Senior Metrology Technician

Level 5

Assessment Plan

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1. Introduction

This document sets out the requirements and process for the end-point assessment of the Senior Metrology Technician apprenticeship. All apprenticeship standards must include an independent end-point assessment to check the apprentice's overall performance against the standard.

The document is designed for employers, apprentices, training providers and assessment organisations and should be read in conjunction with the Senior Metrology Technician approved apprenticeship standard.

The duration of the Senior Metrology Technician apprenticeship is typically 36 months depending on prior qualifications and relevant experience. This document does not seek to describe the process and roles and responsibilities within the delivery of the apprenticeship. However, guidance for the on-programme period of learning is provided in annex B.

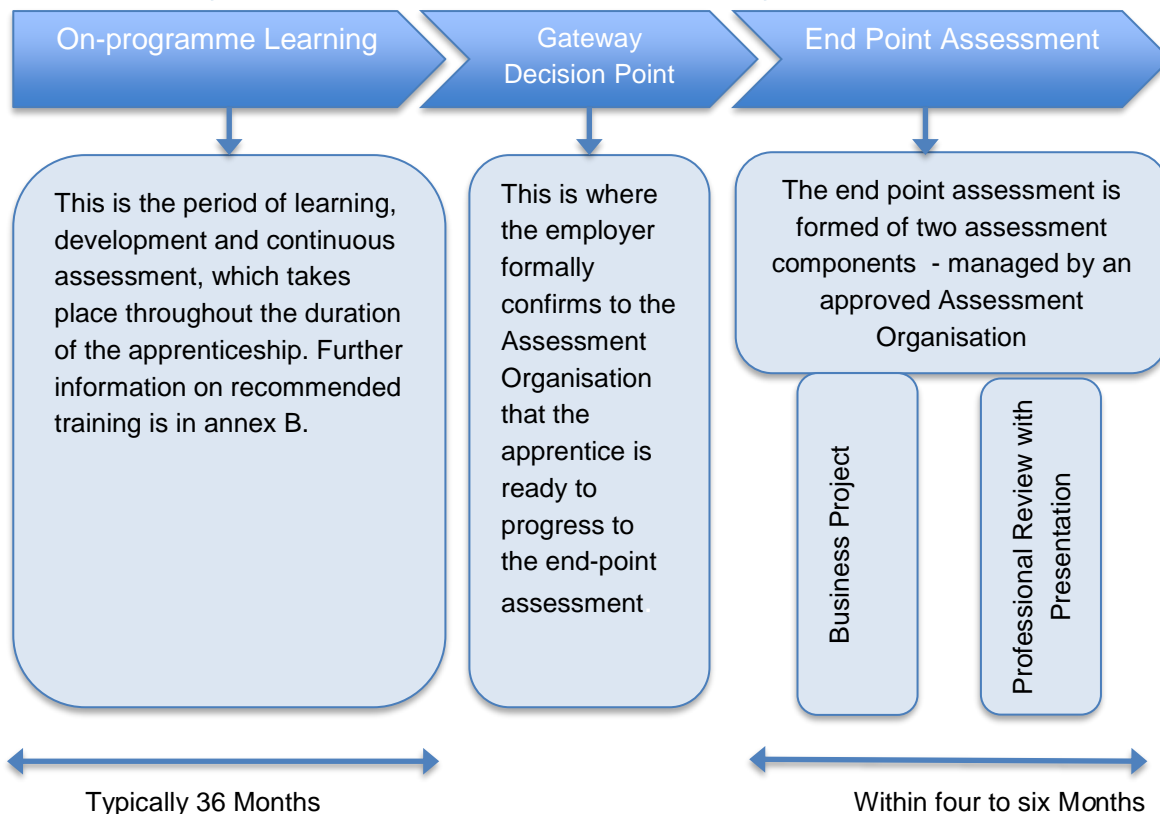This assessment plan has been designed to ensure that:

- ✓ Apprentices meet the knowledge, skills, and behaviours as defined within the standard.

- ✓ The end-point assessment is appropriate, feasible and consistent.

- ✓ The process adds value to both the apprentice and employer.

The approach to assessment has adopted the following broad principles;

- ☐ The assessment process will build on, and complement, the on-programme learning and development.
- ☐ It should encourage continuing professional development.
- ☐ It should position the apprenticeship as a starting point for a career and encourage apprentices to explore progression opportunities.

The end-point assessment must have independence and successful completion will lead to final certification of the apprenticeship and demonstrate that the apprentice is fully competent and can work safely and confidently as a Senior Metrology Technician.

2. Summary of Apprenticeship Journey

On-programme Learning → Gateway Decision Point → End Point Assessment

This is the period of learning, development and continuous assessment, which takes place throughout the duration of the apprenticeship. Further information on recommended training is in annex B.

This is where the employer formally confirms to the Assessment Organisation that the apprentice is ready to progress to the end-point assessment.

The end point assessment is formed of two assessment components - managed by an approved Assessment Organisation

Business Project

Professional Review with Presentation

Typically 36 Months

Within four to six Months

3. On-programme Learning

On-programme learning is the period of learning, development and continuous assessment, throughout the duration of the apprenticeship. This **should** be detailed in a delivery plan and facilitated by the employer who, in most cases, will be supported by their chosen education or training provider.

4. Readiness for the End-point Assessment (Gateway)

The independent end-point assessment is synoptic, that is, it takes an overview of an apprentice's competence. It is important, therefore, that this should only take place when the employer is confident that the apprentice has met all the knowledge, skills and behaviours as set out in the standard. Once the employer is satisfied the apprentice has demonstrated full competence and that all criteria of the standard have been met, the apprentice can progress to the end-point assessment via the apprenticeship gateway, which is a decision point.

Before an apprentice can pass through the gateway (decision point) for end-point assessment, they must, in addition to being competent across the knowledge, skills and behaviours required by the Senior Metrology Technician standard, have achieved Level 2 in English and Mathematics.

An apprentice should not be recommended for end-point assessment until they are ready and remediation support should be in place for those who find it difficult to meet the minimum requirements.

5. Achieving Full Competence

The Senior Metrology Technician apprenticeship standard reflects the needs of employers. Successful completion of the apprenticeship will indicate recognition of competence in the role and enable progression to higher levels of development and professional recognition.

It is recommended that apprentices should build and demonstrate their competence throughout their apprenticeship via a structured programme of study. The end-point assessment confirms the apprentice has met the requirements of the apprenticeship and has the breadth of knowledge, skills and behaviours as set out in the standard. It is recommended that quality assurance, ongoing reviews and formative assessments are built into the programme of learning.

6. Components of the End-point Assessment

The end-point assessment will be made up of two assessment components, which are managed by the assessment organisation. These are:

Assessment Component	Skills/Knowledge and/or Behaviour assessed?	Conducted by whom	Grading
Business Project	Knowledge, Skills and Behaviours	Assessment Organisation (Independent assessor)	Fail/Pass/Distinction
Professional Review with Presentation	Knowledge, Skills and Behaviours	Assessment Organisation (Independent assessor)	Fail/Pass/Distinction

The end-point assessment should take place within four to six months of the employer confirming the apprentice is ready for assessment (via the gateway).

7. Specification of the End-point Assessment Components

7.1 Business Project

Key Facts:

- ✓ Synoptic assessment of the apprentice's knowledge, skills and behaviours
- ✓ Identifies, explores and suggests an improvement issue or opportunity that will bring benefit to the business.

- ✓ Undertaken over a maximum of three months, post-gateway
- ✓ Must consist of a written report. The written report should typically be between 4000 and 5000 words, but flexibility is given on the word count. The written report can contain data, diagrams, pictures, tables, appendicesetc, and these do not form part of the word count.The written report and appendices should be submitted to the Assessment Organisation as one PDF document.
- ✓ Externally marked by an Assessment Organisation.
- ✓ Graded as a fail/pass/distinction.

Apprentices will undertake a work-based project within a three-month time period that will synoptically assess the apprentice's knowledge, skills and behaviours, as detailed in annex A. All project topics will be agreed in advance with the Assessment Organisation, the employer and the apprentice. The apprentice and the employer will be required to provide a signed statement to confirm the project is the apprentices own work.

The project will involve the apprentice identifying and addressing an improvement issue or opportunity, which could relate to products, processes, quality assurance or the business, that once addressed will bring benefit back to the organisation and/or industry. The selected project must be comprehensive, providing scope for the apprentice to show the full range of their knowledge, skills and behaviours as outlined in annex A. It must demonstrate the apprentice has applied what they have learnt, has understood and is able to connect their learning to the organisation's objectives. The project can focus on an immediate or strategic long-term issue or opportunity and will contain the following (as a minimum):

1. Executive summary

2. Introduction and background

3. Outline of the issue or opportunity

4. Justification for the change

5. Evidence of effective research

6. Analysis of benefits and drawbacks including commercial, contractual and organisational etc.

7. Analysis of risks

8. Summary of the recommendations

9. Consideration of legislation, regulation, industry and organisational policies, procedures and requirements

10. Proposed plan for implementation and stakeholder engagement

The project is expected to draw together the learning from across the standard, including the ability to select and apply knowledge as well as identifying and interpreting complex sets of data, and presenting the proposed solution in an

appropriate format. The written report will be submitted to the Assessment Organisation at an agreed time prior to the scheduled professional review with presentation. The apprentice will present their project during the professional review.

Assessment tools must be developed by the Assessment Organisation to support reliable and consistent delivery of business project assessments, such as, marking criteria/checklists, a business project structure brief and reporting/feedback template/s.

The project will be graded using criteria developed by the Assessment Organisation which will be aligned to the grading profile below:

1. A **pass** candidate will provide a well thought out, logical and coherent report, stating how improvements would lead to measurable benefits to the business. They will be able to demonstrate how evidence gathered during research, is investigated and findings evaluated and explained. The project will demonstrate a good understanding of business and how it interacts with the wider industry.
2. A **distinction** candidate will in addition, demonstrate an excellent knowledge of relevant methods, concepts and issues and a perceptive understanding of the wider context of the work they are doing. They will be able to critically examine information and present strengths, weaknesses and limitations with justified conclusions.

7.2 Professional Review with Presentation

Key Facts:

- ✓ 30 minute business project presentation by the apprentice (15 min presentation, 15 min for question and answers) followed by a structured discussion between the apprentice and the independent assessor lasting a minimum of 1 hour but up to a maximum of 1.5 hours.
- ✓ Explores the period of on-programme learning and development.
- ✓ Assesses technical knowledge as well as evidence of the apprentice's skills and behaviours.
- ✓ Undertaken at least 2 weeks after the business project has been completed.
- ✓ Graded as a fail/pass/distinction.

The professional review with presentation is a structured meeting between the apprentice and independent assessor which can run for up to 2 hours (30 minute business project presentation followed by a structured discussion between the apprentice and the independent assessor lasting a minimum of 1 hour but up to a maximum of 1.5 hours).

The professional review will include questioning on:

- ☐ The business project, exploring the apprentice's broader understanding of the principles and concepts behind their findings and recommendations.
- ☐ The knowledge, skills and behaviours in the standard as defined in annex A.

The date and time of the professional review with presentation should be planned in advance to ensure that the apprentice has sufficient time to prepare. The apprentice should be given at least one weeks notice of the professional review with presentation date. The apprentice can, if they so wish, bring supporting material/evidence to the professional review to assist with their presentation and in the demonstration of their knowledge, skills and behaviours.

The apprentice will be informed of the structure of the professional review and presentation, will be provided with general guidelines and any specific requirements prior to the meeting, and will refer to any relevant workplace evidence, which they can provide in advance at the request of the independent assessor.

The professional review with presentation will be conducted in a 'controlled environment' i.e. a quiet room with access to all the equipment the apprentice requires to deliver a presentation. Where the discussion is not face-to-face, independent assessors must ensure adequate controls are in place to maintain fair and accurate assessments, and have robust procedures in place to authenticate the learners' identity.

The independent assessor (see section 8 for roles and responsibilities) will follow the requirements of the Assessment Organisation and record their evidence in a formal report. This report must be made available to the apprentice in a timely fashion.

Assessment tools must be developed by the Assessment Organisation to support reliable and consistent delivery of professional review with presentation assessments, such as, professional review questions, a professional review structure brief and recording documentation and guidance document/s on how to conduct a robust professional review.

The professional review with presentation will cover the requirements detailed in annex A.

The professional review with presentation will be graded using criteria developed by the Assessment Organisation which will be aligned to the grading profile below:

1. A **pass** candidate will deliver a presentation, which is well structured and completed within the timescales allowed. They will respond to questions in a clear and well-defined manner providing examples of further research and be able to link answers to own knowledge, skills and behaviours. They are able to reflect on their own learning and are able to make suggestions for future goals and objectives. They are able to expand on information and scenarios provided, stating implications and the importance of methodologies and requirements.

2. A **distinction** candidate will in addition, present in a confident and highly engaging way, with thought given to content, layout and structure. They are able to demonstrate an understanding of the bigger picture and are able to enter into scenario discussion, identifying issues and proposing alternative solutions and improvements. They can communicate complex technical information confidently and succinctly. They will be able critically assess own performance, demonstrating an understanding of their own learning style. During the review they will demonstrate a proactive approach to display their knowledge, skills and behaviours and provide measurable examples of their or their teams improvements.

8. Roles and Responsibilities

Ensuring independence is key to the validity of this assessment plan. Although employers and training providers are involved in the on-programme training and assessment, providing evidence and supporting the end-point assessment procedures, the end-point assessment is managed and administered by the Assessment Organisation.

8.1 Assessment Organisations

Assessment Organisations are responsible for appointing and managing independent assessors and for ensuring that assessments are;

- ✓ Fair
- ✓ Valid
- ✓ Reliable
- ✓ Consistent

Assessment Organisations wishing to offer end-point assessment services for this apprenticeship, must:
- ☐ Be registered on the Education and Skills Funding Agency Register of Apprentice Assessment Organisations (RoAAO).
- ☐ Ensure independent assessors meet the criteria outlined in this plan.
- ☐ Deliver the end-point assessment outlined in this plan.
- ☐ Be able to demonstrate a detailed understanding of the sector.
- ☐ Provide adequate information and documentation to enable apprentices, employers and providers to prepare for the end-point assessment.
- ☐ Develop appropriate assessment tools to ensure all apprentices are judged robustly and consistently.
- ☐ Provide appropriate resources and processes for apprentices, employers and providers, to clarify and/or dispute the outcome of an end-point assessment, including appeals and re-takes.
- ☐ Ensure there are no unnecessary barriers or hindrance, cognitive or physical, to an apprentice completing assessments. Assessments and assessment environments must be designed to be assessable to all apprentices and be in line with the Equality Act.

Assessment Organisations must maintain high quality systems and processes, which validate and continuously review an independent assessor's experience, skills and competence. They must also maintain a system that allows individual end-point assessments and an independent assessor's decision, to be externally quality assured and verified by an External Quality Assurance Organisation (see section 9).

Assessment Organisations must have contracts in place with their independent assessors, which clarify what is expected of them in this role. If an independent assessor is not in the direct employment of the Assessment Organisation, then this contract must make it clear that when undertaking end-point assessments, the independent assessor is solely representing the Assessment Organisation. This contract must be recognised by all parties involved in the delivery of the apprenticeship.

The final decision on whether the apprentice has passed, lies solely with the Assessment Organisation.

8.2 The Independent Assessor

Independent assessors are responsible for conducting the end-point assessment of the apprenticeship. Independent assessors are appointed and managed by an Assessment Organisation. An independent assessor must be someone who has nothing to gain from the outcome of the assessment and has had no involvement in the training, on-programme assessment or line management of the apprentice. When conducting an end-point assessment, the independent assessor is acting on behalf of the relevant Assessment Organisation, and is subject to the auditing procedures set by them.

Independent assessors will be subject to rigorous quality assurance, and must take part in regular training and standardisation activities specified by the Assessment Organisation.

The following key principles are mandatory for independent assessors:

8.2.1. Occupational Expertise

Independent assessors must:
- Have in depth knowledge and understanding of the apprenticeship standard, relevant assessment plan and the end-point assessment process.
- Have relevant Metrology expertise and knowledge, at the relevant level of the occupational areas they are assessing, which has been gained through industry experience.

8.2.2 Continuous Professional Development (CPD)

Independent assessors must regularly update their occupational expertise and industry knowledge in the areas being assessed to ensure currency of skills and knowledge. This should be achieved through planned CPD, appropriate to their individual development needs. A record of this should be maintained through an up-to-date CPD log. Examples of CPD could be (but not limited to):
- Current industry experience or work placements.
- External visits.
- Achievement of new or updated training or qualifications.
- Trade fairs and conferences.
- Attendance at development days.

8.2.3 Best Practice in Assessment

Independent assessors should:
- Practice standardised assessment principles as set out by the Assessment Organisation.
- Attend regular standardisation meetings with colleagues.
- Share best practice in assessment through a range of appropriate activities, such as email, meetings, events, workshops and social media.
- Have sufficient resource to carry out the role of independent assessor (e.g. time).

8.3 Employer

The employer will support the apprentice throughout the apprenticeship helping them to reflect on their performance throughout the period of on-programme assessment. They will ensure the apprentice prepares and collates the necessary evidence to demonstrate competence against the requirements of the apprenticeship. They will ensure the apprentice is prepared for the end-point assessment and will formally confirm to the Assessment Organisation that the apprentice is ready to pass through the gateway. The employer is also responsible for scheduling, facilitating and supporting the end-point assessment and ensuring any specific requirements for the end point assessment have been agreed with the Assessment Organisation, as appropriate e.g. facilities, resources, security, confidentiality etc.

8.4 Training Provider

The training provider develops on-programme training programmes that meet and deliver the knowledge, skills and behaviour requirements as defined by the standard. They review the apprentices' development and provide feedback to the apprentice and employer throughout the training, as appropriate.

9. Quality Assurance

9.1 Consistency

Independent end-point assessment is a culmination of a learning and development journey resulting in external independent confirmation of an apprentice meeting the

industry defined standard. As such the process and procedure for carrying out an end-point assessment must be quality assured to ensure consistent, reliable and valid judgments.

9.2 Internal Quality Assurance

Internal quality assurance is carried out by, or on behalf of an approved Assessment Organisation and involves ensuring that individual end-point assessments are undertaken correctly and consistently including the marking, standardisation and reporting of the outcomes of the end-point assessment. It must:

- Ensure there are robust processes in place to deliver end-point assessments to the required standard and that they are appropriate for the sector.
- Train all independent assessors to ensure they assess consistently against the requirements of the standard, including the opportunity to attend standardisation workshops annually.
- Apply robust internal quality assurance and verification processes to the end-point assessments.

Internal quality assurance must be completed by an appropriately qualified person, and that person must not have been involved in any aspect of the delivery or end-point assessments of the apprenticeships they are quality assuring.

9.3 External Quality Assurance

The Institute for Apprenticeships (IfA) will conduct the external quality assurance for the Senior Metrology Technician apprenticeship.

10. Implementation

10.1 Affordability

The cost and practicalities of the assessment have been key considerations in the development of the assessment plan due to the range of businesses likely to deliver this apprenticeship. Both large and small employers alike must manage the apprenticeship process and the assessment needs to be affordable for employers with small numbers of apprentices.

It is anticipated that the cost of the end-point assessment will be no more than 20% of the total funding available for the Senior Metrology Technician apprenticeship. This figure has been arrived at by estimating the cost of delivering each assessment method and other costs associated with delivering the end point assessment, such as, internal quality assurance, standardisation, external quality assurance, administration, and apprenticeship certification costs.

10.2 Accessibility and Manageability

The practicalities and accessibility of the end point assessments have been considered during the development of this assessment plan to ensure that the assessments are equally accessible to large and small employers across a range of sectors and to all apprentices. Assessment organisations must ensure there are no unnecessary barriers or hindrance, cognitive or physical, to an apprentice completing assessments. Assessments and assessment environments must be designed to be accessible to all apprentices and be in line with the Equality Act.

Assessment Organisations must work with employers to manage end-point assessments in a way that minimises the impact on the employer's business activity.

The end point assessment must be completed within a four to six month period and therefore must be offered by the Assessment Organisation at least three times a year. This will give employers and apprentices access to end point assessments on a regular basis and allow adequate time for preparation. This will also give Assessment Organisations adequate time to plan assessments to ensure they are manageable, feasible and cost efficient.

We anticipate approximately 50 starts on this apprenticeship in the first 12-18 months, and expect demand for this apprenticeship to grow in future years.

10.3 Professional Body Recognition

This apprenticeship meets the requirements of Registered Incorporated Engineer (IEng) and Registered Scientist (RSci). The apprentice will be eligible for registration of IEng and/or RSci on completion of this apprenticeship.

11. Grading

There are two grades available upon successful completion of the end-point assessment. These are: 'pass', which represents full occupational competence as a Senior Metrology Technician and 'distinction' which represents an exemplary level of competence.

In order to achieve a 'distinction' grade, the apprentice must successfully achieve a distinction in **both** components of the end-point assessment. In order to achieve a 'pass' grade, the apprentice must successfully achieve a pass in both components of the end point assessment. If an apprentice achieves a combination of pass and distinction, overall they will have achieved a pass.

12. Final Judgement

The final judgement about whether the apprentice has achieved a pass or distinction, will be made by the Assessment Organisation taking into account recommendations by the independent assessor.

Annex A

End-point Assessment Requirements

The following table provides an overview of the requirements detailed within the Senior Metrology Technician standard and where they are covered by each end-point assessment component.

Knowledge Requirement – the understanding of:	Covered by
1. How to apply a measurement strategy, processes and techniques, including, variation, uncertainty and traceability within the organisation.	Project Professional Review
2. How metrology is evolving, including new and specialist technological and scientific developments and how these will impact on the future industry.	Project Professional Review
3. Project management principles and systems; quality management and assurance systems; business improvement and innovation systems; processes and techniques and the how these relate to the business environment in which the organisation operates.	Project Professional Review
4. Commercial and contractual obligations including forecasts, budgets, cost and performance monitoring techniques.	Project Professional Review
5. The appropriate mathematical, scientific and systems analysis techniques and analytical methods to support measurement processes and systems and software. Additional information: This includes statistics, process control methodologies, measurement systems analysis, data analysis, evaluation of measurement uncertainty and scientific techniques relating to the specific area/s of metrology encountered in the workplace.	Project Professional Review
6. How to apply health, safety and environmental legislation, regulation, industry and organisational policies, procedures and requirements within the organisation. Additional information: Legislation includes: • The Health and Safety at Work Act 1974 Health and safety for metrology includes: • Personal Protective Equipment • Manual Handling	Project Professional Review

• Hazards, such as, working with electricity/high voltage current, working with lasers, working with high temperature instrumentation • Control of Substances Hazardous to Health (COSHH).	
7. How to apply national and international regulations and standards, industry and organisational procedures and requirements relating to codes of conduct within the organisation. Additional information: National and International regulations and standards includes International Organization for Standardization (ISO) standards, such as, ISO 9001 Quality Management Systems and ISO 17025 General requirements for the competence of Testing and Calibration Laboratories.	Project Professional Review

Skill Requirement – the ability to:	Covered by
1. Develop and monitor measurement capability and capacity within own area of responsibility to support strategic planning.	Project Professional Review
2. Investigate and suggest changes to process control activities to ensure compliance with contractual, organisational and industry procedures and requirements.	Project Professional Review
3. Participate in risk assessments, assess outcomes and make suitable recommendations for change to processes and procedures, as appropriate.	Project Professional Review
4. Plan and manage resources to meet the needs and objectives of the organisation and its customers.	Project Professional Review
5. Plan, manage, monitor and evaluate measurement activities in a way that contributes to sustainable development, continuous improvement and supports good practice.	Project Professional Review
6. Diagnose and solve complex problems in relation to measurement activities and take corrective and preventative action as appropriate.	Project Professional Review
7. Participate in and provide advice on internal and external audits ensuring verification, validation, quality assurance, quality control, compliance and identify process improvement opportunities, where applicable.	Project Professional Review
8. Develop communication channels and build effective relationships, by engaging colleagues, customers and stakeholders and presenting information in a clear and concise way, to meet organisational requirements.	Project Presentation Professional Review

9. Produce and confirm records, reports and other measurement documentation, as required.	Project Presentation Professional Review
10. Verify, analyse, evaluate, validate and store measurement information, results and data in line with organisational procedures, specifications to support measurement and continuous improvement activities.	Project Professional Review
11. Ensure compliance with relevant health, safety and environmental legislation, regulation, industry and organisational policies and procedures and requirements relating to safe working practices. Additional information: Legislation includes: • The Health and Safety at Work Act 1974 Health and safety for metrology includes: • Personal Protective Equipment • Manual Handling • Hazards, such as, working with electricity/high voltage current, working with lasers, working with high temperature instrumentation • Control of Substances Hazardous to Health (COSHH).	Project Professional Review
12. Ensure compliance with statutory regulations, national and international standards, industry and organisational procedures and requirements relating to codes of conduct when managing measurement activities. Additional information: National and International regulations and standards includes International Organization for Standardization (ISO) standards, such as, ISO 9001 Quality Management Systems and ISO 17025 General requirements for the competence of Testing and Calibration Laboratories.	Project Professional Review
Behaviour Requirement	**Covered by**
1. Is **positive, innovative and proactive,** suggesting and embracing change in order to improve quality and performance.	Project Presentation Professional Review
2. Demonstrates **drive and resilience**, has a strong focus on quality, delivery, completion and customer satisfaction, constantly seeking to maximise and improve own and others performance.	Project Presentation Professional Review

3. **Is inquisitive and conscientious,** seeking feedback from customers and stakeholders, considering its impact on own area of responsibility, the organisation and the industry.	Project Presentation Professional Review
4. Acts as a **role model and coach,** manages resources consistently, promoting organisational effectiveness and efficiency.	Project Presentation Professional Review
5. **Makes decisions** using personal initiative, analysis and technical knowledge and can make sense of complex situations, with a high level of attention to detail.	Project Presentation Professional Review
6. Is reliable and takes **responsibility** for any direct reports, and own actions and decisions.	Project Presentation Professional Review
7. Is confident and has the ability to **represent, and champion** own, organisational and industry views, needs and objectives. Can challenge the status quo, as required.	Project Presentation Professional Review
8. **Is Committed** to continuous professional development, keeps up to date with advances in measurement science and expands own Metrology skills and knowledge through a variety of methods.	Project Presentation Professional Review

Annex B

ON-PROGRAMME LEARNING AND OFF THE JOB TRAINING - GUIDANCE

On-Programme Learning

On-programme learning is the period of learning, development and continuous assessment, which takes place throughout the duration of the apprenticeship. This **should** be detailed in a delivery plan and facilitated by the employer who, in most cases, will be supported by their chosen education or training provider.

Apprentices are recommended to maintain evidence of their work, over the on-programme learning stage.

It is recommended that employers carry out regular progress reviews to allow apprentices to reflect on their progress to date, highlight areas of strength and target areas for improvement.

The employer will decide when apprentices are ready to pass from learning and on-programme assessment into the end-point assessment phase. This decision point is referred to as the gateway.

The pace of on-programme learning will be driven by an individuals' learning journey taking into account any prior experience as well as by the breadth of experience an employer can provide during a particular period.

Where employers choose to use them, providers should work closely with the employer to plan and deliver support and training appropriately. This approach focuses the relationship on those things that add value to the employer as it centres on real work competencies demonstrated in a real work environment. This should include:
• Employers using their normal performance management processes to monitor the progress of the apprentice providing feedback and guiding development
• Employers and if relevant, an education or training provider, provide support by ensuring the requirements of the apprenticeship standard are reflected in these processes, and by filling any gaps through their work with the apprentices
• Employers and if relevant, an education or training provider, carrying out joint reviews of progress at regular intervals, involving apprentices, line managers and others with a direct relationship, e.g. mentors, workplace coaches, etc. to agree and resolve any issues
• Apprentices developing and maintaining examples of their work throughout their apprenticeship e.g. through a portfolio. This should cover the full requirements of the standard.

Off-the-job Training

In conjunction with on-programme learning, off-the-job training will deliver underpinning knowledge.   This will constitute a minimum of 20% of the overall

apprenticeship. This will be genuine training away from their day-to-day job, but this does not necessarily need to take place away from the employers' premises.