

Delivering the new apprenticeship standards

Trainer confidence scale

This confidence scale can be used to identify knowledge and skills gaps in your delivery teams. There are blank spaces to add in additional questions where needed. It can be adapted to be used by whole teams as well as individuals

Question	Check	Notes	Confidence 1=low 5=high				
			1	2	3	4	5
I understand the detail of the standards relevant to my technical/professional area	Would you be able to describe the key elements of the standard to another person?						
I can talk confidently about the differences between the roles of TRAINER and ASSESSOR within the new system	Can you explain the different roles of the training provider and their staff and the end-point assessment organisation and appointed assessors for the end-point assessment?						
I fully understand the terms ON-PROGRAMME, GATEWAY and END-POINT ASSESSMENT	Can you describe these to another person?						

Question	Check	Notes	Confidence 1=low 5=high				
			1	2	3	4	5
I understand the grading criteria as relevant to my standard(s)	Can you identify what an apprentice needs to do to achieve a pass versus a distinction and where to find this information?						
My existing skills/ qualifications are appropriate for delivery at the level for the standard(s) (including English and maths)	Can you describe your training/mentoring skills or qualifications? Have you maintained your occupational competence by undertaking CPD activities and retaining industry links?						
I can identify similarities and differences between an existing framework and a new standard	Can you map the learning content from the existing framework to the new KSBs in the new standard, as a starting point for your delivery model?						
I am confident in my ability to use initial assessment to inform the individual learning plan							

Question	Check	Notes	Confidence 1=low 5=high				
			1	2	3	4	5
I can design appropriate content to meet the knowledge, skills and behaviours which form the apprenticeship standard, including activities that will be conducted off-the-job	Can you present a high-level scheme of work / training plan to an employer or apprentice? Can you explain what activities contribute to off-the-job training and how this will be tracked?						
I recognise and can respond appropriately to those elements of the standard which are qualifications-based and those that are not	Can you identify these clearly on your proposed scheme of work/ training plan?						
I am confident in my ability to provide the right level of academic input to meet the relevant standard(s)	Can you identify any elements of the standard that require more academic input than a relevant existing framework? How will you respond to this?						

Question	Check	Notes	Confidence 1=low 5=high				
			1	2	3	4	5
I can identify which of our existing resources can be used to support this standard and develop new resources where required	Can you talk through your proposed resource repurposing/ development plan through with a colleague?						
I can confidently use technology which enhances the learner's experience	Can you demonstrate your preferred technology solutions to colleagues to help them to see the value in using?						
I can integrate opportunities to strengthen competence and confidence in literacy and numeracy	Can you identify the potential to integrate maths and English requirements within the curriculum/ scheme of work you have proposed?						
I can adapt my style of delivery appropriately to meet the apprentice's development needs	Can you explain how you would differentiate your approach to your colleagues or an employer?						

Question	Check	Notes	Confidence 1=low 5=high				
			1	2	3	4	5
I can explain my role in preparing the learner for the experience of end-point assessment	Can you explain how your proposed curriculum will offer opportunities to practice and prepare the learner for EPA?						