we manage the transition from the current system of Apprenticeship frameworks to a new system of employer-designed Apprenticeship standards and qualifications?**

There was significantly more support for a phased or gradual transition to the new system than a single switchover point. Respondents had mixed views on where the transition process should begin. Some respondents stated that the new system should be introduced in sectors that need it first, while others suggested starting with the sectors in which Apprenticeships are already closest to the proposed new model.

Some respondents thought that existing frameworks and National Occupational Standards should be reviewed as part of the process. This was a view from a variety of respondents but with slightly higher support amongst businesses. Some respondents highlighted the importance of not devaluing the current programme through reform.

**Q7: How can we make sure that the new standards stay relevant to employers, and are not compromised over time?**

A common review process to ensure that new standards stay relevant to employers and are not compromised over time was the view most frequently suggested.

There were mixed views on the frequency of a review process, ranging from one to five years. Several respondents suggested that the frequency of review should be set by the sector and agreed alongside the standard setting process.

Feedback loops were highlighted by some respondents as a method for ensuring standards stay relevant. Suggestions included employer, learner and training provider surveys, interviews, external verifiers and visits.



### **Q8: How can we ensure that employers are better engaged with the development and oversight of the assessment in Apprenticeships?**

A variety of responses and suggestions were provided to this question with no strong common themes. Amongst the suggestions made were:

- incentivising employer engagement through funding
- using organisations to coordinate their involvement, such as trade or professional associations or awarding organisations
- using existing structures such as regional boards/LEPs/Sector Skills Councils
- using training providers
- applying flexibility to take into account employer - especially small business – capacity and
- promoting best practice through ambassadors/champions or large employers.

Other respondents argued that employers were already heavily engaged in Apprenticeships framework development, ongoing assessment and the provision of witness testimonies, so no additional engagement was required.

### **Q9: How could employers best be involved in the practical delivery of assessment?**

There was reasonable support from respondents who thought that the best approach would be for employers and providers to collaborate to develop the assessment or final sign off process, and to design a delivery programme which was at a level that suited the employer. Support for this approach came from a range of respondent types.

Some respondents expressed the view that employers should be involved in the design of the scoring mechanism, the test or assessment process and, to some degree, in conducting aspects of assessment themselves.

A number of respondents suggested that employers needed to be provided with training, materials and support to develop their skills in assessment.

### **Q10: How can the independence and consistency of assessment in Apprenticeships be further improved?**

Some respondents stated that standards should be regularly reviewed to help improve the independence and consistency of assessment.

In addition, the importance of separating the assessment of Apprenticeships from their training or teaching was highlighted by some respondents. The use of sector-based professional or trade organisations was another fairly popular suggestion.

### **Q11: How should we implement end-point assessment for Apprenticeships?**

Whilst, overall, there was a reasonable level of support for the principle of end-point assessment, views varied on implementation. A significant proportion of respondents felt it should be introduced as part of an ongoing assessment process. A few suggested that end-point assessment should apply to both knowledge and practical elements, whilst a very small proportion suggested application to knowledge only. Some respondents wanted to ensure that there was flexibility in the system, and that a 'one size fits all' approach was not taken to assessment.

Some respondents felt that end-point assessment could deter apprentices who were not academic, and could affect disadvantaged groups.

### **Q12: How should we implement grading for Apprenticeship qualifications?**

There were mixed views with a reasonable level of support from a number of respondents who thought that grading was possible, but with a larger number of respondents stating that grading did not work for competency-based qualifications.

If grading was to be introduced, respondents generally felt it should be kept simple using, for example, pass, merit or distinction rather than any more detailed breakdown.

### **Q13: What are the specific obstacles to all apprentices achieving level 2 English and maths in their Apprenticeship, and how could these be overcome?**

A variety of responses were provided to this question. The standard of English and maths provision prior to an Apprenticeship, specifically in schools, was one of the most frequent obstacles highlighted. A few respondents suggested mandating level 2 English and maths in schools as a solution to this.

Some respondents stated that there was an issue with learners not having the time to complete English and maths courses during the Apprenticeship,

particularly as employers may not provide sufficient study time for these areas.

Some respondents questioned whether achievement of a Level 2 in English and maths was suitable for all sectors.

Some respondents also suggested that some apprentices' academic ability was an obstacle to them achieving a Level 2. However, contextual learning in the workplace or area of interest was identified by some as a way of engaging apprentices and helping them to continue with education.

**Q14: How would a requirement to have all apprentices achieve level 2 in English and maths impact on employers, providers and potential learners? What are the risks and potential solutions?**

The most frequent risk raised by respondents was the potential exclusion of “non-academic” learners. Another risk identified was that there would be a reduction in number of Apprenticeship starts and/or completions. However, some respondents stated that it would be a good opportunity for employers to acquire a more highly skilled workforce.

Potential solutions expressed by respondents included: improving the teaching of English and maths in schools; the need for more contextualised teaching and tailoring the English and maths requirements to specific sectors.

**Q15: What further steps, by government or others, could encourage greater diversity and innovation in training delivery to help apprentices reach the standards that employers have set?**

A variety of suggestions were offered, the most common of which was that the government should support the sharing of best practice. Further exploitation of e-learning/assessment was also advocated by some respondents, especially business.

**Q16: What approach would work best to ensure apprentices benefit from time to train and reflect away from their day to day workplace?**

There was no dominant view but the following were the most frequent suggestions:

- agreeing off-the-job time at the outset of an Apprenticeship and incorporating it into a training plan
- apprentices having day or block release

- apprentices spending time with other employers, apprentices and industry experts
- mandating minimum amounts of time to be spent off-the-job, and
- using e-learning and social media.

Some respondents also stated that there should be flexibility, as different employers have different circumstances. This view was most strongly held by independent training providers and awarding organisations.

**Q17: Should off-site learning be made mandatory?**

<b>YES</b> <b>46%</b>	<b>NO</b> <b>43%</b>	<b>DON'T KNOW</b> <b>11%</b>
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These percentages are based on the 293 responses to the yes/no/don't know element of this question.

There was an even split between those business respondents who supported and opposed this suggestion. More education providers were in support than against, whilst independent training providers were more against.

The most common argument put forward by those opposing mandating off-site learning was that it depended on individual circumstance and sector, and was therefore not an issue on which to be prescriptive.

However, respondents also noted the benefits to the apprentice of shared learning and experience away from the workplace. Some suggested off-the-job, rather than off-site, should be mandatory.

**Q18: How can the process for approving training providers be improved, to help employers find high quality, relevant training?**

There were a variety of responses to this question. Some respondents expressed the view that the process could be improved by recognising or badging good providers. Some respondents also suggested that performance data and feedback should be published, including via FE Choices.

Access to learner and employer feedback via a “trip advisor” style site or other social media routes was also suggested by respondents.

**Q19: Do you believe that a kitemarking scheme for your sector or profession would add value and be supported?**

<b>YES</b> <b>41%</b>	<b>NO</b> <b>37%</b>	<b>DON'T KNOW</b> <b>22%</b>
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These percentages are based on the 287 responses to the yes/no/don't know element of this question.

There were mixed views on the introduction of kitemarking amongst businesses and education providers, whilst independent training providers were broadly opposed.

The most common argument against a kitemarking scheme was that there was already enough information provided on performance, for example, by Ofsted or through the new chartered status, and an additional scheme could be confusing. Potential additional costs and bureaucracy were also mentioned.

Other respondents suggested that this would be helpful and add value for employers, as long as it was supported by employers or professional bodies.

**Q20: What more can government do to facilitate effective third party/external use of its data to better inform individuals and employers about Apprenticeships?**

A reasonable number of respondents, in particular independent training providers and sector representative organisations, raised concerns about problems of data sharing which meant that information at the appropriate level of disaggregation was not always available to local partners and that the format of data was not user-friendly. There was some support for the use of intermediaries or stakeholders to communicate data.

A recurring theme was that data should be used to improve the quality of careers advice, with some respondents stating that the lack of information affected the ability of advisors to give up-to-date advice.

**Q21: What approaches are effective to inform young people and their parents about the opportunities provided by an Apprenticeship?**

A majority of respondents referred to the importance of good school careers advice to inform young people, with some criticising the current programme or

suggesting improvements. Many respondents also referred to the use of social media, web tools and case studies as important tools. More employer outreach in schools in a variety of forms was also suggested.

**Q22: How can we support employers to engage with learners of all ages to provide information about Apprenticeship opportunities?**

Engagement with schools was the idea expressed most frequently by respondents. In particular there was broad support for NAS, other sector or local intermediaries and employers to organise more events, such as Apprenticeship fairs or competitions and to help develop their links with schools.

Other suggestions included:

- the development of centrally co-ordinated promotional/briefing materials for employers to use when engaging with schools to ensure consistent messaging
- the need for better information, advice and guidance in schools
- that providers have an important role in promoting Apprenticeships to young people
- rewarding employers/intermediaries/champions for active engagement with young people to promote Apprenticeships, and
- incentivising, encouraging or inducing schools to be more open to employer engagement on Apprenticeships.

**Q23: Do you consider that the proposals set out in this document would have a positive or negative impact on any group, including those with protected characteristics? Please provide any comments or evidence you have for your answer and set out which aspects of the reforms will impact and how these impacts might be managed.**

Some areas of reform were identified as posing a greater risk than others. Increasing requirements for English & maths, the movement to end-point assessment and a mandatory requirement for off-site learning were most frequently highlighted. Some respondents felt that the reforms would disadvantage a range of groups including learners with learning difficulties and disabilities and young people not in education, employment or training.

A few respondents firmly endorsed the proposal to increase the standard and relevance of Apprenticeships. Others felt that increasing the academic demands would attract those who would otherwise have considered university and sideline those preferring a more vocational route.

#### **Q24: Any other comments**

This question received a wide variety of responses. Some highlighted existing good practice in the system, saying that this should be maintained and that it was important to avoid a 'one size fits all' approach in the future.

A few respondents took the opportunity to express their views on employer routed funding and views were mixed.

## Annex B: List of consultation respondents

The following organisations responded to the consultation. There were also responses from a number of individuals.

2<sup>nd</sup> Chance Project  
The 157 Group  
A4e Ltd  
AAT  
Action Duchenne  
Active Synergy Development Services Ltd/National School Sport  
Apprenticeships Ltd  
Adur & Worthing Councils  
Age UK  
Agilisys Arch  
Airbus in the UK  
Alliance for Inclusive Education (ALLFIE)  
Alstom Power Thermal Services  
Apprenticeship Ambassadors Network (AAN)  
Arc Energy Resources Ltd  
ASDA  
Aspire Achieve Advance Limited  
Aspire Group  
Asset Skills  
Association for Consultancy and Engineering  
Association of Colleges (AoC)  
Association of Employer and Learning Providers (AELP)  
Association of Learning Providers for Hampshire and the Isle of Wight  
Association of Licensed Multiple Retailers  
Association of School and College Leaders  
Association of Teachers and Lecturers (ATL)  
Axia Solutions Ltd  
B&NES  
Babington Group (Babington Business College and Training for today)  
Barchester Healthcare  
Berthon Boat Company Ltd  
BIIAB  
Binbrook Adult Learning Centre  
Birmingham City University (BCU)  
Bishop Burton College  
BMW UK Ltd  
Bournemouth and Poole College  
Bradford College  
Bright Kids  
Bristol City Council  
British Ceramic Confederation (BCC)  
British Dyslexia Association  
British Glass Manufacturers' Confederation  
British Institute of Facilities Management  
British Marine Federation  
British Private Equity and Venture Capital Association  
British Retail Consortium (BRC)  
BT  
Buckinghamshire Business First  
Buckinghamshire County Council  
Building Engineering Services Training Ltd  
Burnley Borough Council  
Burton and South Derbyshire College  
Business in Sport and Leisure Ltd  
Business Services Association  
Cambridgeshire County Council  
Careers South West Ltd  
Caretech  
Carillion plc  
Catch22  
CBI  
Centre for Economic Performance  
London School of Economics and Political Science  
Centrepont  
Chartered Institute for Securities & Investment (CISI)  
Chartered Institute of Building (CIOB)  
Chartered Institute of Legal Executives  
Chartered Insurance Institute  
Children's Links  
CITB  
City & Guilds  
City College Peterborough  
Civil Engineering Contractors Association  
CMS Vocational Training Ltd  
Cogent Sector Skills Council  
Colchester Borough Council



Computer Village Limited and Bugler  
 Coaches Limited  
 Confederation of Passenger Transport  
 UK (CPT)  
 Cornwall College  
 County Battery Services Ltd  
 Crafts Council  
 Craven College  
 Creative & Cultural Skills  
 Creative Skillset  
 Cskills Awards  
 D&AD  
 DART Ltd  
 Dart Training  
 Derbyshire and Nottinghamshire  
 Chamber of Commerce  
 Derbyshire County Council – Adult  
 Community Education Service  
 Devon & Cornwall Training Provider  
 Network  
 Dimensions Training Solutions Ltd  
 Dudley College  
 Durham County Council  
 EAL  
 Early Years' Service at Essex County  
 Council  
 East Riding College  
 East Riding of Yorkshire Council  
 ECITB  
 Education + Training Skills  
 Education for Engineering (E4E)  
 EEF  
 Electrical Contractors' Association  
 Employment Lawyers' Association  
 Energy & Utility Skills  
 Engineering and Machinery Alliance  
 (EAMA)  
 Engineering Council  
 Enhance hair styling and beauty  
 e-skills UK  
 Exeter & Heart of Devon (EHOD)  
 Employment & Skills Board  
 FDQ  
 FE Associates  
 Federation for Industry Sector Skills  
 and Standards  
 Federation of Awarding Bodies  
 Federation of Master Builders  
 Federation of Small Businesses  
 Focus Training (SW) Ltd  
 Food and Drink Federation  
 Forum of Private Business  
 Forward Steps Training Limited  
 Freelance Trainer & Personal Coach  
 Gas Industry Safety Group  
 Gateshead Council and Gateshead  
 Strategic Partnership  
 Gatsby Charitable Foundation  
 GHNHSFT  
 Glenside Education Ltd  
 Greater Manchester Skills and  
 Employment Partnership  
 Green Lantern Training Company  
 GTA England  
 Habia (Hair and Beauty Industry  
 Authority)  
 Hair Academy  
 Havering College of Further & Higher  
 Education  
 Hawk Training  
 Heart of England Training  
 Hertfordshire PASS  
 Highbury College  
 HIT Training Ltd  
 HP Consultancy and Training  
 Hull City Council  
 Huntingdonshire Regional College  
 ifs School of Finance  
 IMI Awards Ltd  
 IMPACT Apprenticeships  
 Improve  
 Industry Apprentice Council (IAC)  
 Ingeus UK  
 Inspiring Apprenticeships – Cheshire &  
 Warrington LEP  
 Institute for Archaeologists  
 Institute of Chartered Accountants in  
 England and Wales (ICAEW)  
 Institute of Directors  
 Institute of Leadership & Management  
 Institute of Money Advisers  
 Institute of the Motor Industry (IMI)  
 Interserve  
 ITS Ltd  
 Jaguar Land Rover Limited  
 JSSC group  
 JTL Training  
 Kaplan Professional Awards (KPA)  
 KEITS Training Services Ltd  
 Kent County Council  
 Key Training  
 Kirklees Apprenticeships Development  
 Group and Kirklees Employment and  
 Skills Board  
 Lancashire WBL Executive Forum  
 Landex  
 Lantra  
 League Football Education  
 Learndirect  
 Leeds City College

Leeds City Council Apprenticeship Hub  
 Lee Valley Regional Park Authority  
 Lifetime Training  
 Linkage Community Trust  
 Liverpool City Region  
 Livery Companies Skills Council  
 Local Government Association (LGA)  
 London Borough of Newham  
 London Capital Colleges  
 London Chamber of Commerce and Industry  
 London Councils  
 London Work Based Learning Alliance  
 Manchester City Council  
 Apprenticeships Strategy Group  
 Manufacturing Technologies Association  
 Maritime Skills Alliance  
 Mathematics in Education and Industry  
 McDonald's  
 Mercedes-Benz UK  
 Merseyside Colleges' Association  
 Meynell Games Group  
 Mid Kent College  
 Ministry of Defence  
 Morrison Supermarkets  
 MPQC  
 NASUWT  
 National Deaf Children's Society  
 National Federation of Roofing Contractors  
 National Forum of Engineering Centres  
 National Foundation for Educational Research (NFER)  
 National Hairdressers' Federation  
 National Housing Federation  
 National Institute of Adult Continuing Education (NIACE)  
 National Skills Academy for Nuclear and the Nuclear Institute  
 National Training Federation for Wales  
 National Union of Students  
 Natspec (Association of National Specialist Colleges)  
 Newbury College  
 Newham College  
 NFU  
 NHS  
 NHS Employers  
 Nissan Motor Company  
 NOCN  
 Northamptonshire NHS Apprenticeship Hub  
 Northumberland County Council  
 Northumbria Learning Providers  
 North Yorkshire County Council  
 NVQ consultants  
 OCR Examinations  
 Ofqual  
 Ofsted  
 OPITO  
 Oxfordshire County Council on behalf of Oxfordshire Skills Board  
 Partnership Development Solutions (PDS)  
 PATA Assessment & Training Centre  
 Pearson Education Ltd  
 Pennine Lancashire Employment and Skills Board  
 People 1st  
 Peterborough Regional College  
 Peter Jones Foundation  
 PGL Travel  
 PLASA  
 PricewaterhouseCoopers LLP (PwC)  
 Prospect  
 Prospects  
 Puffins of Exeter Ltd  
 Quality Assurance Agency for Higher Education (QAA)  
 Rank Group Plc  
 Reaseheath College  
 Recruitment & Employment Confederation  
 Redbridge College  
 Reflections Training (House of Clive)  
 Remploy Employment Services  
 Renishaw PLC  
 Retail Motor Industry  
 RGFE  
 Royal Academy of Engineering  
 Royal Borough of Greenwich  
 Royal College of Midwives  
 Runnymede Trust  
 Rural Area College  
 S&B Automotive Academy  
 Sandwell College  
 Science Council  
 Seetec  
 Senta  
 SETA, the Southampton Engineering Training Association  
 Siemens plc  
 Signature  
 Skillnet Ltd  
 Skills CFA  
 Skills for Care and Development  
 Skills for Security Ltd

Skillsmart Retail UK Limited  
Society of Motor Manufacturers and Traders (SMMT)  
Somerset Employment and Skills Board  
South and City College Birmingham  
South Devon College (General FE & HE)  
South Kent and West Kent College (K College)  
South West Apprenticeship Company  
SQA  
SQA Accreditation  
Staffordshire Providers Association  
Strode College  
Stubbing Court Training Ltd.  
SummitSkills  
Surrey County Council  
Technician Council  
Tees Valley Unlimited  
Tesco  
Thames Valley Police  
Tops Day Nurseries  
Training 2000 Ltd  
Training for Bradford Ltd/Bradford College  
Transport Salaried Staffs' Association (TSSA)  
Troika Contracting Limited  
TUC  
UCAS

UK Commission for Employment and Skills  
UK Contractors Group (UKCG)  
UK Music  
UKTD  
United Housing Association/BCHF  
Unite the Union  
University and College Union  
University College Birmingham  
University Vocational Awards Council  
Via Partnership Ltd  
Walsall College  
Warwickshire County Council  
West Midlands Training Provider Network  
West of England Local Enterprise Partnership  
West Sussex County Council  
West Yorkshire Learning Providers  
Weston College  
Wiltshire Council on behalf of the Swindon & Wiltshire LEP  
Wirral Economic Development & Skills Partnership  
Wolverhampton City Council  
WorldSkills International  
York College  
Yorkshire Housing

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