

THE INSTITUTE FOR APPRENTICESHIPS: AN UPDATE

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THE INSTITUTE AND WIDER APPRENTICESHIP REFORM

Mission

- ‘Improve access to high quality apprenticeships and technical education in order to transform the skills landscape’.



THE INSTITUTE AND WIDER APPRENTICESHIP REFORM

Department for
Education

- Apprenticeships policy
- Legislation Apprenticeships budget



Education & Skills
Funding Agency

- Register of End Point Assessment Organisations Register of Apprenticeship Training Providers
- Digital apprenticeship service



**INSTITUTE FOR
APPRENTICESHIPS**

- Approval and review of standards
- Quality assurance of apprenticeships
- Employer engagement Funding recommendations



- Regulation of qualifications
- Inspection of provision

CORNERSTONES IN PLACE FOR SUCCESS



Apprenticeship Levy
2017



Engineering Construction Pipefitter Apprenticeship standard Occupational Profile:

The Pipefitter is a vital Engineering Construction role, working within strictly defined processes and procedures to exacting standards. This often involves working on major infrastructure projects for example power stations and oil and gas facilities both in the UK and overseas Engineering Construction Industry. The Pipefitter can work in hazardous environments which can include working at height, over water and in confined spaces. The Pipefitter role encompasses the positioning, assembly, fabrication, maintenance, repair and decommissioning of piping systems within Engineering Construction, both on construction sites or at commercial fabrication facilities. This can include working in environments with systems that may carry water, steam, food, pharmaceutical, chemicals, gas, hydrocarbons or fuel which may be used in cooling, heating, lubricating and other processes. The Pipefitter works with various pipe materials such as ferrous and non-ferrous metals, plastics and composites. These materials can vary from 15 mm to 1200 mm in diameter and from 5 mm up to 75 mm in thickness dependent upon the content of the pipes and the operating pressures of the systems. The role requires the knowledge and skills to implement the specified method of joining required within often complex piping systems. The Pipefitter must be able to work autonomously and as part of a team ensuring compliance with health, safety and environmental, processes and procedures. The Pipefitter must also work with other Engineering Construction occupations such as welders.

Role Knowledge Requirements: The Pipefitter also

- Relevant health, safety and environmental legislation requirements for safe working practices and procedures
- Importance and benefits of recognised industry
- How to work safely, personal site safety responsibilities to problems and emergencies
- Engineering practices and principles including techniques
- Mathematical techniques and formula related to pipework systems
- How to correctly select and safely use hand tools environments for the fabrication, repair, installation
- Common and specialist pipe materials such as fittings associated with the pipework component
- Pipework preparation, fabrication, installation, techniques commonly used throughout the Engineering Construction industry
- Appropriate codes, practices and industry standards requirements are met.

Role Skill Requirements: The Pipefitter should be able to

- Comply with appropriate health and safety, risk
- Correctly select and safely use tools and equipment and decommissioning of pipework components
- Plan, organise and undertake the fabrication, assembly, decommissioning of pipework components and
- Read, interpret and apply engineering drawing
- Shape pipework components using hand and power tools to the required tolerance, specific

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**ENGINEERING CONSTRUCTION
PIPEFITTER
ASSESSMENT PLAN**



**INSTITUTE FOR
APPRENTICESHIPS**

SINCE DEVELOPING AN EMPLOYER-LED APPROACH, AND SWITCHING FROM APPRENTICESHIP FRAMEWORKS TO STANDARDS, WE HAVE...

- Supported the delivery of **269 standards** across 15 occupational routes
- Worked with over **2500 businesses** of all sizes to develop apprenticeship standards that are rigorous, future-proofed and meet the needs of employers and apprentices alike
- Worked in partnership with **100+ industry leaders** across 15 sectors to make up our Route Panels – ensuring each apprenticeship approved meets the robust industry requirement

apprenticeship standards in development or ready for delivery

546

apprenticeship standards already approved for delivery

269

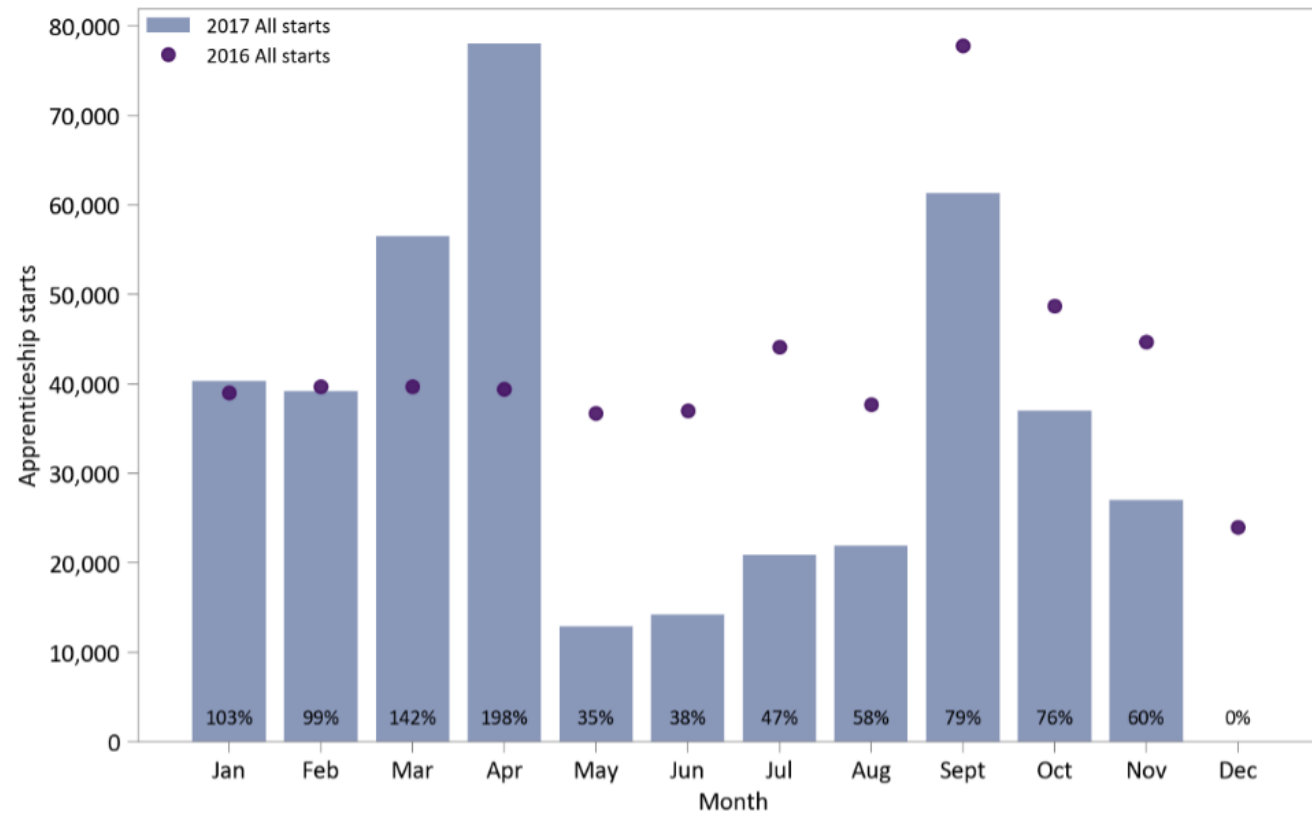
of approved or in-development standards at L3 or above

c.80%

MYTH #1

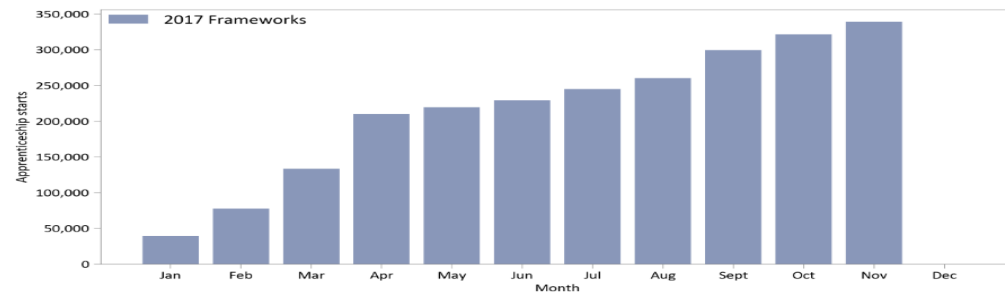
‘The fall in starts last year shows that the reforms aren’t working...’

NUMBER OF APPRENTICE STARTS (2016 VS. 2017)

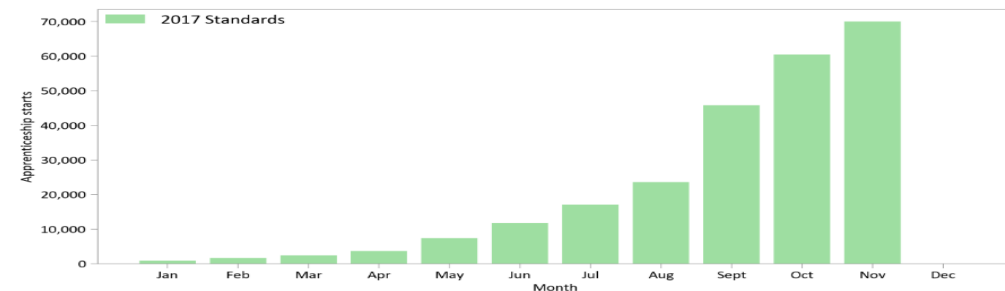


STANDARDS VS. FRAMEWORKS (2017)

Starts on Frameworks v. starts on Standards



Starts on Standards on a broader range of levels



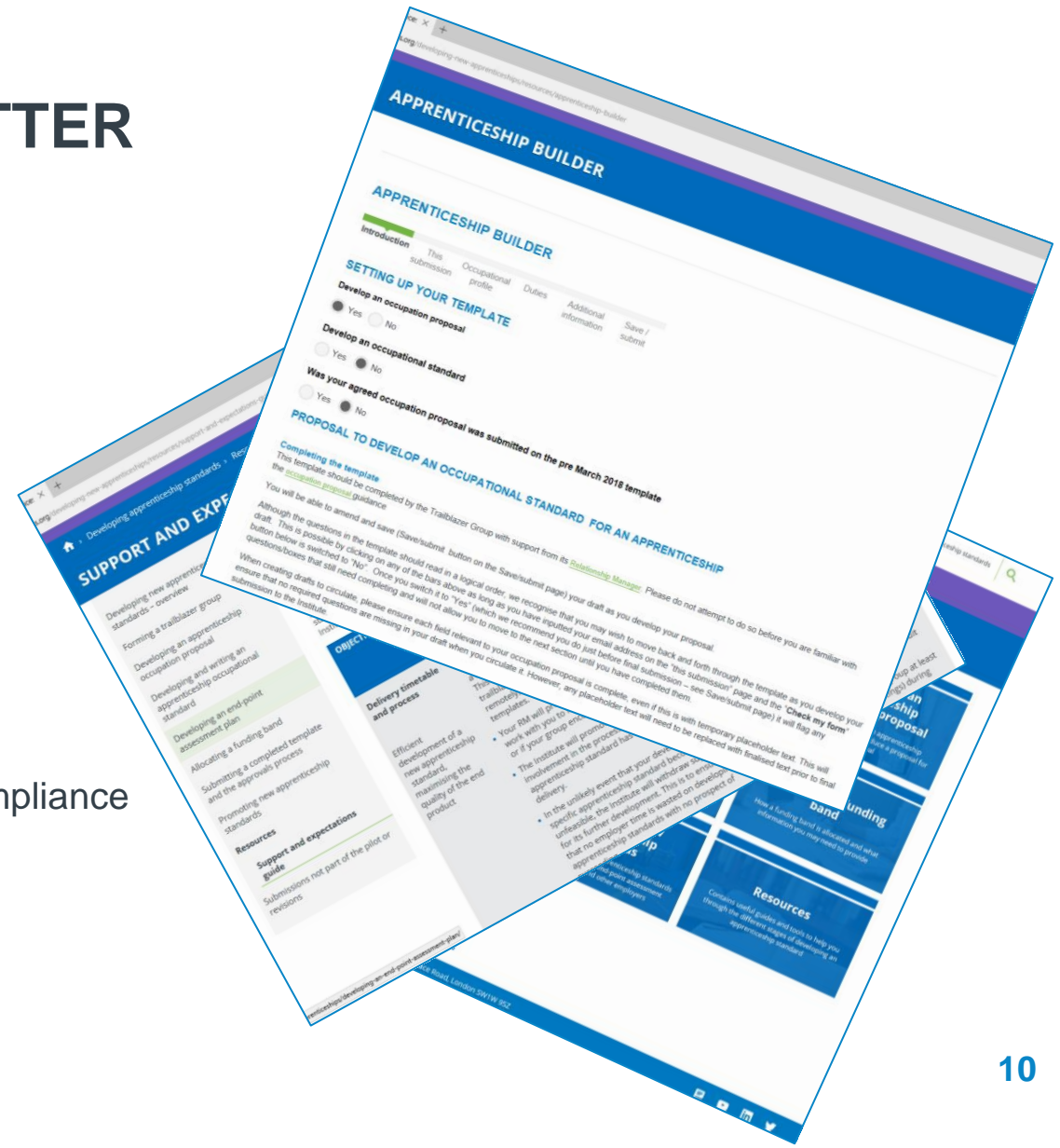
	Frameworks		Standards	
	No.	%	No.	%
Level 2	40,360	55%	11,630	28%
Level 3	29,360	40%	21,400	52%
Level 4	2,050	3%	2,880	7%
Level 5	1,680	2%	2,100	5%
Level 6	-	-	2,670	7%
Level 7	-	-	170	-

MYTH #2

‘It’s too difficult to get a standard approved...’

THE INSTITUTE: FASTER & BETTER

- Focus on approving occupation at proposal stage
- Relaxation of “overlap” rule
- Refined approach to mandating qualifications
- Fewer “second tier” rules
- Revised funding band allocation process
- Updated & more accessible guidance
- New intuitive template to drive thought-process & compliance
- Clearer support & expectations
- Intensive workshops, webinars & videos





About the Institute

Ensuring quality

Developing apprenticeships

Apprenticeship standards



Welcome to our new website. It's currently in beta, so please let us know [what you think](#).

🏠 > Apprenticeship standards

Subscribe to our Standards RSS Feed 📡

SEARCH THE APPRENTICESHIP STANDARDS

Filter the results

Keywords

Status

- ☐ Standards approved for delivery
- ☐ Standards in development

Route(s)

- ☐ Agriculture, environmental and animal care
- ☒ Business and administration
- ☐ Catering and hospitality
- ☐ Childcare and education
- ☐ Construction
- ☐ Creative and design

If you wish to see all apprenticeships available for delivery (including frameworks) use the [apprenticeship finder](#).

Showing 25 Apprenticeship Standards [Download](#) ?

Associate project manager

ST0310

☒ Approved for delivery [↗](#) Level 4 ⌚ 24 months 📅 Max funding: £9000
Managing project work and teams for businesses and other organisations.

Business Administrator

ST0070

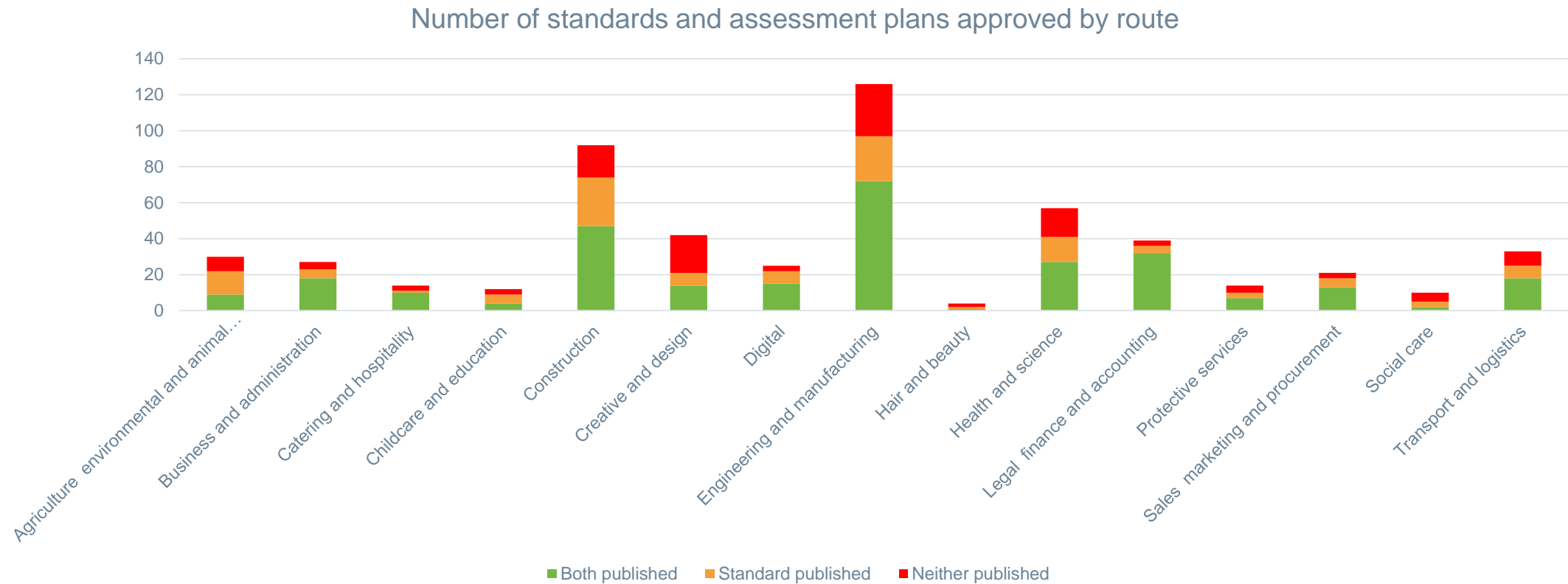
☒ Approved for delivery [↗](#) Level 3 ⌚ 18 months 📅 Max funding: £5000
Supporting and engaging with different parts of the organisation and interact with internal or external customers.

Career Development Professional

ST0619

☐ In development [↗](#) Level 6

269 STANDARD APPROVED BUT SIMILAR NUMBER IN DEVELOPMENT TOO



MYTH #3

‘There are large volumes of apprentices who will reach end point assessment with no assessment organisation available to deliver it...’

MYTH #4

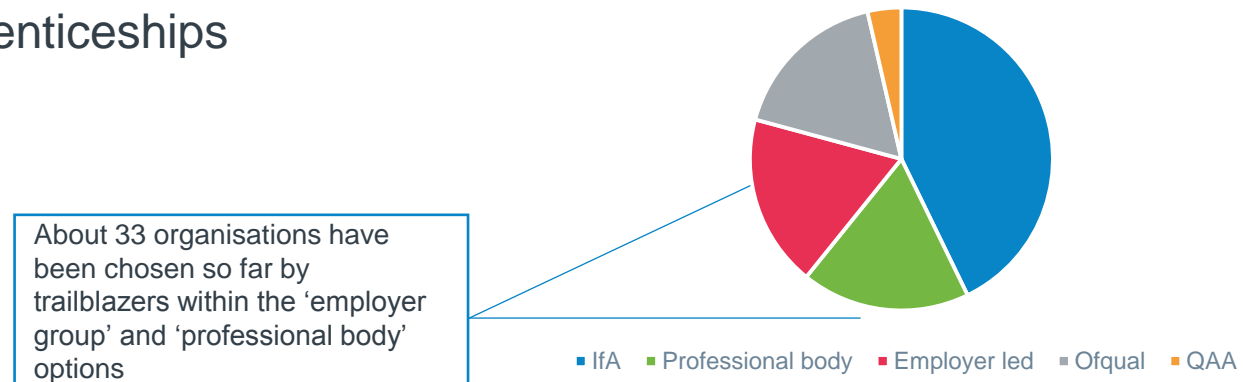
‘There will be 30+ completely different approaches to External Quality Assurance’

A MIXED MARKET

EQA can be delivered by one of four options (chosen by Trailblazer and included in the assessment plan):

- Employer group
- Professional body
- Ofqual
- Institute for Apprenticeships

EQA option chosen by trailblazers
(approved standards)



ENSURING CONSISTENCY

Ensuring consistency between different EQA providers is crucial. This is an important role for the Institute for Apprenticeships

In order to do this we:

- Have set out a **framework for EQA** on our website. This means the approach will be broadly consistent across different EQA providers
- Provide **guidance for nominated bodies** on their approach
- Run a **process to approve EQA providers** through our Quality Assurance Committee
- **Relationship manage** EQA providers
- Provide **standard forms** for their reports

This should mean that EPAOs working across multiple standards with multiple EQA providers will see a consistent approach, with some differences as appropriate to the sector.

LOOKING AHEAD

1. Build our digital first approach and [continue to engage employers](#) to improve our end-to-end standards development
2. Begin the process of [reviewing standards](#) to ensure they meet the needs of both employer organisations and apprentices
3. Prepare for the expansion of the Institute's remit to include [college-based technical education](#), ensuring technical and professional education is an option that leads to long-term success

