

A photograph of two men in a workshop. The man on the left is wearing a dark blue shirt and clear safety glasses, smiling. The man on the right is wearing a white hard hat, green safety glasses, a blue apron over a light-colored shirt, and yellow work gloves. They are both holding a long wooden plank. The background is a workshop with various wooden beams and tools.

Apprenticeship Standards and Assessment Criteria

AG2 Design

This ebook serves as a guide for educators and trainers. It draws from diverse sources, including expert contributions, industry materials, and the use of generative artificial intelligence tools. Efforts have been made to ensure the content is thorough and current, yet no guarantee is given regarding the information's completeness, accuracy, reliability, or suitability.

The author will not be liable for any errors or omissions in this information or any losses, injuries, or damages arising from its use. Readers must understand that this workbook is designed to support and supplement their research, information and guidance, not to replace professional advice or personal judgment. Readers are responsible for their actions and decisions and are encouraged to seek professional advice where necessary.

No part of this eBook may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law.

Author: AG2 Design

Edition Date 04 December 2019

© AG Design

Table of Contents

Introduction	1
Apprenticeship Standards	3
Curriculum Planning	5
Use of Assessment	8
Curriculum Planning	9
Designing a Curriculum	11
Programme Reviews	13
Conclusion	14

Introduction

The "Apprenticeship Standards and Assessment Criteria" guide is a resource for educators, trainers, and apprenticeship providers in Technical and Vocational Education and Training (TVET).

At its core, the guide emphasises the pivotal role of apprenticeship standards in shaping the TVET landscape. These standards provide predefined outcomes, streamlining the learning process and setting clear expectations for learners and providers. Unlike traditional educational programmes where educators must create learning outcomes, apprenticeship standards offer a structured framework detailing the knowledge, skills, and behaviours required of learners. This clarity benefits learners by providing them with a clear pathway to competence, and it aids providers by outlining precise end-point assessment plans.

The structured nature of these standards ensures consistency across different training programmes, which is crucial for maintaining high educational standards. These standards facilitate better planning and resource allocation by reducing ambiguity and aligning teaching strategies and materials with clearly defined outcomes. However, implementing apprenticeship standards presents challenges, particularly in designing programmes that deliver content and ensure practical application in real-world scenarios. Providers must integrate various instructional methods and assessment tools into a coherent framework that comprehensively tracks and evaluates learner development.

Curriculum planning under the new OfSTED Education Inspection Framework (EIF) is another critical focus of the guide. The EIF demands that providers clearly articulate their curriculum's intent, implementation, and impact on the quality of education. This involves defining clear objectives, establishing specific metrics for evaluation, and implementing continuous improvement processes. Effective curriculum planning ensures that the learning experience is aligned with apprenticeship standards and tailored to meet learners' and employers' needs.

Assessment is a central theme within the guide, highlighting its role in embedding knowledge and demonstrating competence. The guide differentiates between formative assessment, which supports ongoing learner development, and summative assessment, used at the end-point assessment (EPA) to judge overall competence. It stresses the importance of using various relevant, purposeful, and fair assessment methods to measure learners' progress and achievement against the standards accurately.

Developing a well-sequenced, coherent curriculum is essential to the success of apprenticeship programmes. The guide advocates for curriculum mapping to ensure logical progression and avoid gaps or redundancies. It also underscores the need for regular programme reviews and curriculum adjustments based on feedback and performance data, promoting a cycle of continuous improvement.

Apprenticeship Standards

Apprenticeship standards are pivotal in shaping the TVET landscape by offering predefined outcomes that streamline learning. Unlike many other educational programmes where staff are burdened with drafting learning outcomes, apprenticeship standards provide a clear and concise framework. These standards specify what learners need to know, the skills they must acquire, and the behaviours they should exhibit. This clarity benefits learners and aids providers by outlining how learners will be assessed through well-defined end-point assessment plans.

The structured nature of apprenticeship standards offers significant advantages. Setting explicit learning goals and assessment criteria reduces ambiguity and ensures consistency across training programmes. This consistency is essential for maintaining high educational standards and ensuring that all learners achieve a comparable level of competency. Moreover, the predefined outcomes facilitate better planning and resource allocation, as providers can align their teaching strategies and materials with the standards.

However, implementing apprenticeship standards is not without its challenges. One of the primary difficulties apprenticeship providers face is designing a programme that effectively develops learners by each standard. This involves delivering content and ensuring learners can practically apply their knowledge and skills in real-world scenarios. Additionally, measuring learners' performance against these standards is a complex task. Providers may utilise ePortfolio systems, run courses, and conduct workshops, but these tools must be integrated into a coherent framework that comprehensively tracks and evaluates learner development.

To address these challenges, providers must adopt a comprehensive delivery approach. This involves creating a cohesive learning experience integrating various instructional methods and assessment tools. Providers must ensure that all training programme aspects align with the apprenticeship standards. This alignment requires careful planning and continuous monitoring to identify learner development gaps and implement corrective measures promptly.

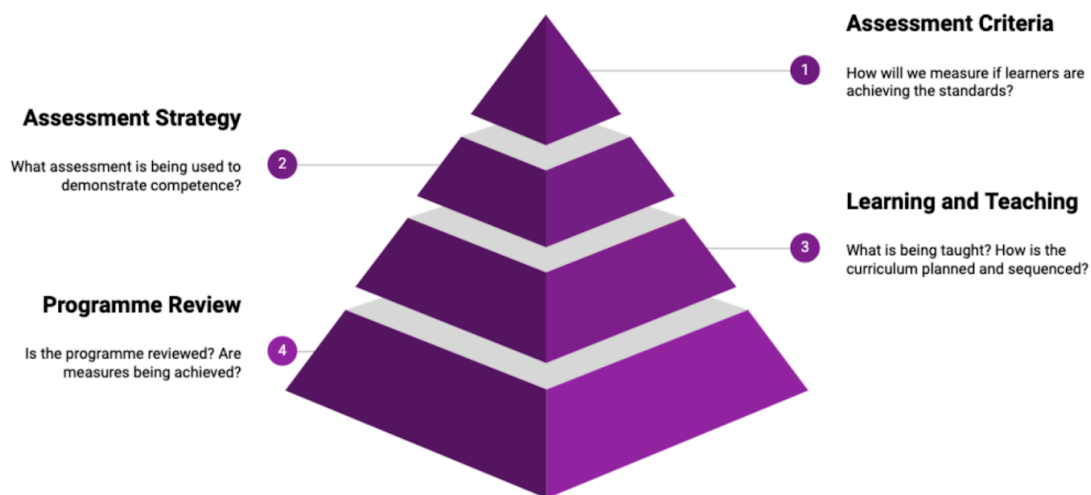
Moreover, an effective apprenticeship programme should incorporate diverse teaching strategies to cater to different learning styles. This might include theoretical instruction, practical training, and interactive workshops. Regular feedback and assessments are also essential to gauge learner progress and adjust the programme. By providing continuous support and guidance, providers can help learners achieve the desired outcomes and prepare them for the end-point assessments.

Apprenticeship standards offer a robust framework for educational programmes by setting clear learning outcomes and assessment criteria. While they simplify the planning process for providers, they also pose challenges in ensuring comprehensive learner development and accurate performance measurement. Providers must adopt a comprehensive and integrated approach to overcome these challenges, ensuring a coherent learning experience with clear expectations and outcomes. By doing so, they can enhance the effectiveness of apprenticeship programmes and better prepare learners for successful careers.

Curriculum Planning

The new [OfSTED Education Inspection Framework \(EIF\)](#) emphasises the importance of demonstrating curriculum intent, implementation, and impact on the Quality of Education judgment. Providers should recognise that this entails more than just a vision document; it should serve as a comprehensive framework that outlines:

- **What you will deliver and why:** Clearly define the objectives and goals of the curriculum.
- **How you will measure delivery:** Establish specific metrics and assessment tools to evaluate the effectiveness of the curriculum.
- **How you will review and improve it:** Implement a continuous improvement process to regularly assess and enhance the curriculum.



Apprenticeship Programme Planning

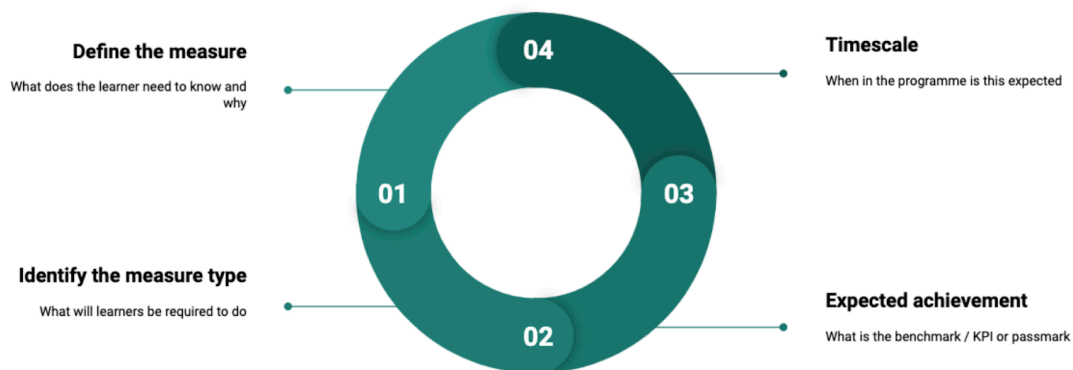
Each apprenticeship programme must include the following components:

- **Assessment Criteria:** Define the standards and benchmarks that will be used to measure learners' progress and achievement.
- **Assessment Strategy:** Outline the types of assessments planned, detailing what learners are expected to do and the rationale behind these assessments.
- **Learning and Teaching:** Incorporate curriculum planning, sequencing, and mapping to specify what learners will learn and how the learning process will be structured.
- **Programme Review:** Establish a systematic process for staff to analyse whether learners meet the assessment criteria. If deficiencies are identified, implement improvement actions promptly to address them.

Assessment Criteria

Once the apprenticeship standards have been identified, the next step in the programme design process is identifying how delivery is measured.

The main question is: What measures should be used to determine whether learners achieve the standards?



This process involves identifying:

- **What does the learner need to know and why?** The standard will stipulate the expected outcome, but the measure needs to determine what the learners are asking and why. It could also identify how the measure builds on previous learning.
- **The type of measure.** What is the learner required to do to demonstrate they have the required knowledge or skill? Examples include:
 - Assignment
 - Exam
 - Test
 - Portfolio submission
 - Observation
 - Professional discussion
 - Participation in a debate
- **What is the benchmark or pass mark?** The measure needs to be set at a pass level, not what the highest performer will likely achieve. It must be relevant to the programme, set at the right level, and achievable.
- **When the measure is expected.** Be sure that learners can achieve the requirement in the given timescale.

Use of Assessment

When used effectively, assessment can help learners to embed and use knowledge fluently and to show that they are competent in applying their skills. The results of effective assessment assist teachers to produce clear and achievable next steps for learners. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and learners. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.

Inspectors will evaluate how assessment supports the teaching of the curriculum, while not driving teachers towards excessive individualisation, differentiation or interventions that are almost impossible to deliver without lowering expectations of some learners and/or driving up teachers' workload. OfSTED EIF 2019

Assessment should enable providers to judge learner competence and knowledge development throughout their programme. This is a formative assessment. EPA is a summative assessment.

- **Formative Assessment** - provides a mechanism that enables providers to ensure that the training and learning process supports learners towards success at EPA.
- **Summative Assessment** - Used at EPA to judge the apprentice and the extent to which they meet the KSB requirements.

Principles of Assessment

- **Relevance of Assessment** - Ensure assessment methods are relevant to what the learners need to demonstrate - a motor vehicle mechanic might demonstrate more through observation than a data analyst apprentice.
- **Range of Assessment** - Use a wide range of assessments that reflect what is required. For instance, skills standards are more likely to be demonstrated through observation, and assignments will show that knowledge standards have been achieved.
- **Purposeful Assessment** - if two or more standards can be assessed by one submission, then do this rather than just identifying an assessment requirement per standard.
- **Individual Assessment** - providers still need to ensure individual assessment is valid, reliable, authentic and fair.

Curriculum Planning

Once the assessment plan has been completed, the next stage in programme design is to develop the curriculum plan.

The curriculum is the substance of what is taught. It is the specific plan of what learners need to know and should be able to do. The curriculum shapes and determines what learners of all ages will get out of their educational experience. For this reason, the curriculum is at the heart of the proposed quality of education judgement. OfSTED

Curriculum planning is a process that identifies what needs to be delivered for a programme that gives learners the knowledge and skills development they need. OfSTED clearly wants to see curriculum plans that focus on learning over time and allow learners to build on their previously gained knowledge. Curriculum planning involves identifying the strategy to deliver the knowledge and skills required for the apprenticeship. This can be done in different ways. Providers may take a modular approach or create a more detailed plan focusing on individual workshops or activities.

Staff must identify learning, practice, and assessment activities during curriculum planning. Creating a curriculum mapping that identifies the outcomes and how curriculum activities have covered them is also useful. Trainers need to ensure that the curriculum meets the needs of both the apprentices and the employers. They should factor in employer requirements and possibly employer training. When building the curriculum, staff should also identify the training materials needed to deliver the training.

When developing the curriculum, the staff should consider the following:

- How is the delivery being sequenced?
- Does the curriculum build on previous learning?
- Does the curriculum cover all of the standards?
- Are suitable resources available for delivery?
- Does it meet the organisational delivery strategy?
- What cross-curriculum links can be added?

Staff must design the curriculum to set out the knowledge and skills apprentices need to master. It should be done logically and sequentially so that completing each curriculum activity allows learners to move on to the next level.

Curriculum Types

Understanding the various curriculum types is crucial for effective educational planning and delivery. Here, we explore three distinct approaches: topic/module-centred, apprentice-centred, and problem-centred, each tailored to different learning and teaching strategies.

1. Topic / Module centred

This focuses on the specific subject matter. If staff are designing a business administration apprenticeship curriculum plan, they might break down the activities by topics such as:

- Introduction to Business Administration
- Business Fundamentals
- Business Communication
- Business Documentation
- Team Work
- Planning and Organisation
- Coaching and Appraisals
- Project Management

2. Apprentice centred

This focuses on the needs of the apprentices' requirements and goals. This is used when not all apprentices are following the same path. This allows students to have different learning materials and select their assignments, but it can put pressure on staff as they have to create material for the needs of each apprentice.

3. Problem centred

A problem-centred curriculum focuses on the apprentices' problem-solving and decision-making. This allows learners to examine real work issues or scenarios and develop the skills to meet them. This form of curriculum design has the advantage of being set firmly around the industry the apprentices are working in. However, mapping the activities to the apprenticeship standards makes it challenging.

Designing a Curriculum

Apprenticeship providers should consider several factors when developing a curriculum plan:

- **Employer Requirements**

Employers will have specific training needs for their apprentices. They may want additional modules that must be factored into the plan. Employers will also add time constraints - they may limit the days learners can be released to attend training. Hence, the curriculum plan must ensure that all learning is delivered within a specific period.

- **Curriculum Content**

A curriculum plan should not just be a table on a document that sets out what will happen weekly. The content of the curriculum plan needs to identify:

- What learning activities will be delivered?
- What practice activities will learners be expected to do?
- What assessment activities will be required?
- Which standards does the activity cover?
- What delivery material is required? Workshop plans / Powerpoints / Handouts etc

- **Curriculum Sequencing**

How has the curriculum been sequenced? Is it in a logical order that allows learners to build on previous knowledge? Will it help learners commit information to their long-term memory?

- **Curriculum Mapping**

Curriculum mapping is an important part of curriculum design. It allows providers to evaluate the sequence and coherence of instruction properly. Curriculum mapping provides a visual display of the curriculum and allows staff to identify potential gaps, redundancies, or alignment issues in the instruction sequencing.

- **Curriculum Review**

A curriculum plan cannot be developed once and then forgotten about. It is an ongoing process. If programme reviews are conducted, they will provide areas for improvement, and the curriculum must be adjusted accordingly.

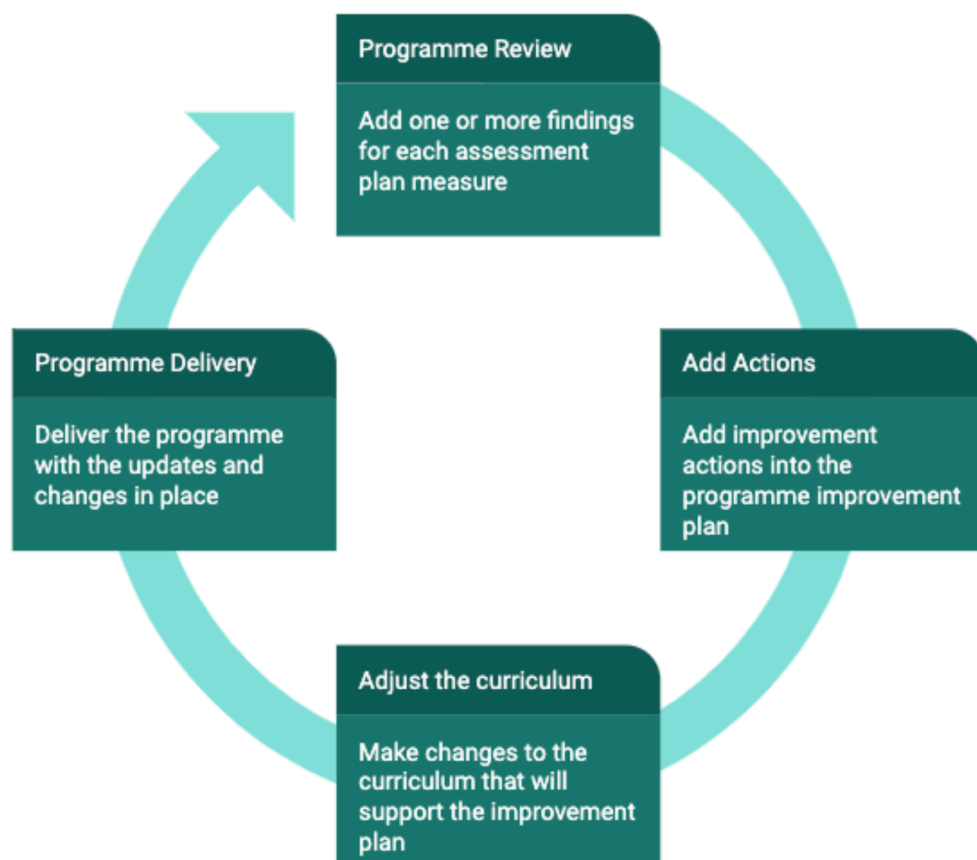
- **Curriculum Sharing**

A curriculum plan should not be a secret. Share it with learners, employers, and parents. Add it to websites or learning management systems. If your key stakeholders can see it, they will know what they are working towards, and employers may be able to support the delivery by aligning work activities to the curriculum plan.

Programme Reviews

Conducting programme reviews is an intrinsic part of the delivery cycle. At specific points in time, usually annually, staff need to review the assessment plan and add findings against each of the measures. This is where providers can analyse the impact of the curriculum.

If a measure sets out that all learners achieve 80% for a test, which was not achieved, then what needs to be done? All programmes need to have an improvement plan. What will be done for the next cohort of learners to ensure that all learners achieve 80%? What needs to be changed in the curriculum?



Conclusion

This guide has aimed to be a useful resource for educators, trainers, and apprenticeship providers. It offers a comprehensive blueprint for developing and implementing effective apprenticeship programmes. By emphasising the importance of predefined standards, the guide ensures that learning outcomes are clear, consistent, and aligned with industry requirements. This clarity not only enhances the learning experience for apprentices but also streamlines the planning and delivery processes for providers.

By articulating the curriculum's intent, implementation, and impact, providers can ensure that their educational programmes are rigorous and relevant. The guide has also emphasised continuous improvement, and regular reviews ensure that apprenticeship programmes remain dynamic and responsive to the evolving needs of both learners and employers.

By following the guidelines and principles outlined in this guide, providers can enhance the effectiveness of their programmes, ensuring that apprentices receive the best possible education and training. This, in turn, contributes to a skilled and competent workforce capable of meeting the challenges of modern industries.