



**Institute for Apprenticeships
& Technical Education**

INITIAL INTRODUCTION

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APPRENTICESHIP STANDARDS

Apprenticeship	Job with training to industry standards
Recognised occupation	It should be about entry to a recognised occupation ,
On and off the job training	It involves a substantial programme of on and off-the-job training
End point assessment	The apprentice's occupational competence should be tested by an independent, end point assessment .
Employer led	Apprenticeships are employer-led : employers set the standards, create the apprenticeship , identify the demand for apprentices to meet their skills needs, and are responsible for employing and training the apprentice .



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THE KEY STAGES OF DEVELOPING AN APPRENTICESHIP STANDARD



THE KEY STAGES



Proposal: Funding information provided to give group idea of possible funding
EPA: Recommended Funding Band allocated



THE KEY STAGES

- <https://www.instituteforapprenticeships.org/developing-new-apprenticeships/forming-a-trailblazer-group/>



The trailblazer must be reflective of those who employ people in the occupation, including small employers



- the chair is selected by the members of your trailblazer group
- the chair works for an organisation which employs or intends to employ individuals in an occupation relevant to the proposed apprenticeship standard that your trailblazer group is developing
- chair has neither a financial interest nor holds a director (or equivalent) position in any organisation that may profit from the training, assessment or external quality assurance of apprentices employed in occupations.



Workshop 1

Defining the occupational profile and associated duties



DEVELOPING THE OCCUPATIONAL PROFILE – BICYCLE MECHANIC EXAMPLE

Occupation summary

This occupation is found in the bicycle industry, which in the United Kingdom employs several thousand people. Bicycle mechanics may work in independent bicycle shops, hire centres, bicycle workshops and larger non-specialist retailers, as well as for sports clubs, race teams and bicycle-tour operators and other bicycle related organisations. Cycling is on the increase as a means of transport and as a leisure activity, with an increasing range of bicycles on offer – some with complex technology, making it an exciting and varied industry to work in.

The broad purpose of the occupation is to build, repair and service all kinds of bicycles – for example road, mountain, hybrid, recumbent, disabled adapted, electric and other human powered road and off-road vehicles. As a definition, bicycles are human powered road vehicles with a varying number of wheels; this can include uni-cycles, tricycles, quadricycles and so on. Electric bicycles are electrically assisted or adapted bicycles as opposed to electric motorcycles. **They work in bicycle shops, dedicated workshops, in the field for bicycle racing teams or independently** as mobile mechanics and other areas where bicycles play a prominent part.

When a bicycle is brought in for repair or service or when an ‘in-house’ bicycle needs to be built, rebuilt or repaired, they run diagnostic tests to determine the cause of the problem, and then take the necessary steps to fix it. When parts aren’t available to hand, they will instigate the order for them to be obtained from a distributor or manufacturer. Sometimes bicycle repairs can be as simple as replacing cables or tyres, but sometimes they can require more complicated procedures like adjusting a frame or repairing brakes and gears. They may build bicycles or wheels from scratch. Whether a repair or build they need to complete safety checks. They may or may not interact with customers depending on the workplace, this may include talking to the customer to help identify the fault, providing estimates – recommending when it is economically viable to repair and/or the handover of the built/repared bicycle with an explanation of the work completed. They will need to complete documentation, for example relating to the work completed or warranty claims.

In their daily work, an employee in this occupation interacts with other bicycle mechanics (depending on size of operation) and suppliers; interacting with customers/clients is usually part of the role.

An employee in this occupation will be responsible for completing work under the supervision of a senior mechanic or other management structure depending on the organisation. The work can be physically demanding and involves using various tools and chemicals, like cleaning products and greasing agents. Working in a manner that ensures the health and safety of self and others is essential.

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Background

Purpose

Interacts with

Responsibilities

Consider the
potential audience

DEVELOPING THE OCCUPATIONAL PROFILE – BICYCLE MECHANIC EXAMPLE

Duties

D1 Build a bicycle from scratch to a customer's/client's specification

D2 Identify problems with a bicycle and discuss solutions with the customer/client

D3 Estimate the cost of repairs and give quotes; advising on economic viability

D4 Carry out a bicycle service and safety checks

D5 Carry out repairs and replace parts, for example changing brake cables and chains

D6 Clean, degrease and lubricate bicycle parts

D7 Give advice to customers/clients, including the sale of bikes, parts and accessories

D8 Take bookings for repairs and process paperwork via paper or computerised systems

And so on.....

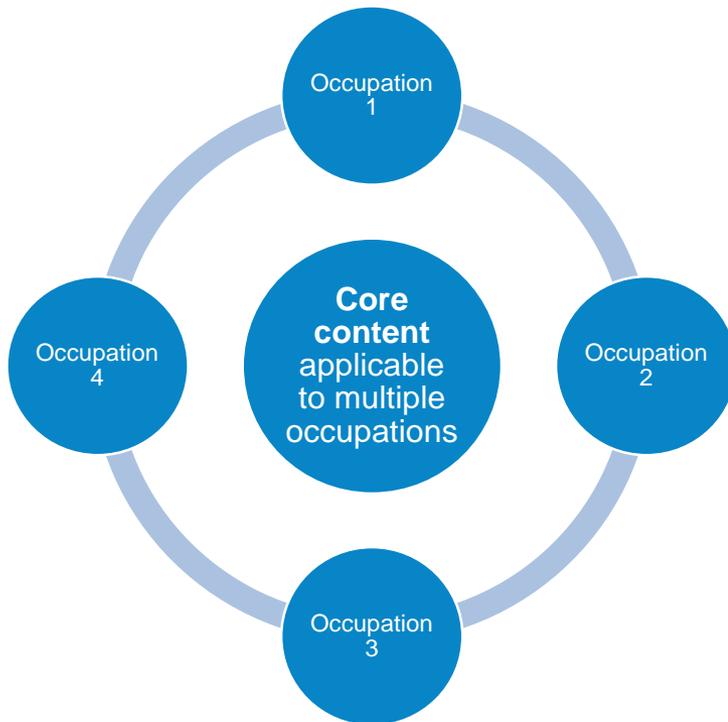
Duties describe what individuals within the occupation usually do in the workplace (sometimes called competences or activities). They involve the application of knowledge, skills and behaviours. They are the sort of things that would be listed in a job description.



HINTS AND TIPS

- If multiple standards are likely to be developed – what will the distinction be between them?
- What will be the typical entry point?

HINTS AND TIPS - CORE AND OPTIONS



- Core and options apprenticeship standards:
 - Describe the **core occupation** and any **option specifics**
 - Add **core duties first**
 - **Add options duties** and any **specific context** as needed
 - Ensure options are of **equal breadth, depth and weighting**
 - All **apprentices must only take one option**
 - All apprentices must have the **same EPA experience**
 - Keep as **much content as possible in the core**



OTHER INFORMATION FOR THE PROPOSAL

Training	Typical entry point	Transferability	Standalone occupation	Other info'
<ul style="list-style-type: none">• How many days training you think will be required in order to ensure the apprentice is competent in that duty?	<ul style="list-style-type: none">• i.e. Employers will set their own entry requirements but these may typically include a desire to work with animals. The employer may require flexibility to work a range of shifts and for the individual to be aware of the physical demands of the occupation.	<ul style="list-style-type: none">• How have you ensured that this will be suitable for all employers?	<ul style="list-style-type: none">• Fit with the occupational map State how this is different to existing standards/ why they cannot be used to deliver competence.	<ul style="list-style-type: none">• Estimate the number of annual starts expected• What is the anticipated level?• What is the likely typical duration?



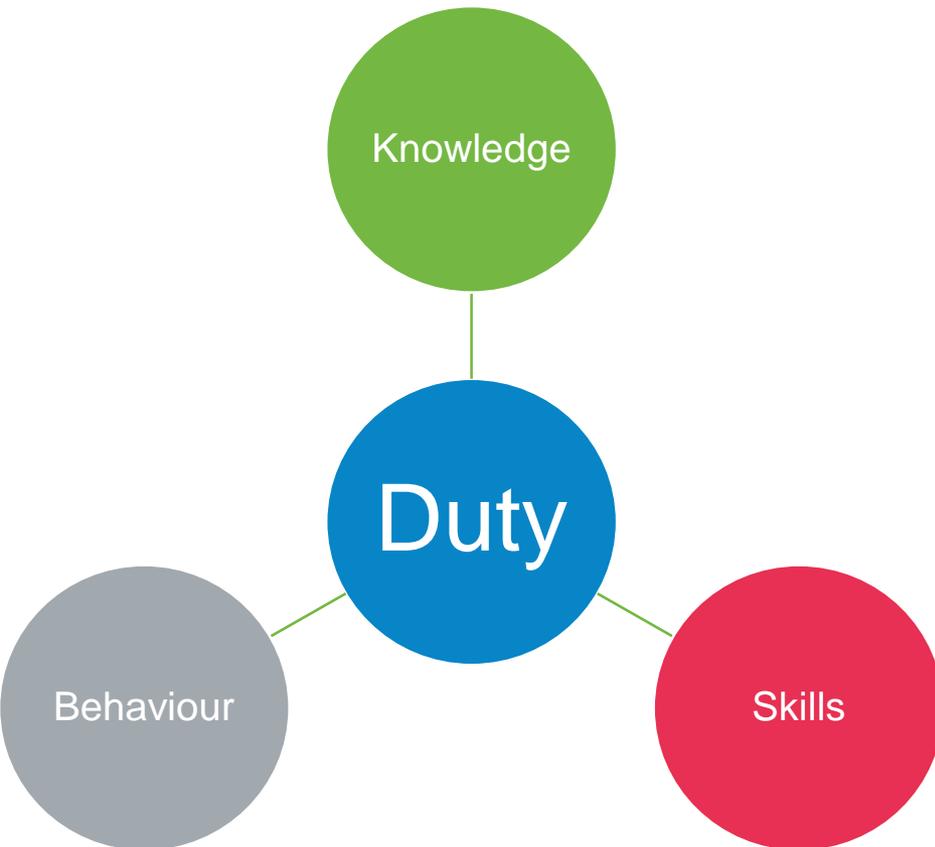
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Workshop 2

Developing Knowledge, Skills and Behaviour



DUTIES, KNOWLEDGE, SKILLS AND BEHAVIOURS



- For each duty, it is necessary to identify the knowledge, skills and behaviours that a competent person in the occupation would be expected to have / demonstrate
- As well as **helping to shape and inform the training plan** for apprentices, they will also **contribute to the end point assessment** planning process



DEVELOPING KNOWLEDGE SKILLS AND BEHAVIOURS (KSB)

Knowledge	Skills	Behaviours
They need to know and understand.....?	They will be able to.....?	What mind set should they display to allow them to successfully carry out the duty?

This process allows each duty to have the essential knowledge, skills and behaviours critical to success to be identified and captured.

There can be more than one of each for each duty

Some of the KSBs may be reflected in more than one duty – that's OK



ACTIVITY 2

DEVELOPING KSBS

- Generate a list of all of the knowledge requirements for the occupation
- Generate a list of all of the skills required for the occupation
- Generate a list of all of the behaviours that should be demonstrated in the occupation

- Although there is no prescribed number for each list, typically they contain around 15 – 25 knowledge and skills and 6 – 10 behaviours.



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Additional Information



INFORMATION TO ADD

- Route – Please choose from the drop down list
- Duration – This is the typical length of time it will take to fully train the apprentice (it is fine for some apprentices to take longer and some a shorter time period, as long as this meets the criteria to be considered an apprenticeship)
- Level – There is information in our guidance to help you determine this
- Transferability – Explain and upload 2 job adverts
- State how many people you think will take up the apprenticeship each year
- Add the SOC code from the list provided
- Stand-alone occupation – Explain that this is the case and say which other apprenticeships you considered and why they are not suitable
- Professional recognition

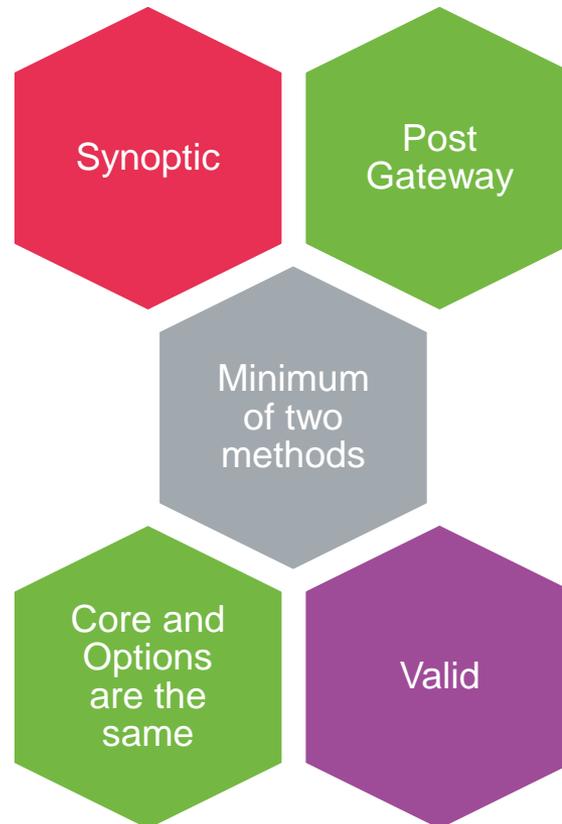


Workshop 3

Developing the End Point Assessment plan (EPA)



RULES FOR EPA & SETTING THE PARAMETERS





SUBMIT

- Standard
- EPA plan
- Funding quotes
- EPAO in principal



NEXT STEPS

- Form employer group and nominate a trailblazer chair
- Book a workshop to draft the proposal
- Pre workshop call/ send template