

# **Changes to Apprenticeship Assessments**

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# Foundation Apprenticeship - An Overview

Skills England Reference: **FA0003/FA0002**

Lars code: **807/806**

# What Are Foundation Apprenticeships?

## Employed Positions

A job role with real responsibilities for young learners seeking an entry into the workplace

## Balanced Learning

Combines technical knowledge, technical skills and employability with opportunities to develop essential English and maths foundations

## Hands-On Practice

Valuable workplace experience paired with structured off-the-job learning opportunities

# Career Growth and Progression



## Building Tomorrow's Workforce

These apprenticeships don't just build skills—they build careers. Each experience helps apprentices grow their capabilities whilst informing their next career steps.

Completion certifies achievement of all technical knowledge, skills, employability behaviours, and competencies described in the standard.

# Typical Progression Pathways



## Direct Employment

Transition to full employment with established skills and experience



## Level 2/3 Apprenticeship

Progress to full apprenticeships for specialised career development

# Benefits for Employers

## Real-World Assessment

Observe apprentices in genuine work-based settings, allowing for comprehensive evaluation of their practical abilities and workplace integration

## Enhanced Support Structure

Apprentices receive additional guidance and mentoring, ensuring smoother workplace integration and improved outcomes

## Broader Talent Access

Connect with a diverse pool of young learners you might not otherwise reach through traditional recruitment channels

# Financial Support Available

## £2,000

### Employer Funding

Per foundation apprentice under DfE  
Apprenticeship Funding Rules 25/26

## Investment Support

Employers qualify for up to £2,000 per foundation apprentice, subject to retention and progression requirements.

This funding recognises the value of investing in young talent and supports employers in building their future workforce.

For Training providers the maximum funding is £4,000

## £4,000

### Training and Assessment Funding

Per foundation apprentice under DfE  
Apprenticeship Funding Rules 25/26





# Learning Requirements

## Minimum 187 Hours

Structured off-the-job learning ensuring comprehensive skill development and theoretical understanding

## Complete Assessment

During, and at the end of the programme, apprentices will complete work and assessments to evidence the knowledge, skills, and behaviours outlined in the standard



# Specialist Trade Occupations

## Bricklayer

Master the fundamentals of brickwork and masonry construction techniques



## Solid Plasterer

Develop expertise in traditional plastering methods and surface preparation



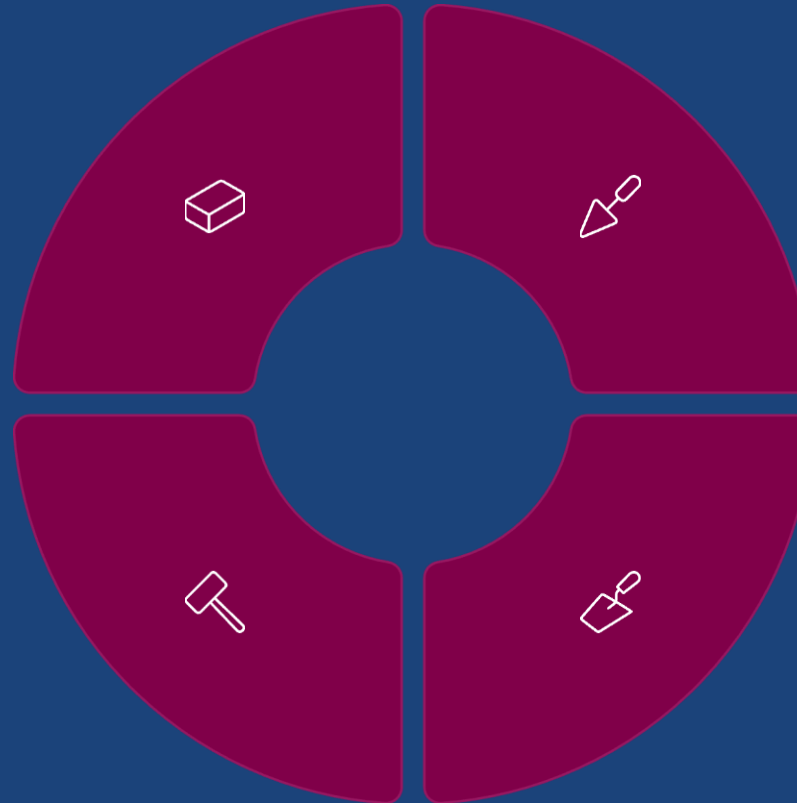
## Site Carpenter

Build essential carpentry skills for construction site applications



## Fibrous Plasterer

Learn specialised techniques for decorative and architectural plasterwork



# Assessment Framework

The apprentices are assessed on the Technical Skills and Technical Knowledge across three learning outcomes:



## AO1: Health & Safety

Demonstrates understanding of health, safety, regulatory requirements, sustainability practices, and proper waste disposal



## AO2: Construction Practices

Shows knowledge of common construction techniques, functional requirements, roles, responsibilities, and professional ways of working



## AO3: Materials & Tools

Demonstrates practical skills with materials, tools, and techniques used in onsite trades, including simple tasks and repairs

# Specialist Trade Occupations

**Painter and Decorator**



**Floorlayer: textile  
& resilient floorcoverings**



**Floorlayer: wood-  
based floorcoverings**



**Wall and Floor Tiler**



# Assessment Framework

The apprentices are assessed on the Technical Skills and Technical Knowledge across three learning outcomes:



## AO1: Health & Safety

Demonstrates understanding of and compliance with health, safety and regulatory requirements, including the understanding of appropriate sustainability practices, and waste disposal.



## AO2: Construction Practices

Demonstrates knowledge and skills in common construction techniques, functional requirements, roles and responsibilities and ways of working.



## AO3: Materials & Tools

Demonstrates knowledge and skills in the use of materials, tools, and techniques used in finishing trades, and carries out simple tasks and repairs

# Assessment Methods & Standards



## Example Assessment Approaches

- Knowledge tests and practical assessments
- Direct observation in a simulated assessment environment
- Question and Answers session
- Portfolio compilation

### ✔ Pass Performance Standard

Foundation apprentices must demonstrate all requirements **reliably**, **effectively**, and to an **appropriate level** for the standard level. Overall performance must be secure across all assessment requirements.



# Reformed Apprenticeship Standards

## New Assessment Plan Models

Assessment plans which will take the form of:

- Standard Low-Prescription Plan  
Minimal level of prescription, allowing assessment organisations (AOs) to design their own assessment strategies and specifications
- Streamlined assessment plan
- Minimal level of prescription required
- Balancing employer needs with the principles.
- Mandatory Qualification Only -where a mandatory qualification sufficiently covers the apprenticeship outcomes, it will serve as the sole assessment method.





# Reformed Apprenticeship Standards

## Assessment Plan Content

The new assessment plans will be significantly shorter and more focused.

They will include:

- Assessment outcomes.
- Minimum number of assessments methods.
- Additional requirements that go beyond the common features (e.g. relating to methods, timing, etc.).
- Performance descriptors.
- Completion requirements, including any mandated qualifications.

Assessment outcomes will replace the need to assess every Knowledge Skill and Behaviour (KSBs) individually, allowing for more holistic and synoptic assessment.





# Apprenticeship assessment – principles

Proportionate

No unnecessary  
duplication

Allow on-programme  
assessment where  
appropriate

Allow centre-  
assessment where  
appropriate

Shorter plans with  
minimal level  
prescription

Employer-verified  
behaviours

Minimum number of  
assessment  
methods

Make best use of  
technology

Assessment at the  
right time, in the  
right place

# Converting principles into assessment design and delivery

## Where a mandatory qualification or required regulatory assessment sufficiently covers the assessment outcomes

- Generic, brief assessment plan will describe that the apprenticeship will be assessed by completion of the mandatory qualification or regulatory assessment

## Standard low-prescription apprenticeship assessment

- Minimal level of prescription required to meet DfE assessment principles alongside generic 'rules' (e.g. Ofqual GCR)
- AOs develop specifications and assessments that follow the approach laid out
- We expect the majority of assessment plans to follow this model

## Risk-based additional prescription apprenticeship assessment

- Where medium or high risk occupations are identified, additional prescription may be added (e.g. for safety, regulatory compliance, etc.)
- AOs develop specifications and assessments that follow the approach laid out

- All foundation and shorter duration apprenticeships will be delivered in line with the reformed assessment model
- Five further apprenticeships are currently being used to trial application of the reform policy by mid June 25
- Early tranches of apprenticeship assessments for revision are being agreed by DfE and IfATE/SE

Section	Description
Assessment details	Explains a number of core principles that apply to the apprenticeship’s assessment, including the purpose of assessment outcomes and the expectation that all outcomes must be met. This section also sets out expectations relating to sampling, timing, and marking of assessments.
Assessment of behaviours	Clarifies that the employer is responsible for verifying that each behaviour statement has been sufficiently demonstrated.
Assessment outcomes	Summarises the content of the occupational standard into assessment outcomes and explains which knowledge and skills statements map to each outcome. Where there is a mandatory qualification, these outcomes describe the content that is not assessed by the qualification only.
Assessment requirements	Notes specific requirements in relation to individual assessment outcomes or groups of outcomes. This may include describing specific priorities that inform the approach to assessment.
Performance descriptor	Describes the characteristics of a ‘pass’ and any grades above a pass.



# Questions?