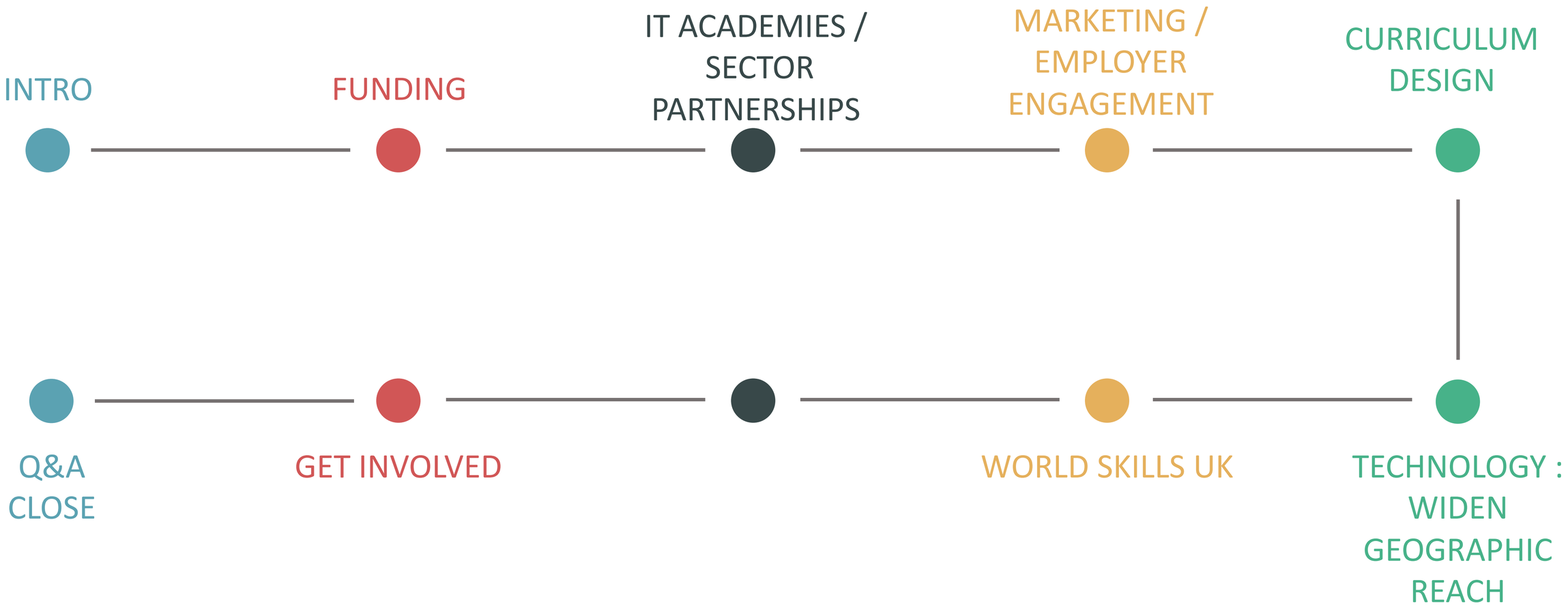
A SOCIAL ENTERPRISE IN ACTION

The journey from Frameworks to Standards - Digital Sector

WORKSHOP AGENDA



About Us

Key Facts About 5E

Not for Profit Social Enterprise
Established 19 years
7 Delivery Locations
40 Classrooms
900 Desktops in ICT suites
12 Specialist IT Professional Lab suites

Welfare to Work Provider
Skills Provider (Entry Levels – Level 5)
Careers Guidance (NCS)

6000 beneficiaries supported annually
Dedicated Employer Engagement Teams
Dedicated In-Work support / Rapid Response Teams
10 IT Academy Partnerships

IT Practitioners Apprenticeship 17/18 Achievement Rate: 82.9%

Quality Marks
Ofsted Good Provider
(Previous 2 inspections: Grade 1)
LSIS Beacon Status
Investors In People – Gold
Work Train
Green Mark

Education • Equality • Employment • Enterprise • Empowerment
5E

SECTOR INTRODUCTION

The Digital Skills Gap

2.3 million digital workers required by 2020 to power the UK's digital economy

The O2 Digital Hub, St Helens: Britain will need 2.287 million digitally skilled workers by 2020 to satisfy the UK's digital potential, according to fresh research published by O2 today[1]. Alarmingly the research also predicts that almost half (47%) of new digital jobs created in the next five years will be in London and the South East. In response, O2 has launched an ambitious Digital Communities pilot in St. Helens to inspire people and businesses outside of the nation's capital to make the most of the digital opportunity.

http://news.o2.co.uk/?press-release=2-3-million-digital-workers-required-by-2020-to-power-the-uks-digital-economy

techUK CEO Julian David was invited to speak at the e-Skills for Jobs High-Level Conference on Friday 30th October in Rome. The conference is part of the e-Skills for Jobs campaign, a pan-European effort to tackle the digital skills gap in Europe.

In his speech to key policy makers from across Europe, Julian David brought the attention to headline findings of a recent techUK survey where an overwhelming 93% of the respondent companies stated the digital skills gap negatively affected their business. The digital skills gap appears particularly pronounced in the Internet of Things value chain, with 75% of businesses working in IoT or planning to do so stating that current skill supply is not on track to meet their recruitment needs in this area.

https://www.techuk.org/insights/reports/item/2771-techuk-ceo-speaks-at-european-commission-conference-on-digital-skills

Whilst there are tech companies that run extensive apprenticeship schemes, tech companies as a whole take on a comparatively low level of apprenticeships among London industries, at just 0.4 apprentices per 100 employees.[24] It should be remembered that the high-wage, high-skilled nature of many digital roles, such as Cyber Security, big data analytics and software developers, may not suit apprenticeship-level training. However, the low number of digital apprenticeships is a trend the Levy should help reverse. A greater supply of higher and degree-level apprenticeships is needed to address the skills shortage and provide opportunities for London's young people. The Mayor must act in consort with the tech sector to design fit-for-purpose higher level apprenticeship schemes across London's 'complex network' of skills providers.[25] They must

http://www.techlondonadvocates.org.uk/wp-content/uploads/2016/01/Londons-Digital-Future-PDF.pdf

AN OVERVIEW:

TECH CAREERS

INTRO

SOFTWARE ENGINEER

SECTOR

```
ass Room(object):
    def __init__(self, inventory, desc, short_desc):
        self.inventory = inventory
        self.__n = None
        self.__s = None
        self.__e = None
        self.__w = None
        self.__desc = desc
        self.__short_desc = short_desc
        self.__gate_n = None
        self.__gate_s = None
        self.__gate_e = None
        self.__gate_w = None

        if not isinstance(desc, str):
            raise TypeError ("the input provided is not a string.")
        elif not isinstance(short_desc, str):
            raise ValueError ("the string provided is empty.")

    # these set the gates
    # they set the opposite gates, with checks to avoid recursion loops
    def set_n(self, other):
        if not isinstance(other, Room) or not other:
```

INTRO

INFRASTRUCTURE ENGINEER

SECTOR

0) Where to Start? What is IT?

Computers
Digital Devices
Mobile Phones
IOE

1) NETWORK ENGINEER

Cisco
Juniper
Netgear
Brocade

CISCO™ JUNIPER NETWORKS®

2) SERVER ENGINEER

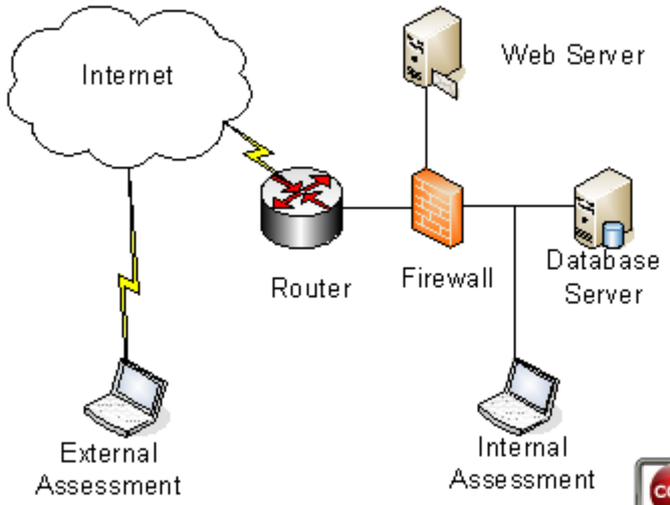
Microsoft
Linux

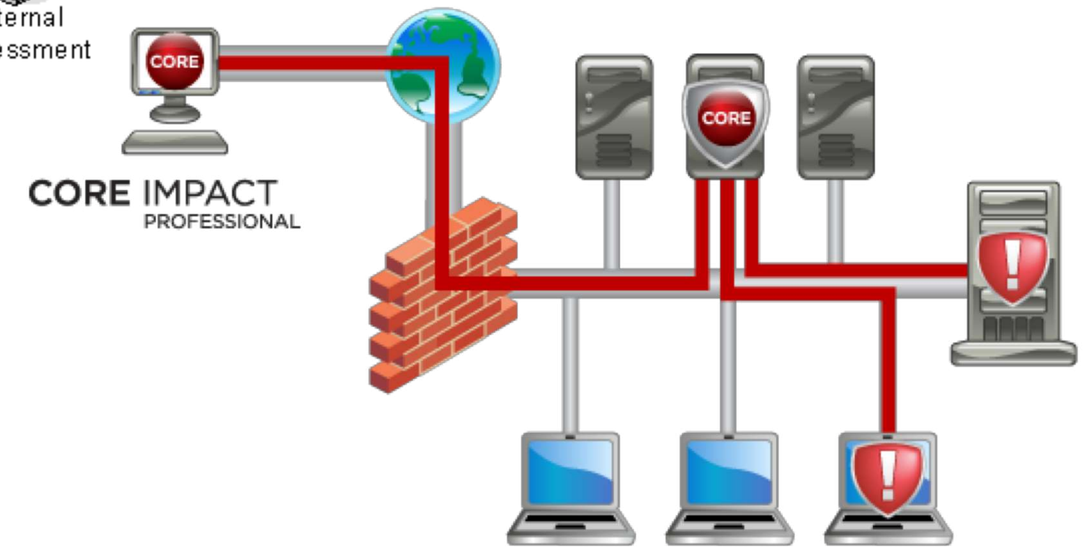
Microsoft

redhat

3) SECURITY ENGINEER

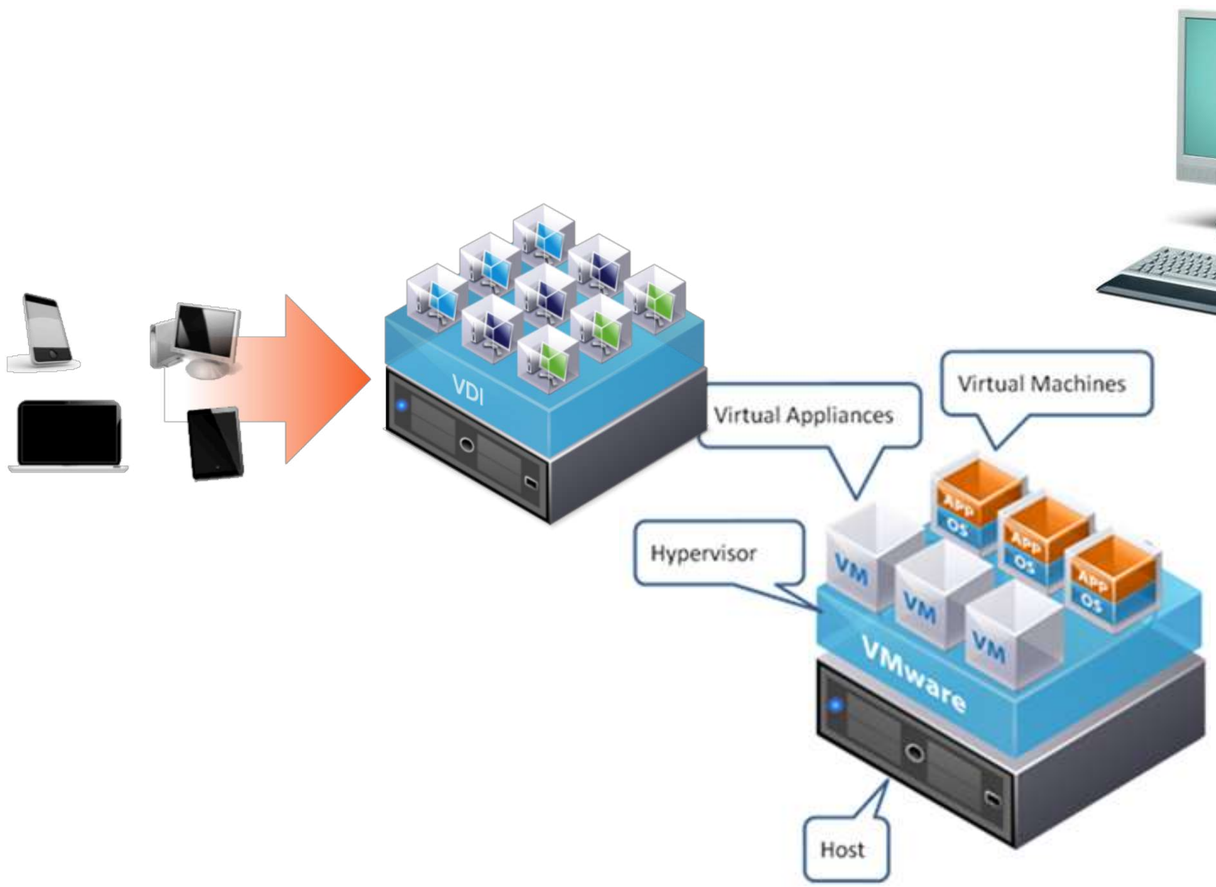
Ethical Hacking
Firewalls
Penetration Testing

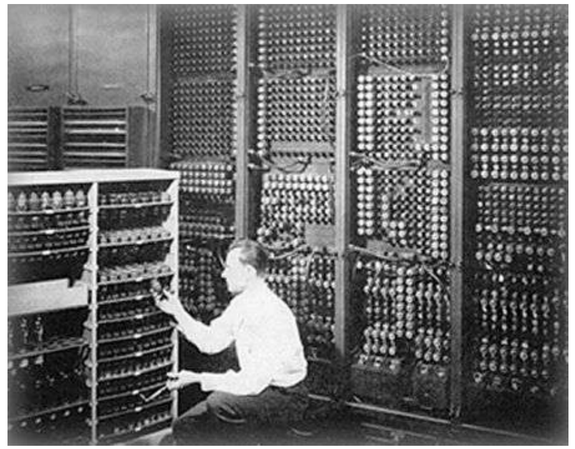


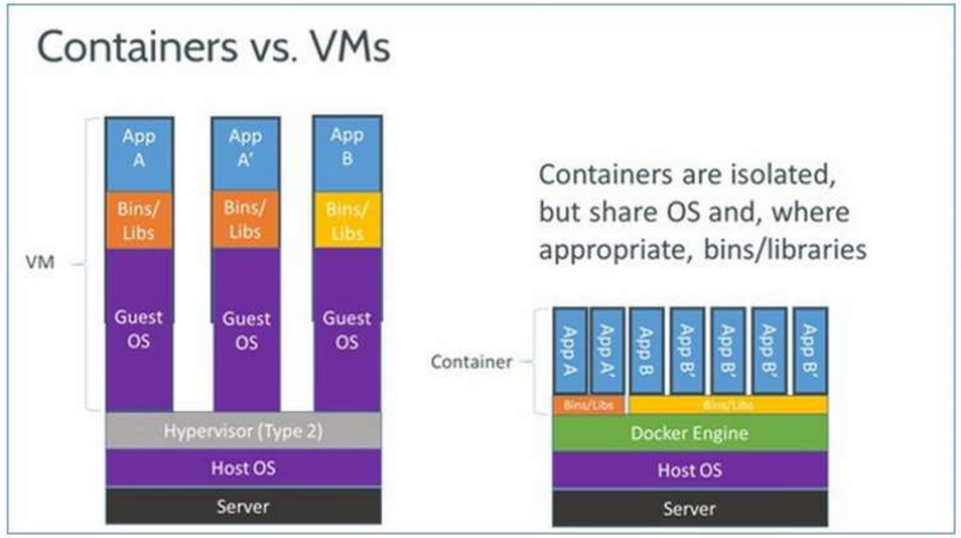


4) Cloud Engineer

VMware ESXi
Hyper-V
Docker
Citrix







Careers in Infrastructure

Cloud technology is something that will affect everyone in the coming years. For IT professionals, there are exceptional rewards already on offer.

There are multiple motivations for businesses and organisations to migrate their operations to the cloud, including consolidating their datacentres, reducing costs per unit alongside carrier and security costs. Virtualising desktop systems and the emergence of BYOD and new generation mobile handsets will serve to accelerate this trend.

For many employees, the drive to understand and work on the cloud may be thwarted by businesses' reluctance to adopt unfamiliar technology. But as BYOD and the multiple advantages of the concept become clearer to all UK businesses, the opportunities for professionals to gain such experience will improve and expand.

For the moment, the gap between demand and supply has produced a large and growing premium for experienced candidates, which we expect will persist over the coming year. And, as a new generation of mobile handsets and 'phablets' (a hybrid of mobile phone and tablet) enters the market, improving the opportunities for companies to introduce BYOD, the demand for cloud professionals is sure to increase.

A key issue for both companies and professionals is how these devices interact with security systems. Until recently, security concerns would have ruled out BYOD as a working practice, but the increasing computational power available in personal devices and their ubiquity has left companies with little choice. Cloud professionals will need to come to terms with these new working patterns and the challenges that they raise.

UK		£ Range	£ Typical
Enterprise Architect	AWS	80,000-88,000	84,000
	Citrix	61,000-67,500	64,250
	VMware	70,000-85,000	77,500
Architect	AWS	70,000-72,000	71,000
	Citrix	57,000-64,000	60,500
	VMware	65,000-75,000	70,000
Project Manager	AWS	60,000-75,000	67,500
	Citrix	55,000-80,000	67,500
	VMware	52,000-80,000	66,000
Senior Engineer	AWS	48,000-55,000	51,500
	Citrix	47,000-52,000	49,500
	VMware	50,000-60,000	55,000
Engineer	AWS	47,000-52,000	49,500
	Citrix	45,000-50,000	47,500
	VMware	47,000-50,000	48,500

London	£ Range	£ Typical
Infrastructure Specialist/Architect	50,000-80,000	65,000
Service Delivery Manager	38,000-60,000	50,000
Network Engineer	33,000-50,000	42,500
Server Support Engineer	30,000-50,000	40,000
Field Engineer	25,000-37,000	32,000
Service Desk Manager	35,000-50,000	42,000
Systems Administrator	30,000-55,000	40,000
Application Support Analyst	30,000-45,000	35,000
Desktop Support Analyst	25,000-34,000	30,000
Helpdesk/Service Desk Analyst	21,000-26,000	24,000

Careers in Infrastructure

Consultants
Architects
Design Expert

e.g IT Engineer Pathways
Server
Networking
Cloud / Virtualisation
Security

Diploma in ICT Systems Support
(Systems Support, Maintenance & Repair)

Level 4+ / Degree Apprenticeships / Experience etc.

Level 3 / 4
£25,000 – £50,000 +

Level 2
£18,000- £25,000+

IT ACADEMIES / SECTOR PARTNERSHIPS

Partnerships with Vendors

EC-Council | Academy
The Leading IT Security Certification Body

amazon academy

paloalto NETWORKS
CYBERSECURITY ACADEMY

EMC² PROVEN PROFESSIONAL Academic Alliance

CISCO Networking Academy

JUNIPER NETWORKS

Microsoft IT Academy

CITRIX

CompTIA

vmware IT ACADEMY

- No more SSC. Seek out advocates in sector. Commercial vs Academic

- Look at Vendor certification(s) to compliment or enhance provision

- Employer working groups / Forums

- Recruiters

- Specialist Equipment (look to the cloud)

FUNDING

STANDARDS

① **80% PROGRAMME PAYMENT / OPP**

② **20% COMPLETION PAYMENT (ONCE ENDPOINT ASSESSMENT TEST TAKEN (ILR completion status 2)**

③ **ADD AREA & DISADV IF REQUIRED TO TOTAL FUNDING****

④ **SAMPLE PAYMENT PROFILE 12 MONTHS BELOW**

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
Apprenticeship instalments	X	X	X	X	X	X	X	X	X	X	X	X	
Apprenticeship completion													X
Framework uplift instalments	X	X	X	X	X	X	X	X	X	X	X	X	
Framework uplift completion													X
Additional payments		X*	X									X	
English instalments		X	X	X	X								
Maths instalments						X	X	X	X				

*The additional payment for care leavers only

FUNDING RATES STANDARDS

Name	Approved for Delivery Date	Route	Level	Maximum Funding (£)	Typical Duration
Infrastructure technician	23/03/2016	Digital	3	£15,000	12
Software Development Technician	16/12/2016	Digital	3	£15,000	18
Unified Communications Technician	16/12/2016	Digital	3	£15,000	24
IT Solutions Technician	18/02/2019	Digital	3	£13,000	18
Software developer	12/11/2014	Digital	4	£18,000	24
Network engineer	12/11/2014	Digital	4	£17,000	24
Cyber intrusion analyst	23/03/2016	Digital	4	£18,000	24
Data analyst	23/03/2016	Digital	4	£15,000	24
Unified communications trouble shooter	23/03/2016	Digital	4	£18,000	24
Software tester	21/04/2016	Digital	4	£18,000	24
Cyber security technologist	10/05/2016	Digital	4	£18,000	24
IS Business Analyst	31/03/2017	Digital	4	£18,000	18

FUNDING RATES FRAMEWORKS

Apprenticeship title	Framework code (data purposes only)	Level	Sector Subject Area	Maximum funding band value
IT, Software, Web and Telecoms Professionals	418	2	ICT Practitioners	£4,000
IT, Software, Web and Telecoms Professionals	418	3	ICT Practitioners	£9,000
IT, Software, Web and Telecoms Professionals	418	4	ICT Practitioners	£12,000

FUNDING

ADDITIONAL PAYMENTS

HOW TO…

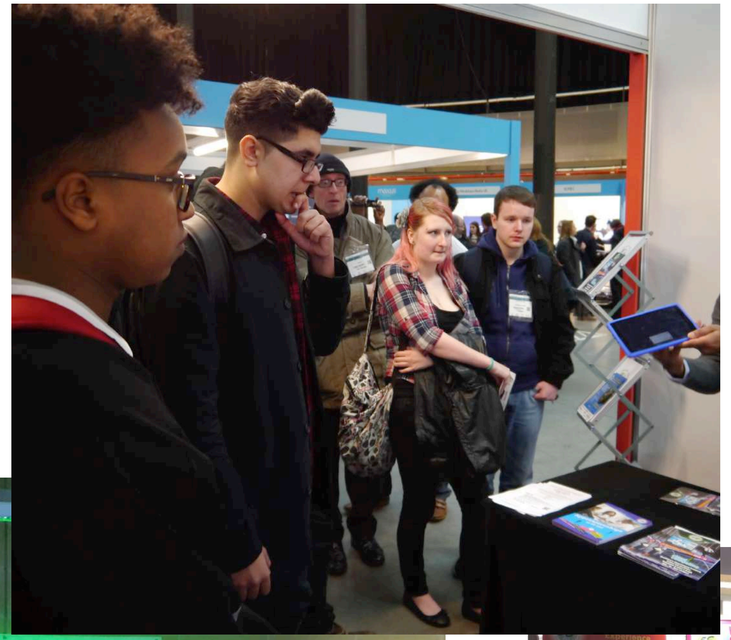
① **Younger Apprentices – £1,000 employer & £1,000 learner**
② **Younger Apprentices – 20% Framework uplift**
③ **Care Leavers - £1,000**
④ **Frameworks – Disadvantage uplift 10% - £600, 11-20% - £300, 21-27% - £200**
⑤ **Maths - £471**
⑥ **English - £471**

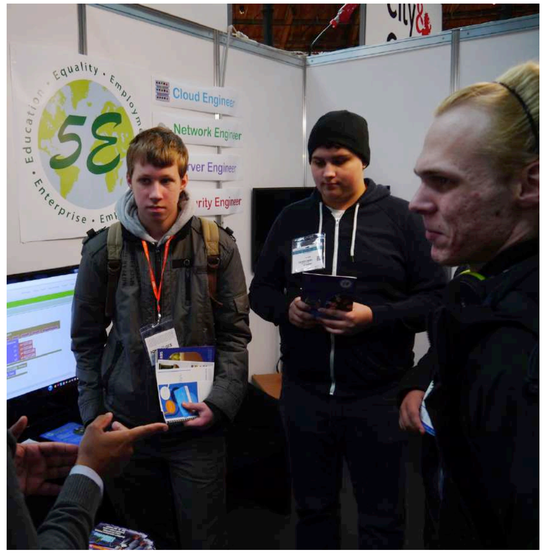
⑦ **Learning Support - £150 p/m e.g. LLDD**

Dependent on Circumstances – See funding rules*

MARKETING / EMPLOYER ENGAGEMENT

LEARNERS





Promote Tech Careers:

1. Software
2. Infrastructure
3. Mobile
4. IOE
5. Social Media

Raising Awareness:

1. Vendors
2. Employers
3. Have a Go Events

TECH EMPLOYERS

Solution Providers: IT Employer

Preferred Partner

Microsoft GOLD CERTIFIED Partner

CISCO PARTNER Premier Certified

Internal IT Depts

Solve Problems:

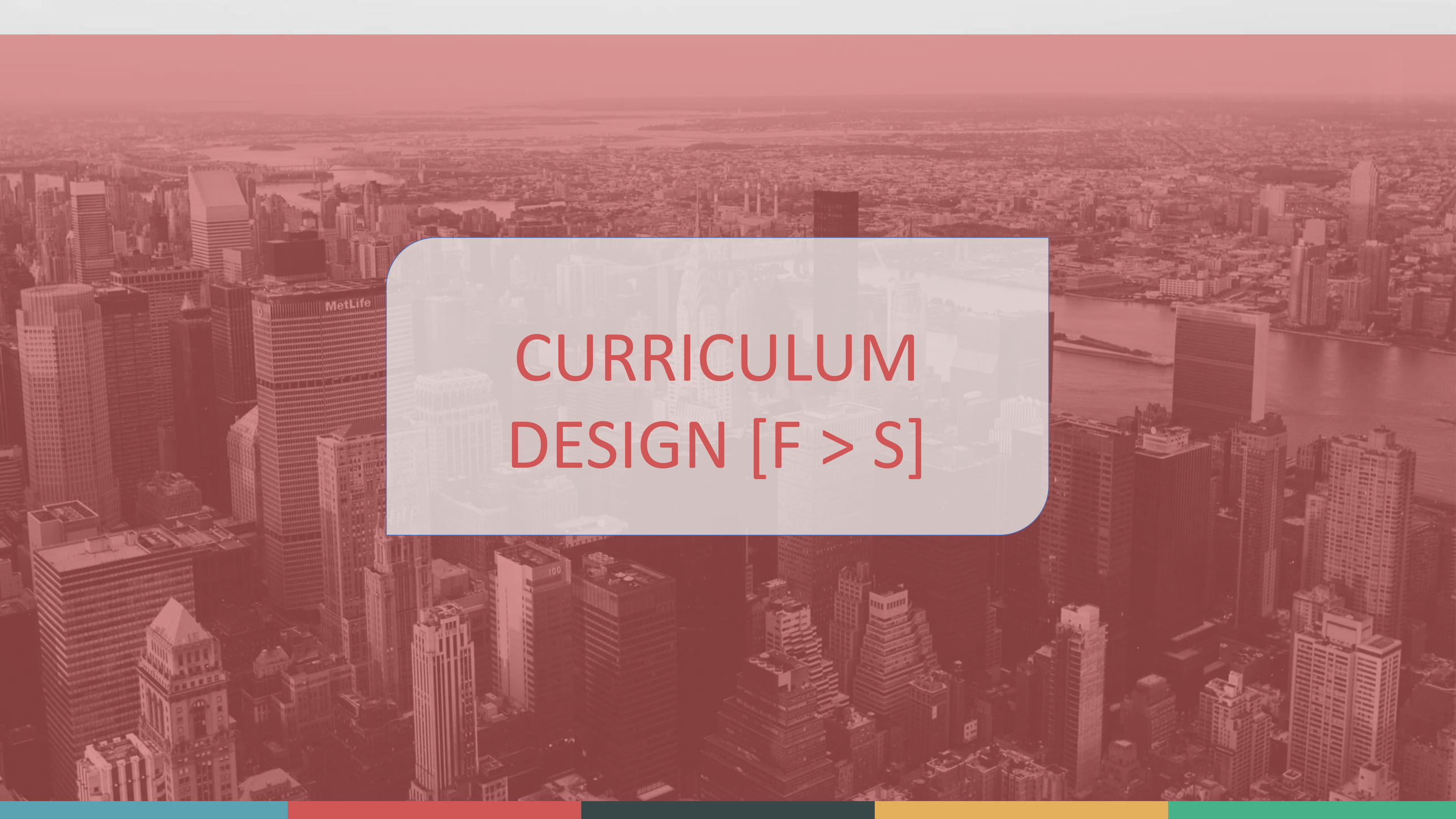
① Partner Accreditations / Margins
② Cost of employing trained professionals (SME)
③ Hand-On Flexible delivery

Work around the employer:

① Hand-On
② Flexible delivery

Advanced / Higher Apprenticeships:

① Create new roles
② Progress Advanced Apprentices from other providers



CURRICULUM DESIGN [F > S]

CURRICULUM

FRAMEWORK VS STANDARD

Initial Assessment

On-the job / Off-the job training

Mandatory Qualification(s)

- Competence / Knowledge qualification

Math & English

Personal Learning & Thinking Skills

Employment Rights and Responsibilities

Completion & Certification

Occupational Competence

Initial Assessment

On-the job / Off-the job training

KNOWLEDGE

Qualifications are not mandatory

- Specification within standard e.g network engineer vendor qual / Ofqual knowledge module

Math & English

Formative assessment of behaviors

Gateway

Employer & Provider sign off learner

EAO

End Assessment

Summative Portfolio / Synoptic Project / Employer Reference / Interview

Completion & Certification

Occupational Competence

CURRICULUM

STANDARDS

An Overview of Assessment and Grading

①On-programme assessment

The standard defines the underpinning knowledge and the occupational brief sets out the minimum requirements for each "knowledge module"

Employers have identified the most common vendor or professional qualification which map to these

Knowledge modules can be vendor or Ofqual quals

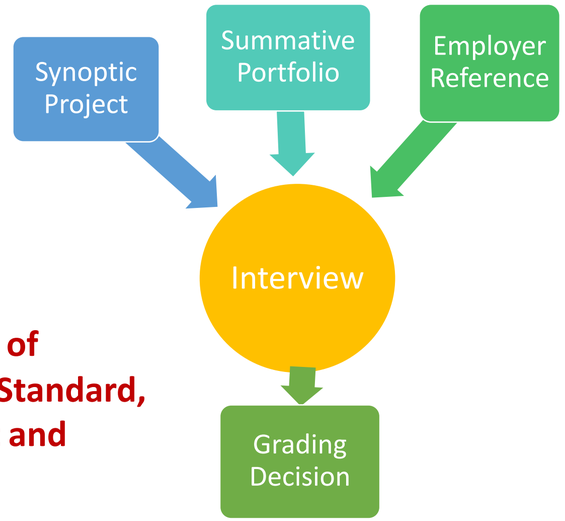
Individual employers

- **must choose one of the listed vendor/professional qualification**
- **choose which combination of knowledge modules/vendor quals they want**
- **choose when, during the apprenticeship, these should be taken**

②End point assessment

End Point Assessment is made up of four things

- **a summative portfolio Evidence from real work projects - showing the application of all the knowledge, skills and behaviours, Not evidence that learning has taken place, but evidence that the learning has been applied to achieve real work objectives, Showcase their very best work, Put together towards the end of the apprenticeship.**
- **a synoptic project - Tests the application of a selection of knowledge, skills and attitudes in a controlled environment,**
- **an employer reference - Employer perspective on what has been achieved and how it has been done.**
- **an interview - A structured, exploratory discussion with the independent assessor – focused on the portfolio and the project**



Any organisation on the SFA Register of Assessment Organisations – for that Standard, can undertake end-point assessment and grading

③Grading

One Grade - Fail, pass, merit or distinction
Grading takes place after all elements of the end point assessment have been completed
The purpose is to differentiate between those at the expected, minimum level and those who are significantly above this level
It is based on a holistic assessment of everything that the independent assessor has seen
It is done by the independent assessor

[1] & [2,3] SEPARATE ORGANISATIONS

CURRICULUM

Curriculum Options
[Digital]

IT USER

Infrastructure

Software

- **Desktop Support Engineer / 1st Line / 2nd Line Support**
- **NETWORK SPECIALIST**
- **SERVER SPECIALIST**

Software Developer
Software Tester

Mobile App Developer

SECURITY SPECIALIST

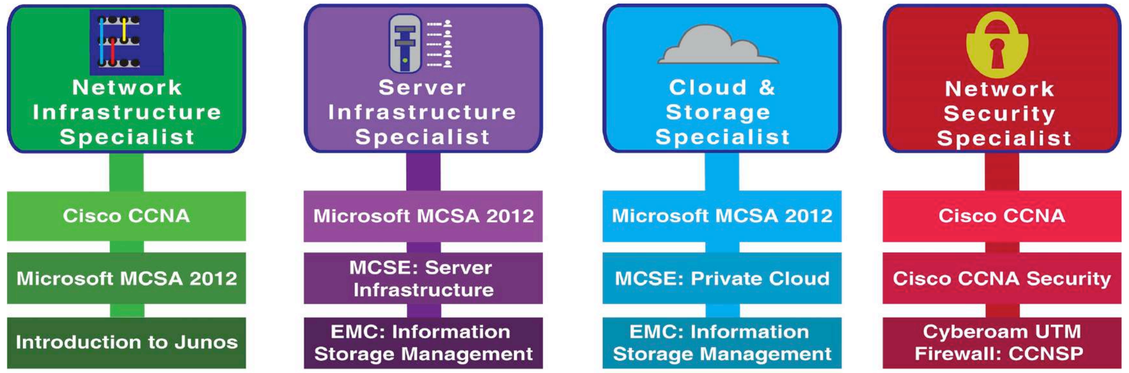
CLOUD SPECIALIST (IAAS, SAAS)

SOCIAL MEDIA

OUR OLD OFFER - PATHWAYS

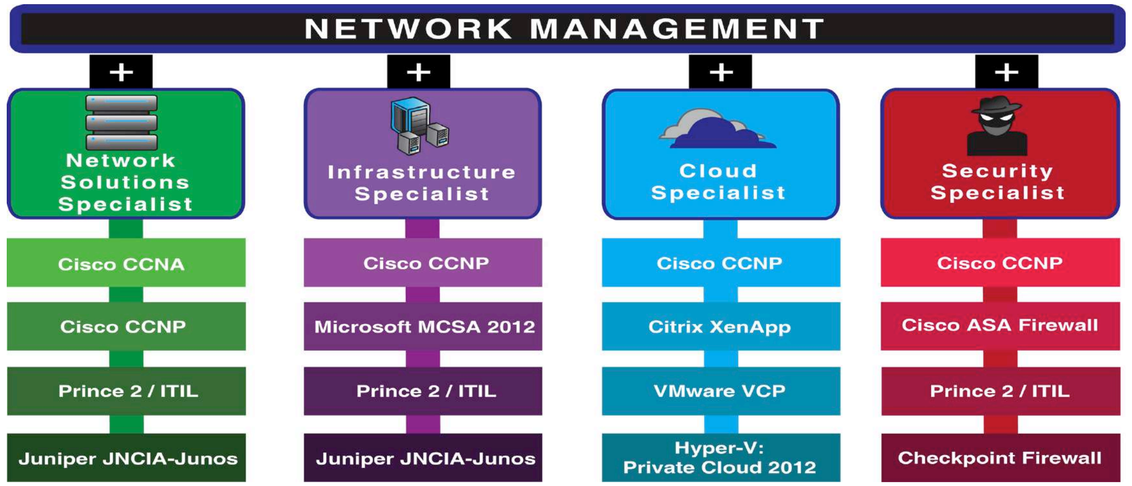
Level 2 Diploma in Systems Support

Level 3 - Advanced



COMPETENCE
KNOWLEDGE
FUNCTIONAL SKILLS

Level 4 - Higher



COMPETENCE
KNOWLEDGE (FD / HNC / HND / QCF)

OUR OLD OFFER EXAMPLE UNITS

Competence Qualification

Level 4 Diploma in ICT Professional Competence — QAN:50117877 — C&G: 4520-04

Unit name	Credit value	Unit code	Category
Health and Safety in ICT	12	302	Mandatory
Develop own effectiveness amd professionalism	15	404	Mandatory
Software installation and upgrade	12	308	Optional
Remote support for ICT products and services	15	406	Optional
Technical advice and guidance	15	410	Optional
Security of ICT systems	15	407	Optional
Technical fault diagnosis	15	411	Optional

Knowledge Qualification

Level 4 Diploma for ICT Professionals - Systems and Principles — QAN: 60061248 — C&G: 7630-04

Unit name	Credit value	Unit code	Category
Project management	15	400	Mandatory
Effective communication in business	15	401	Mandatory
Systems development	12	402	Mandatory
Personal and professional development	10	403	Mandatory
CCNA Routing and Switching - Introduction to networks	10	306	Optional - Vendor
CCNA Routing and Switching - Routing and switching essentials	10	307	Optional - Vendor
CCNA Routing and Switching - Scaling networks	10	305	Optional - Vendor
CCNA Routing and Switching - Connecting Networks	10	304	Optional - Vendor
CISCO CCNP Route	10	406	Optional - Vendor
CISCO CCNP Switch	10	407	Optional - Vendor
CISCO CCNP Troubleshooting	20	405	Optional - Vendor

Where we started: Documents

The Standard:

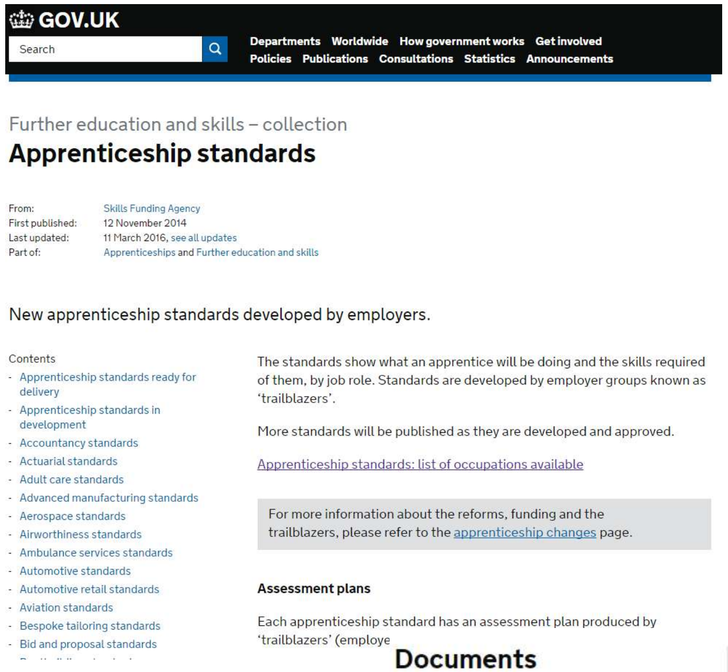
Sets out minimum and mandatory requirements

The Assessment Plan:

Sets out how Assessment Organisations will undertake end point assessment and award a grade

The Occupational Brief:

The Occupational Brief: sets out the minimum requirements against each statement in the Standard and against the grading criteria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Further education and skills – collection

Apprenticeship standards

From: Skills Funding Agency
First published: 12 November 2014
Last updated: 11 March 2016, see all updates
Part of: Apprenticeships and Further education and skills

New apprenticeship standards developed by employers.

Contents
- Apprenticeship standards ready for delivery
- Apprenticeship standards in development
- Accountancy standards
- Actuarial standards
- Adult care standards
- Advanced manufacturing standards
- Aerospace standards
- Airworthiness standards
- Ambulance services standards
- Automotive standards
- Automotive retail standards
- Aviation standards
- Bespoke tailoring standards
- Bid and proposal standards

The standards show what an apprentice will be doing and the skills required of them, by job role. Standards are developed by employer groups known as 'trailblazers'.

More standards will be published as they are developed and approved.

Apprenticeship standards: list of occupations available

For more information about the reforms, funding and the trailblazers, please refer to the apprenticeship changes page.

Assessment plans

Each apprenticeship standard has an assessment plan produced by 'trailblazers' (employe

Documents

Digital industries standards

Apprenticeship standard: network engineer (ready for delivery)
11 February 2016 Guidance

Apprenticeship standard: software developer (ready for delivery)
11 February 2016 Guidance

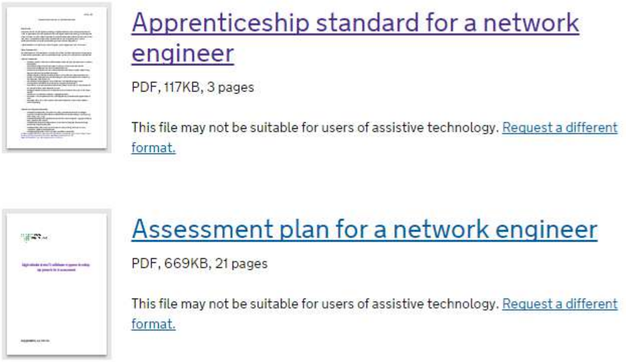
Apprenticeship standard: software tester
12 November 2014 Guidance

Apprenticeship standard: digital marketer
11 February 2016 Guidance

Apprenticeship standard: cyber intrusion analyst
12 November 2014 Guidance

Apprenticeship standard: data analyst
9 December 2014 Guidance

Apprenticeship standard: infrastructure technician


Apprenticeship standard for a network engineer

PDF, 117KB, 3 pages

This file may not be suitable for users of assistive technology. Request a different format.

Assessment plan for a network engineer

PDF, 669KB, 21 pages

This file may not be suitable for users of assistive technology. Request a different format.

Now on IFA

CURRICULUM

Get Started: Identify Requirements & who to use

Provider Delivery:

Knowledge Delivery

Will you use C&G for Your knowledge qual.. Scheme – 9648

Knowledge Modules	Vendor or Professional Qualifications
Knowledge Module 1: Network Principles (for Level 4 Network Engineer Apprenticeship)	CCNA 1 + 2 Network + Juniper JNCIA - Junus
Knowledge Module 2: Network Systems and Architecture (for level 4 Network Engineer Apprenticeship)	MCP Server Virtualisation – Windows Server Hyper V MCP MS Exchange Server MCP Server 2012 MCP Windows Administrator Server + Juniper JNCIS - Ent
Knowledge Module 3: Network Security (for level 4 Network Engineer Apprenticeship)	Security + CCNA Security MTA Cloud and Mobility Juniper JNCIS – Sec

Digital Industries Apprenticeships (9648)

INFORMATION | DOCUMENTS

Last Updated: 22 Nov 201

Product code 9648

City & Guilds offers a comprehensive service for the Digital Industries apprenticeships, including the mandatory on-programme qualifications (knowledge modules), delivery guidance and support, and End Point Assessment services. The Digital Industries Apprenticeships provide learners with the skills, knowledge and behaviours required to progress in their careers across the Digital Industries sector.

The 9648 Digital Industries Apprenticeships cover the following standards:

Level 3 Digital Marketer
Level 3 Infrastructure Technician
Level 4 Network Engineer
Level 4 Software Developer

Upon successful completion of a City & Guilds Digital Industries Apprenticeship, learners may have the opportunity to progress into job roles such as:

Digital Marketer: Digital Content Manager, Online/Display Advertising Manager, Social Media Manager, SEO Manager, PPC Manager and Content Manager.

Assessment Organisation:

Who will do the Endpoint Assessment e.g C&G

End point Assessment	The End-Assessment will consist of a Synoptic Project, Summative Portfolio and an Interview. City & Guilds will provide guidance for centres on gathering evidence for the practical standards and behaviours which will contribute to the portfolio.

OUR INTIAL VIEW OF A STANDARD

Infrastructure Technician

vs

IT Solutions Technician

The What – what the apprentice has shown they can do

Criteria for a Merit or Distinction

The following table shows what the apprentices would need to demonstrate to be assessed as significantly above the expected level for what they have done

Dimensions	Description of what significantly above the expected level of quality looks like
Breadth – the range of tools and methods understand and applied	Understands and applies a wide range of tools and methods Accurately and appropriately applies and effectively implements the right tools and methods in a variety of different situations
Depth – the level to which these tools and methods are understood and applied	A capable user - exploits the functionality/capability of the tools and methods Broad understanding of different tools and methods and how and why they can be applied in different contexts
Complexity – the extent and prevalence of inter-related and inter-dependant factors in the work and how well the apprentice has dealt with these	Deals confidently and capably with interrelated and interdependent factors in their work

OUR INTIAL VIEW OF A STANDARD

Infrastructure Technician

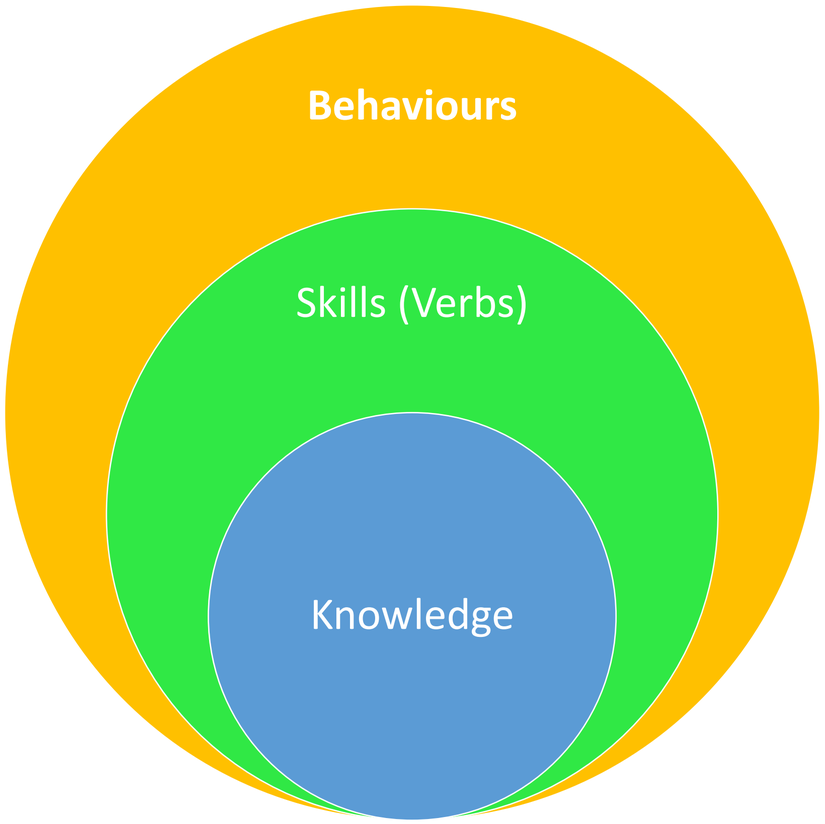
vs

IT Solutions Technician

Project and Interview ↓	↓		
	The What **Apply to:** **(S1, S2, S3, S9, K26)** **AND** **(S10, S11, S12)** **OR** **(S15, S16, S17) depending on the option taken**	**The How** **Apply to:** **S6, S7, K6, K7**	**The With Whom** **Apply to:** **B4**
CORE KNOWLEDGE SKILLS AND BEHAVIOURS			
Methodologies: Applies the overall principles of the methodology / framework they are using in their own organisation and explains how the work tasks they have carried out conform to that methodology / framework. Explains the purpose of methodologies and frameworks and how this applies to their work, their team and their organisation, and explains the difference between a methodology and a framework. (S1,K5 and K6)	**Breadth – the range of tools and methods understood and applied** Accurately applies and implements a wide range of tools and methods in a variety of different situations **Depth – the level to which these tools and methods are understood**	**Responsibility – the scope of responsibility and level of accountability demonstrated in the apprentice's work** Autonomously undertakes work and uses discretion in identifying and resolving complex problems and assignments and determines when issues should be escalated	**Scope and appropriateness – the range of internal and external people and situations that the apprentice has engaged appropriately and effectively with** Internally – works alone, 1:1, in a team and across the company with colleagues at all levels Externally – works with customers, suppliers and partners in a variety of situations
Testing: Undertakes testing (validation/verification) as appropriate to the methodology or framework they are using and to the particular solution they			

Our Approach with the End Goal in Mind

Skills Coach/Trainer Role



Knowledge
This is the information, technical knowledge, and ‘know-how’ that the individual needs to have and to understand in order to successfully carry out the duties that make up the occupation. This could include knowledge that the individual needs to have an awareness of (e.g. background technical knowledge, company policy or legislation) or more specific information they will need to apply in their everyday activities. Knowledge statements relating to the latter typically begin with ‘Knows and understands… a, b, c, d, e…’

Skills
Skills are the practical application of knowledge needed to successfully undertake the duties that make up the occupation. They have to be learnt through on and/or off-the-job training or experience. They do not need to be expressed in the workplace context, because the duties are expressed in this way. Skills statements typically include a verb.

Behaviours
Behaviours are mind-sets, attitudes or approaches required for competence, generally across the entire occupation. Whilst these can be innate or instinctive, they can also be learnt, so they are effectively a subset of skills. Behaviours tend to be very transferable meaning that, at any one level, they may be more similar across apprenticeship standards than knowledge and skills.

Our Approach with the End Goal in Mind – KSB MAPPING

Map Standard to a checklist / Enhance ones available. Align VLE

Apprentice Uploads Evidence against outcomes with reflective accounts

Skills Coach/Trainer Reviews at 8 weekly KSB review with interview preparation in mind.

Technical Knowledge and Understanding i.e. [KNOWLEDGE]

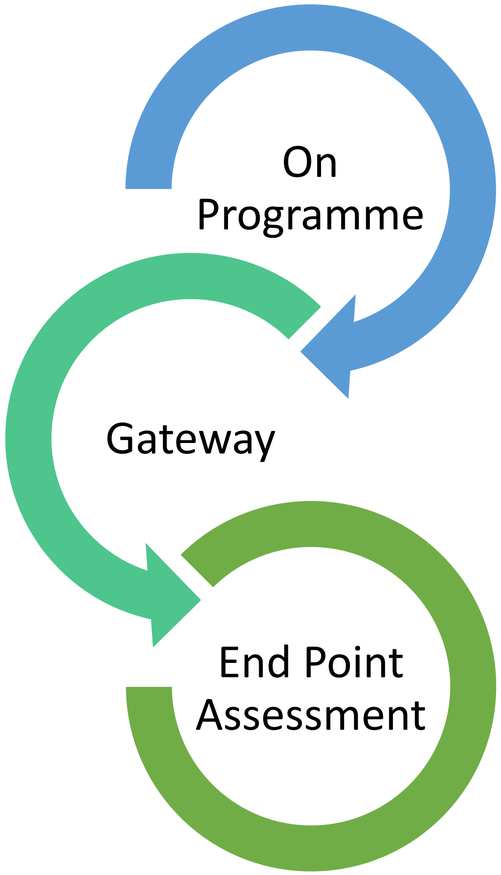
Knowledge Outcome	Expected Requirement	Evidence
Understands where to apply the relevant numerical skills e.g. binary.	understand internet protocol (IP) addresses and how they work; understand how computers see IP addresses; understand and be able to use binary arithmetic and create large numbers from groups of binary units or bits.	**Reflective account [WHERE, HOW, WHY]** **Evidence**

Underpinning Skills, Attitudes and Behaviours [BEHAVIOUR]

- Logical and creative thinking skills - Calculating IP addresses.
- Ability to communicate effectively in a variety of situations - Setting up users on a network and set up REMARK statements in command line configuration / programming is forms of communication.

Standards Journey

Example: Infrastructure Engineer



Register with EPAO (Optional)
On-Programme

Ready for Gateway Employer / Apprentice / Provider

Fail / Pass / Merit Distinction

Standards Journey

1-12 MONTHS

Register with EPAO

Knowledge Accredited Qualification Delivery (Vendor or Ofqual Unit)

KSB Evidence Collection On-Going (What, How, Why, Whom related to work)

KSB Reflective Journal On-Going (What, How, Why, Whom related to work)

Qualitative Review: 8 Weekly with Skills Coach/Trainer on KSB including mock interview.

Quantitative Monitoring: 12 months plan on KSB & Knowledge Qualification based on Standard profile / ILP etc on MIS system. Reported against on a RAG rating basis monthly.

Standards Journey

12-14 Months

Book EPA: Send Declaration / Proof of on-programme qualifications being taken / English & Maths – EPAO sends notification, what date and time.

Actions before 14 days prior to EPA:

- **Summative Portfolio put together– Show best work they done throughout apprenticeship**
- **Synoptic project 3-5 tasks (range of projects for different circumstances) – No marking of it / controlled environment**
- **Employer Reference written or recorded**
- **Preparing for interview (Bring together the KSB interviews over the apprenticeship)**

NO:	Yes:
Examples of work only in a folder no annotations **No overly large ring binder with duplicated evidence**	Summative Portfolio of best work Table of contents KSB criteria & location Cover sheet with criteria mapping on evidence Reflective account [WHERE, HOW, WHY & WHOM] Evidence Related

Standards Journey

Interview

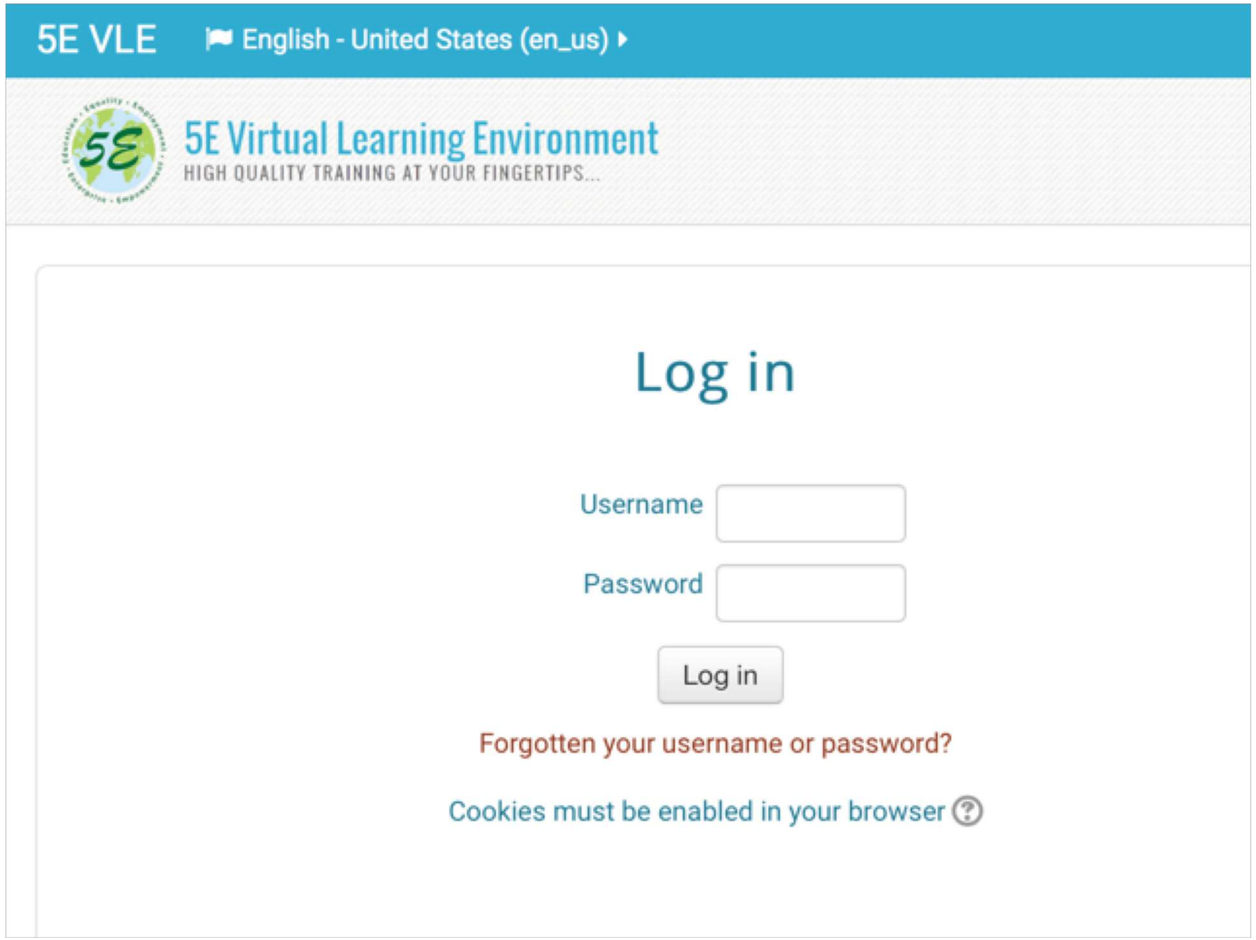
12-14 Months

Lessons Frameworks vs Standards

- **Standards Overall better for Apprentice development**
- **Our previous Framework delivery was flexible to allow multiple job pathways from QCF unit bank**
- **Ensure Correct job role for standard**
- **Time the Gateway, EPA & PED**
- **Prepare well in advance for EPA Interview stage with excellence in mind from the start**
- **Decide the EPAO Early on so you know what you are working towards**

TECHNOLOGY: WIDEN GEOGRAPHIC REACH

TECHNOLOGY OPTIONS



① **MOODLE / VLE**

② GO TO TRAINING

③ RECORDINGS e.g Panapto

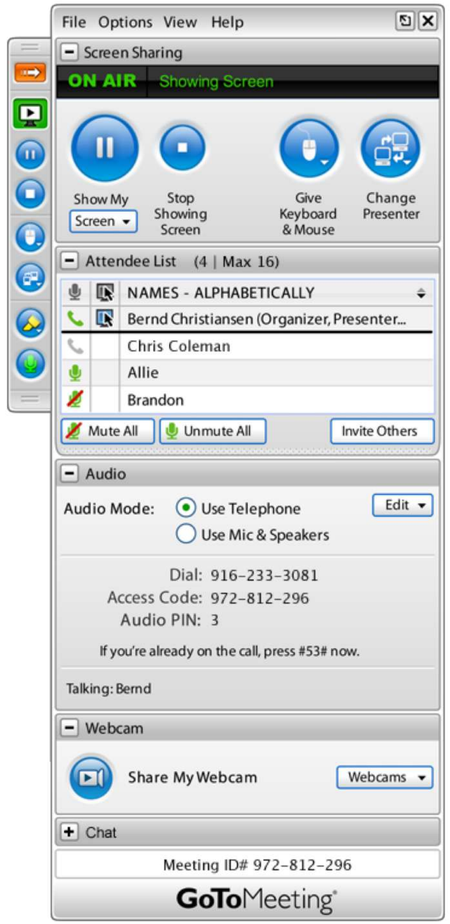
④ VIRTUAL / REMOTE CLASSROOMS

⑤ REMOTE ACCESS TO LABS

- **Single sign on platform, e-portfolio, learning journey, soft skills development, chat**

TECHNOLOGY OPTIONS

GoToTraining by CITRIX



① MOODLE / VLE

② **GO TO TRAINING**

③ RECORDINGS e.g Panapto

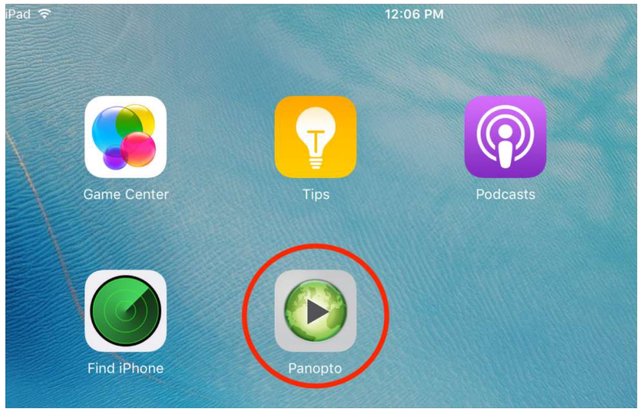
④ VIRTUAL / REMOTE CLASSROOMS

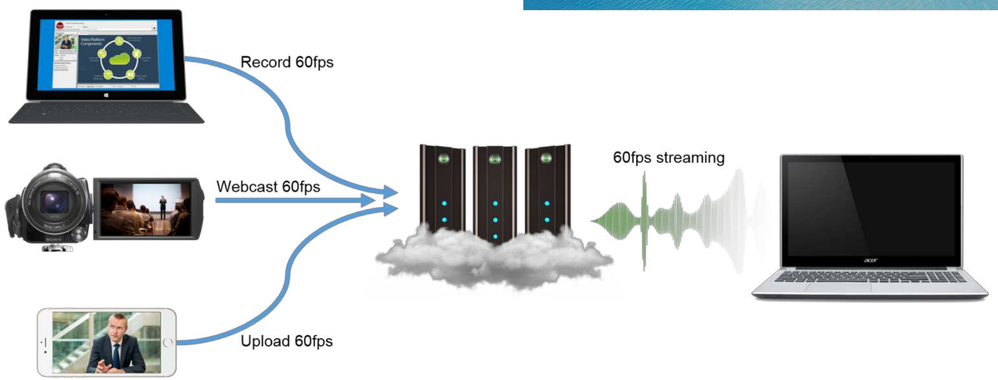
⑤ REMOTE ACCESS TO LABS

- **Recorded playback**

TECHNOLOGY OPTIONS

PANOPTO





① MOODLE / VLE

② GO TO TRAINING

③ RECORDINGS e.g Panapto

④ VIRTUAL / REMOTE CLASSROOMS

⑤ REMOTE ACCESS TO LABS

- **Fully integrated with VLE**

TECHNOLOGY OPTIONS

① MOODLE / VLE

② GO TO TRAINING

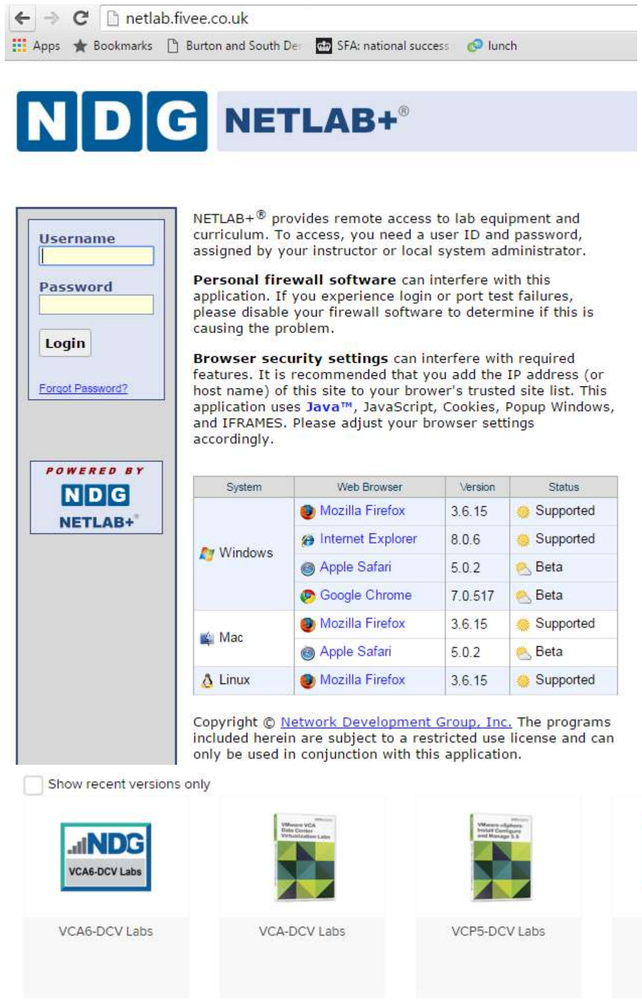
③ RECORDINGS e.g Panapto

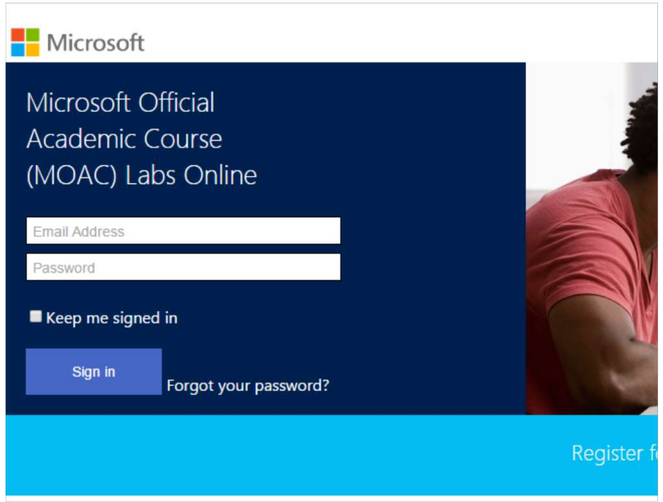
④ VIRTUAL / REMOTE CLASSROOMS

⑤ REMOTE ACCESS TO LABS

- **Widen access. Remote classrooms. [Testing Phase]**

TECHNOLOGY OPTIONS





① MOODLE / VLE

② GO TO TRAINING

③ RECORDINGS e.g Panapto

④ VIRTUAL / REMOTE CLASSROOMS

⑤ REMOTE ACCESS TO LABS

- **Remote access to technical labs**

WORLD SKILLS

WORLD SKILLS

OVERVIEW

PRE-COMPETITION

01

Pre-competition activities are encouraged to support and raise standards of teaching and prepare competitors for their participation in heats and passive stages.

Register by 5th Apr

NOW

COMPETITION HEATS

02

WorldSkills UK Skills Competitions Heats are held in colleges, work places and trade events across the UK from April to July each year.

3,500+ COMPETITORS

APR – JUL

NATIONAL FINALS

03

WorldSkills UK Skills Competitions national finals take place every year at The Skills Show, the nation's largest skills and careers event and helps to shape the future of a new generation.

700 COMPETITORS

NOV 19

SQUAD UK SELECTION

04

Competitors that excel in the finals of the WorldSkills UK Skills Competitions may be invited to compete in the selection process for Squad and Team UK.

Appx 150 COMPETITORS

TEAM UK SELECTION

05

The best of Squad UK make it through rigorous testing to become Team UK and represent the UK at international competitions.

Appx 35 COMPETITORS

GET INVOLVED

WORLDSKILLS UK COMPETITIONS

WorldSkills UK Competitions inspire apprentices and young people to be ambitious in their pursuit of skills excellence to raise productivity.

These competitions equip young people with the skills to help UK business compete.

www.worldskillsuk.org

GET INVOLVED

IT AND ENTERPRISE

›	UK	**IT Software Solutions for Business** An IT Software Solutions Specialist uses Microsoft Office programmes to create documents and files such as presentations, graphs, and letters.
›	UK	**IT Support Technician** An IT Support Technician operates on the frontline, repairing and configuring PCs, routers and networks.
›	UK	**Network Infrastructure Technician** A Network Infrastructure Technician configures routers and switches to be able to send data around the world.
›	UK	**Network Systems Administrator** A Network System Administrator looks after a network of servers and clients to run quick and efficiently in a network.

WORLD SKILLS

GET INVOLVED

NETWORK INFRASTRUCTURE TECHNICIAN

A Network Infrastructure Technician configures routers and switches to be able to send data around the world.

This competition focuses on all the essential requirements for a successful career as a Network Infrastructure Technician.

This competition consists of a series of tasks that include the installation, configuration, maintenance and troubleshooting of ICT networks. The competition will test the knowledge and skills learned in the CCNA qualification.

The competition is organised by Northumberland College.

Who can enter?

Entrants should be working towards, or recently completed, the Cisco Certified Network Associate (CCNA) qualification.

NETWORK SYSTEMS ADMINISTRATOR

A Network System Administrator looks after a network of servers and clients to run quick and efficiently in a network.

The competition will challenge competitors to test their ICT skills in configuring and administering a Windows 7 and Windows Server 2008 based network.

The competition will test the knowledge and skills learned in the Microsoft official curriculum range of qualifications.

The competition is organised by Northumberland College.

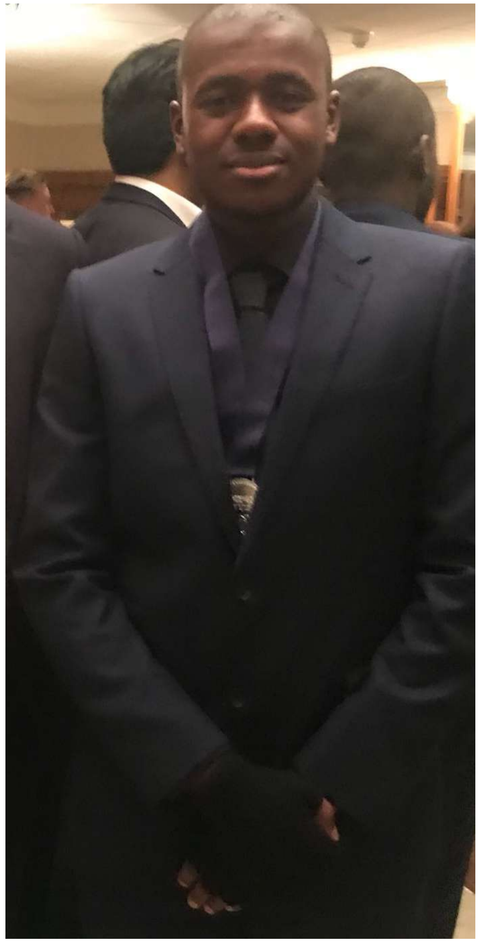
Who can enter?

Entrants can be working as, or training to be ICT networking technicians and hold or working towards Microsoft Windows 7 and Microsoft Windows Server 2008 qualifications.

GET INVOLVED

Regional Heats at NESCOT
2016 (Above)

Regional Heats at 5E –
London
2017 (Right)



World Skills UK 2017 Silver
Medal
Network Systems
Administrator

Davis Aboagye

GET INVOLVED

GET INVOLVED : SIGNPOST

City & Guilds

1. Set up and implement quality procedures including recruitment and training of Independent Assessors (IA) – from employers and centres, must be working
2. Use of Industry Technical Specialists to develop projects and assignments – looking for expression of interest (please ask your employer contacts)
3. Provide clear schedule of End Assessment options – allowing training provider, employer and IA planning

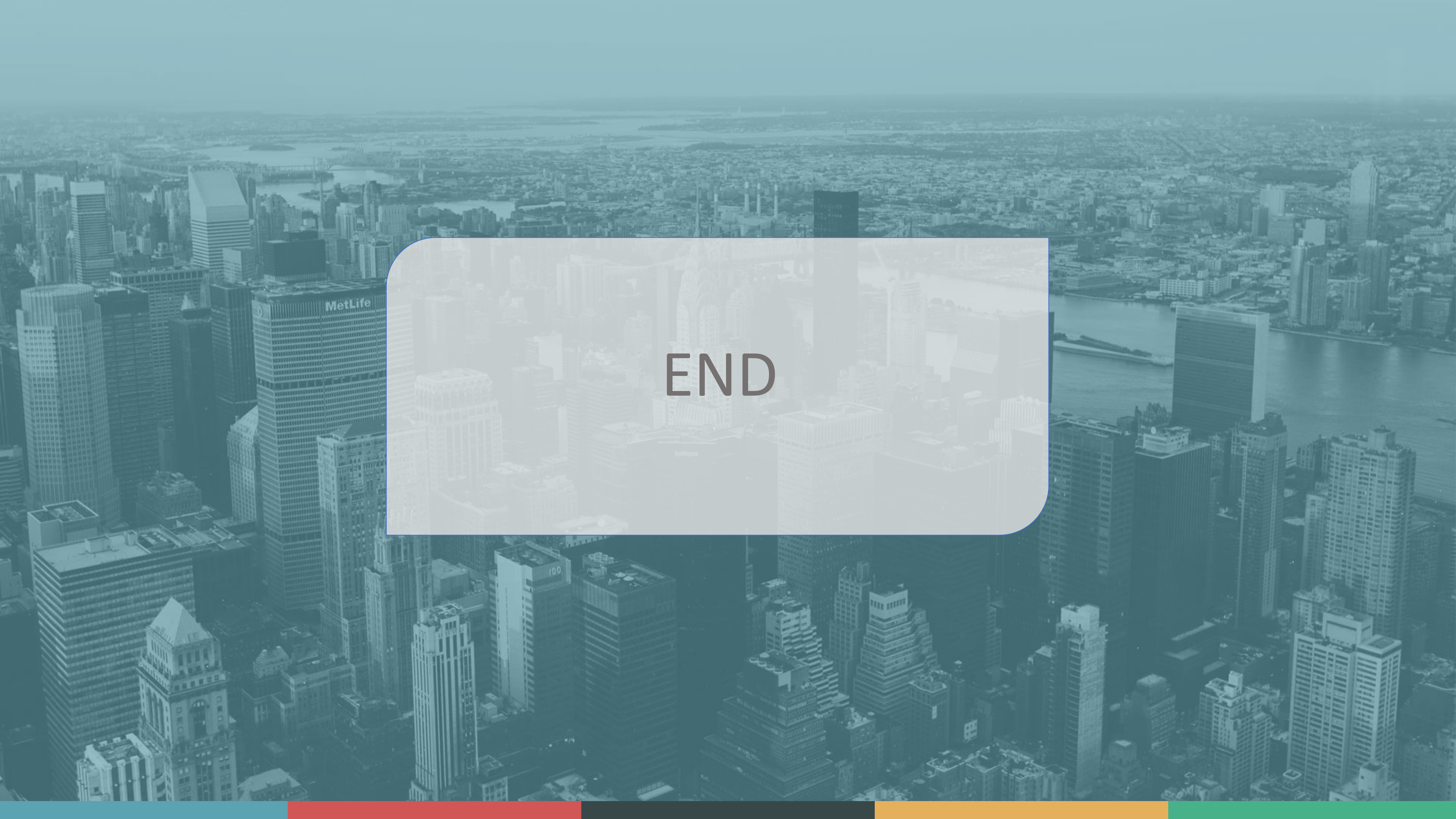
Employers

1. Providing guidance of practical work portfolio and behaviours
2. Set up regular User Groups with Training Providers to maintain development
3. Emphasis on reporting and transparency throughout

Training providers

1. Provide Knowledge qualification to supplement Vendor unit requirement with appropriate assessment
2. Providing guidance of practical work portfolio and behaviours
3. Set up regular User Groups with Training Providers to maintain development

Want to deliver digital apprenticeships?



END

Q & A SESSION

Jilesh Kacha

Head of Funding & Planning - Skills

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LINKEDIN/JILESHK

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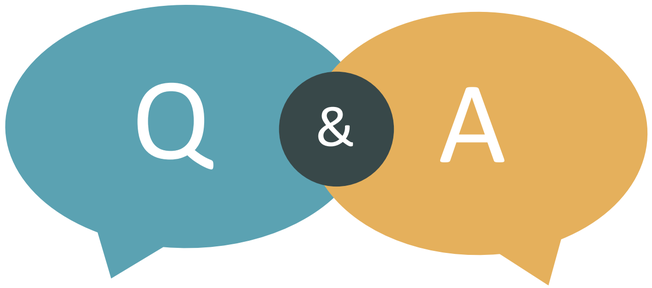

THANK YOU FOR LISTENING

HAPPY TO TAKE QUESTIONS

www.fivee.co.uk