

THE EP/AO CONFERENCE



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THE EP/AO CONFERENCE



SAK AWAN



LINDSAY

WELCOME FROM
Sak Awan & Lou Doyle



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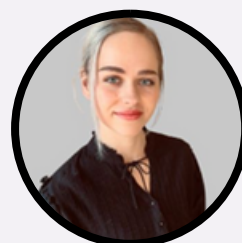


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**APPRENTICESHIPS
& SKILLS GROUP**

Conferences
Est 2011
Since 2023



THE APPRENTICESHIPS CONFERENCE



Welcome from the Chair

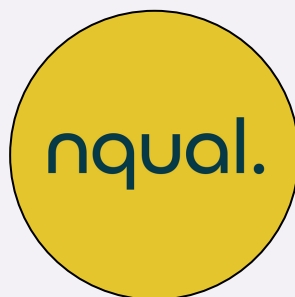
Lou Doyle - Co-Founder



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OUR EXHIBITORS



OUR SPEAKERS



Lou Doyle
Co-Founder
SDN Mesma Group
Conference Chair



Jake Tween
Director of
Apprenticeships
DSW



Jonathan Mitchell
Deputy Director for
Delivery & Reform
Skills England



Jessica Lewis-Bell
Associate Director,
Strategic Relationships
Ofqual



Daniel Green
Policy Director
Federation of
Awarding Bodies



Fiona Aldridge
Chief Executive
Officer
Skills Federation



Fabienne Bailey
Chief Executive Officer
Gateway Qualifications



Ian Jarvis
Managing Director
Skilltech Solutions



Tracey Sajno
Co-owner &
Director
1st Awards



Sam Moorwood
Associate Director of Skills
Sheffield Hallam University



Peter Pavitt
Programme & Quality
Manager
Specsavers



David Gallagher
CEO
NCFE

OUR SPEAKERS



Tom Nutbrown
Director of
Operations
Innovate Awarding



Tomiwa Jimoh
Operations
Manager
City & Guilds



Elizabeth Pincombe-Stringer
Associate Director of
Operations
FutureQuals



Jacqui Molkenthin
Consultant
JEMPL Consulting



Rachel Butt
Director of Excellence
Learning Curve Group



Joseph Lennox
Senior Policy Advisor
HMRC



Lucy Hunte
National Programme
Manager
NHS England



Paul Johnstone
Senior Associate
SDN Mesma Group



Chris Cherry
Strategic Associate
SDN Mesma Group



Claire Gill
Senior Associate
SDN Mesma Group



Emily Hughes
Strategic Associate
SDN Mesma Group

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POLICY CONTEXT – HOW IS APPRENTICESHIP ASSESSMENT CHANGING?



Jonathan Mitchell
Deputy Director for Delivery
& Reform
Skills England



Daniel Green
Policy Director
Federation of Awarding Bodies
(FAB)



Fiona Aldridge
CEO
Skills Federation



Chris Cherry
Strategic Associate
SDN Mesma Group
Panel Chair



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Q&A





Session 1 - Question 1: How confident are you that your organisation can respond in a timely way to the apprenticeship assessment reform?

Session 1 - Question 1: How confident are you that your organisation can respond in a timely way to the apprenticeship assessment reform?

1 4 6

Very confident



Somewhat confident



Room for improvement



Not confident



Unsure





Session 1 - Question 2: What do you feel is the biggest challenge coming from these reforms?

Session 1 - Question 2: What do you feel is the biggest challenge coming from these reforms?

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POLICY CONTEXT – HOW IS APPRENTICESHIP ASSESSMENT CHANGING?



 Skills England

Apprenticeship Assessment Reform

Jonathan Mitchell

Deputy Director for Delivery & Reform
Skills England



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Skills England

Apprenticeship Assessment Reform

EPAO Conference

23rd September 2025

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

What do the principles aim to achieve?

- An improved, streamlined experience for apprentices
- Permit innovation and flexibility by assessment organisations (while retaining employer influence and securing comparability of outcomes)
- Reduce the complexity, duplication and rigidity of the existing model, but protect validity and reliability
- Permit assessment to take place at the right time within the apprenticeship and more flexible approaches to marking, where appropriate
- Increase the role and influence of employers through employer-led verification of behaviours
- Encourage the use of digital technologies where appropriate

Standard assessment plan content (further prescription when required)

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 – including any knowledge and skill statements that <u>must</u> be assessed in every case. Where there is a mandatory qualification alongside other apprenticeship assessment, these outcomes describe only the content that is <i>not</i> assessed by the qualification.
Assessment methods	Names at least one assessment method that <u>must</u> be used in every case. May also include a shortlist of other assessment methods from which assessment organisations can select in addition to the mandated method.
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.

Assessment organisations will use the assessment plan content (above) alongside Skills England’s General Requirements and any relevant requirements from regulators or EQA providers to develop apprenticeship assessment specifications and strategies.

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

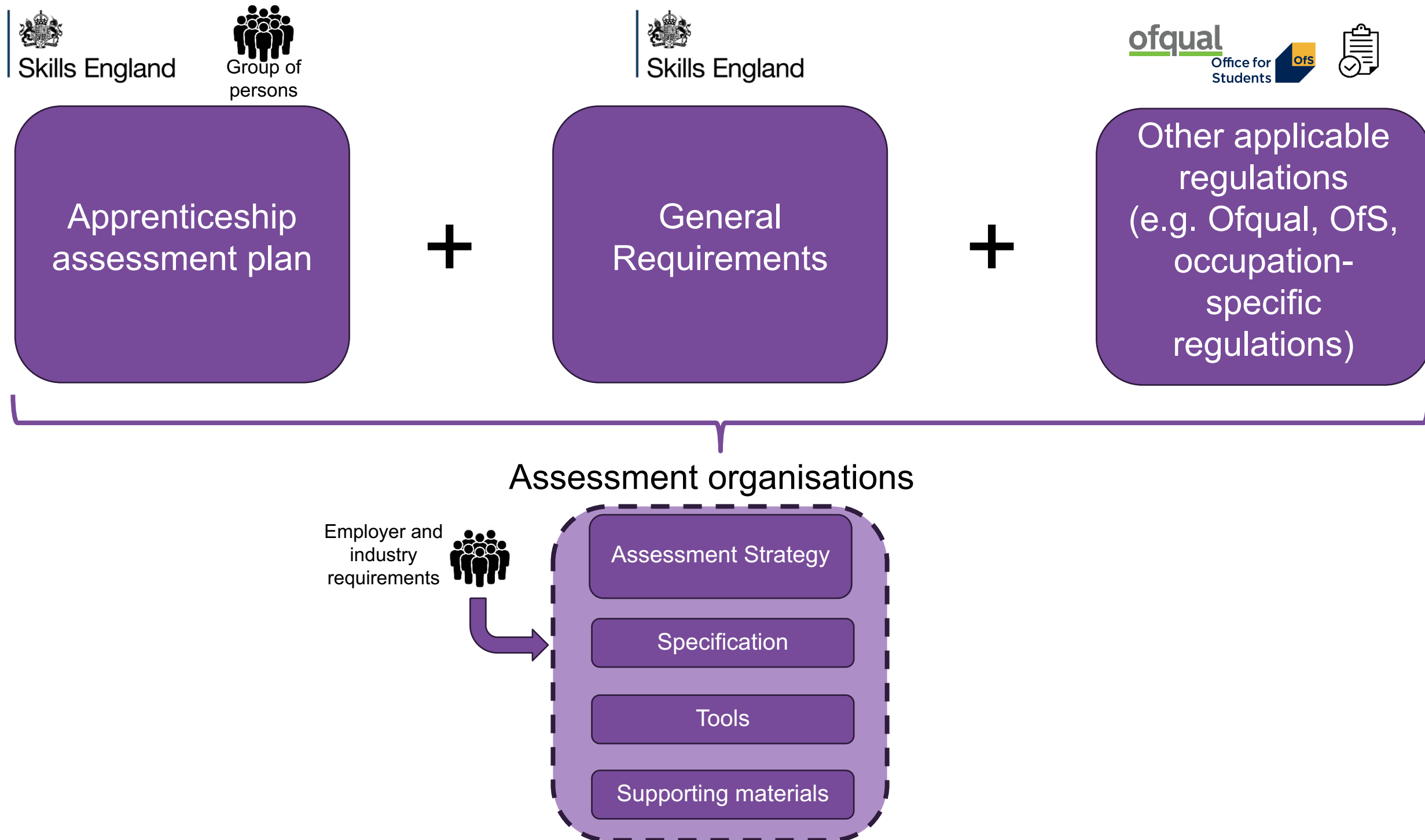
Standard low-prescription apprenticeship assessment

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

Exceptional 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

Converting principles into assessment design and delivery





Supporting apprenticeship assessment reform

Some questions for discussion

Supporting the apprenticeship assessment reforms

Employers

- How can employers and their industries collaborate to inform AOs' development of assessments that meet their needs and have the necessary currency?
- What will best-practice look like in the validation of behaviours by employers, and how can this be promoted/supported for all?
- What support and guidance is needed to assist employers in the selection of valid and proportionate assessment methods and mandatory knowledge and skills statements?

Assessment organisations

- Where are there opportunities for AOs to exercise innovation and expertise in the design of apprenticeship assessments?
- How will AOs meet the ambition to 'make the best use of technology' in apprenticeship assessments?
- How can AOs work together to secure consistent employer confidence and intelligence that can ensure assessments have currency with employers?

Training providers

- What can training providers do now to prepare to exercise their role in centre-led assessment?
- What information do training providers need assessment organisations to supply, including what was previously available in EPA plans?
- What else can training providers do to support apprentices in the achievement of new apprenticeship assessments?

Annexe

Some more information about
the 'general requirements'

Structure of the general requirements

The requirements are split into two sections.

Section 1: General apprenticeship assessment requirements and guidance

This section sets out, in greater detail, the key aspects of a new apprenticeship assessment plan and applies to all apprenticeship assessments.

Section 2: Additional apprenticeship assessment requirements and guidance

This section sets out additional requirements for apprenticeship assessment, where the assessment organisation is not regulated by Ofqual. This is to ensure that the guardrails and consistent clarity of expectation secured through Ofqual's regulation will apply universally, as appropriate. As such, this section does not apply where the apprenticeship assessment is regulated by Ofqual.

Please note: this summary reflects the positions that Ofqual is currently consulting on and will be revisited to reflect the outcomes of that consultation in due course. Work is currently being undertaken with OfS to understand the interaction of these requirements with their regulatory framework.

Section 1: Overview

Content and structure of the Apprenticeship Assessment plan	Describes the overall structure and content of reformed assessment plans
Assessment Outcomes	Purpose of assessment outcomes and how they should be used
Grading	The available grades for an apprenticeship are pass and distinction. Requires secure performance across all assessment outcomes (any insufficient demonstration results in the pass requirements not being met).
Requirement to pass all assessments	Where there are two or more methods, an apprentice must achieve at least a Pass in each
Performance descriptors	Purpose of performance descriptors and how they should be used
Minimum assessment requirements	Each plan will specify the minimum assessment requirements for a given occupational standard (any required methods, the minimum number of methods etc.)
Assessment materials and resources	Where possible, apprentices must be permitted to use their normal tools, systems, processes and documentation
Verification of behaviours	Sets out roles and responsibilities re: behaviour verification
Gateway to completion	The organisation requesting the certificate must confirm that the apprentice has achieved the requirements in the AAP (e.g. achievement of any MQs, behaviours sufficiently demonstrated, any English and maths quals)

Section 2 – additional apprenticeship assessment requirements

Purposes

- Sets out the purposes that must be met in apprenticeship assessment design

Assessment strategies

- Refers assessment to respective EQA providers
- Outlines some likely inclusions

Employer engagement

- Requires employer engagement in assessment designs

Synoptic assessment

- Requires significant proportion of synoptic assessment
- Defines what is meant by 'synoptic assessment'

Balance between assessment outcomes

- Requires appropriate balance between assessment outcomes in assessment design

Coverage and predictability

- Permits sampling, within defined parameters

Setting the assessments

- Requires assessment organisations to set the assessments

Assessment adaptations

- Permits adaptations to the context of assessments (but not the level of demand, nature of the K&S being assessed, or assessment conditions)

Marking the assessments

- Permits centre/training provider assessment, with appropriate oversight
- Sets expectations re: independent assessment

Guidance for training providers

- Requires assessment organisations to provide effective guidance to training providers

Monitoring and scrutiny

- Requires assessment organisations to have effective measures in place to ensure quality of assessments delivered by training providers

Standard setting

- Requires appropriate boundaries between the pass and the distinction, and that this boundary must be set and maintained across assessment versions

Specifications

- Requires assessment organisations to have a specification and outlines its content

Resits and retakes

- Requires assessment organisations to create resit and retake policies that do not limit an apprentice's ability to achieve a distinction.

Additional guidance

- On assessment methods, the use of evidence generated on-programme, and other assessment considerations



Daniel Green
Policy Director
Federation of Awarding Bodies (FAB)

"There are opportunities for awarding organisations in the changes, but they will need time to prepare."



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POLICY CONTEXT – HOW IS APPRENTICESHIP ASSESSMENT CHANGING?



Fiona Aldridge
CEO
Skills Federation



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PANEL SESSION



Jonathan Mitchell
Deputy Director for Delivery
& Reform
Skills England



Daniel Green
Policy Director
Federation of Awarding Bodies
(FAB)



Fiona Aldridge
CEO
Skills Federation



Chris Cherry
Strategic Associate
SDN Mesma Group
Panel Chair



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Q&A



WORKSHOP



Fixing The Flaws – How the reforms tackle the problems we face

Jake Tween

Director of Apprenticeships

DSW



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FIXING THE FLAWS

**How the reforms tackle
the problems we face now**



ABOUT DSW



JAKE TWEEN
Director of Apprenticeships



26 YEARS'
EXPERIENCE

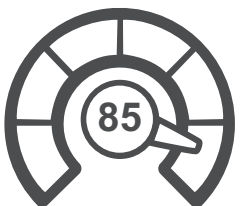


200+
PROVIDERS

10,000+
EMPLOYERS



17,000+
CERTIFIED



85
NPS



Fixing the Flaws:
How the reforms tackle the problems we face now

REFORMS AT A GLANCE

- Shorter assessment plans (3-4 pages)
- AOs to decide assessment methods and parameters
- AOs to decide timing of assessments
- Removal of gateway and EPA
- Centre-led assessments are permitted
- Removal of duplication
- Employer-verified behaviours



CURRENT FLAWS

(and how the reforms intend to fix them)



DELAYS

- Assessor availability
- Apprentice / panel member availability
- Long EPA windows (e.g. projects)
- Incorrect Gateway documentation

COSTS

- Cancelled assessments

CURRENT FLAWS

(and how the reforms intend to fix them)

LOW COMPLETION RATES

- Lack of motivation
- Achieved MQ

ASSESSMENT BURDEN

- Duplication of MQ
- 100% coverage of all KSBs
- High stakes, end-loaded assessment



CURRENT FLAWS

(and how the reforms intend to fix them)



- Complexity of assessment plans
- Inflexibility of assessment methods and timing
- Limited opportunity for formative feedback
- Misalignment between provider and EPAO expectations
- Failed EPA – limited retraining opportunities
- Poor integration of training and assessment
- Limited innovation in assessment approaches

QUESTIONS



Fixing the Flaws:
How the reforms tackle the problems we face now



01302 760 008

epa@dswlearning.co.uk

www.dswlearning.co.uk

DSW House
Unit 3 Hayfield Business Park
Field Lane
Auckley
Doncaster
South Yorkshire
DN9 3FL



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THE EP/AO CONFERENCE



COFFEE & NETWORKING
11.00 - 11.30



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WHAT DO THE REFORMS TO APPRENTICESHIP ASSESSMENT MEAN FOR EPAOS/AOS & THEIR FUTURE ROLE?



David Gallagher
CEO
NCFE



Fabienne Bailey
Chief Executive Officer
Gateway Qualifications



Tracey Sajno
Co-owner & Director
1st Awards



Jacqui Molkenhain
Consultant
JEMPL Consulting



Emily Hughes
Strategic Associate
SDN Mesma Group
Panel Chair



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Q&A



WHAT DO THE REFORMS TO APPRENTICESHIP ASSESSMENT MEAN FOR EPAOS/AOS & THEIR FUTURE ROLE?



Chaos and Opportunity

David Gallagher

CEO

NCFE



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WHAT DO THE REFORMS TO APPRENTICESHIP ASSESSMENT MEAN FOR EPAOS/AOS & THEIR FUTURE ROLE?



Words of Wisdom - Apprenticeship Assessment Reforms

Fabienne Bailey
Chief Executive Officer
Gateway Qualifications



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Fabienne Bailey

Gateway Qualifications – Words of Wisdom



01206 911 211



@GatewayQuals



www.gatewayqualifications.org.uk



enquiries@gatewayqualifications.org.uk



Is this the end for End Point Assessment?



WOW



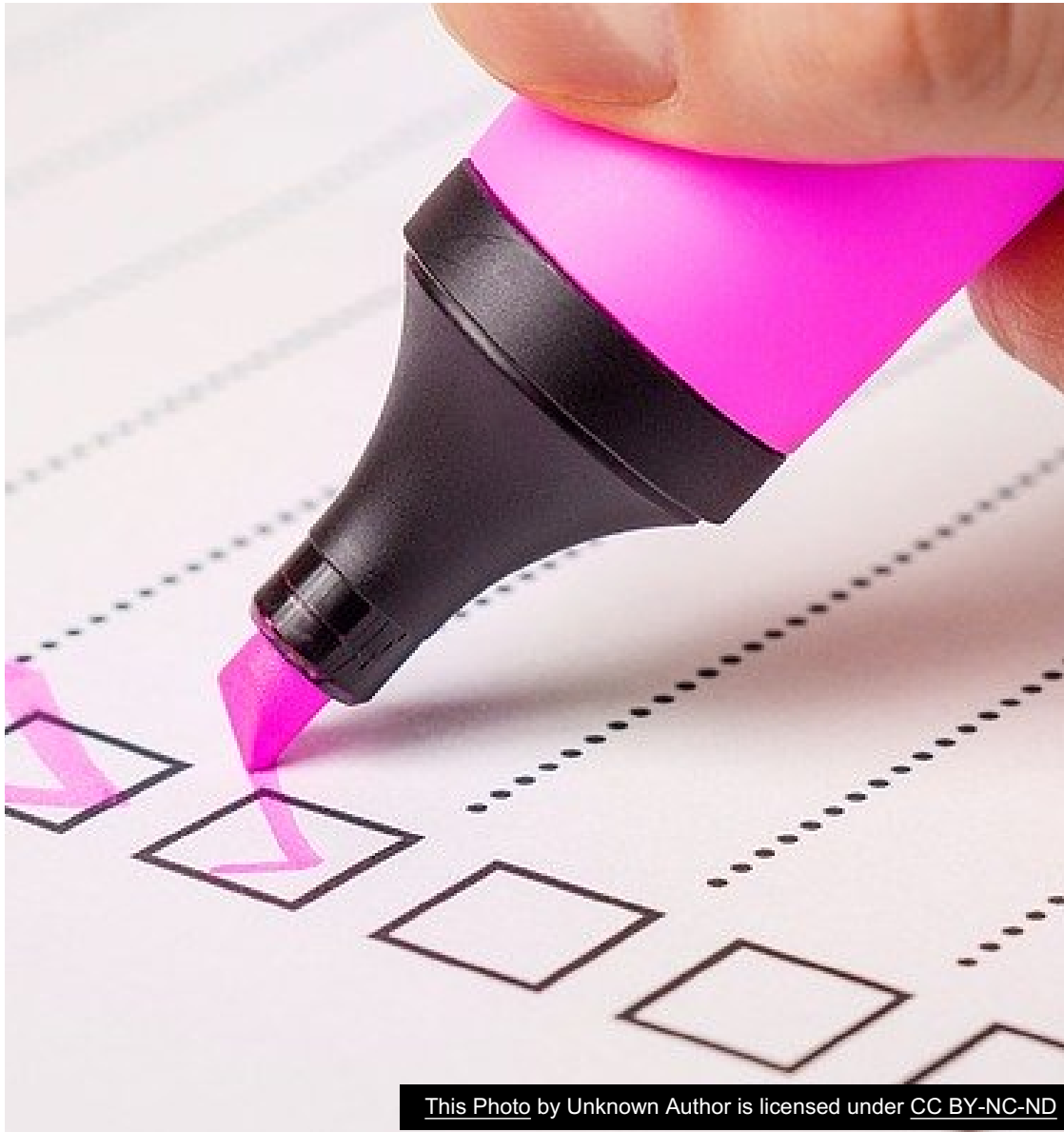
WOW

Words of Wisdom

Transitioning...



What did we learn?



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Manage the project as a change

Self-evaluate against the framework

Consider consultancy

Look at your processes that already align

More WOWs

- Establish a cross-functional project/working group
- Stakeholder engagement (including support) and communication is key – internally and externally.
- Start with policies and principles and then look at processes, systems, resources.



More WOWs

- Consider the commercial model
- Consider the customer relationship and how this is secured and managed
- What does the change to minimum duration mean for assessment modelling and charging?



Assessment

Think ahead

What do you want in a CASS strategy?

How will you build this?

What does the workforce look like - do they need to upskilling?

Look for sector training such as FAB webinars – GQ sponsoring the new training offer

What does your centre agreement need to look like with providers?



Support is out here!



Key Takeaways for Centres

Speak with your
Awarding
Assessment
Organisations
(EPAO's),

Staffing
requirements

Costs

Cashflow

Payments – when,
what etc

Systems

Quality Assurance

We can do this!

STAY
- POSITIVE -

Contact us

- <https://www.gatewayqualifications.org.uk/>
- enquiries@gatewayqualifications.org.uk
- 01206 911 211 or 07827327157
- [GatewayQuals](#)
- [Gateway Qualifications](#)

Fabienne Bailey

Connect
with me:



WHAT DO THE REFORMS TO APPRENTICESHIP ASSESSMENT MEAN FOR EPAOS/AOS & THEIR FUTURE ROLE?



 1ST AWARDS

Tracey Sajno
Co-owner & Director
1st Awards



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"Helping shape the future workforce by providing First-Class Assessments, conducted by industry experts with experience, innovation, and passion"

Tracey Sajno



1ST AWARDS

Your Apprentice Assessment Specialist



PANEL SESSION



David Gallagher
CEO
NCFE



Fabienne Bailey
Chief Executive Officer
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Jacqui Molkenthin
Consultant
JEML Consulting



Emily Hughes
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Panel Chair



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Q&A



WORKSHOP



Ian Jarvis
Managing Director
Skilltech Solutions



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Innovate Awarding



Tomiwa Jimoh
Operations Manager
City & Guilds



Elizabeth Pincombe-Stringer
Associate Director of
Operations
FutureQuals



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Reform Ready: Technology, Trust, and the Learner Experience in Tomorrow's Apprenticeships

Presented by Ian Jarvis, Managing Director of Skilltech Solutions



Welcome to our Panel

Tom
Nutbrown
Innovate
Awarding



Tomiwa Jimoh
City & Guilds



Elizabeth
Pincombe-
Stringer
FutureQuals



Thank you



THE EP/AO CONFERENCE



LUNCH & NETWORKING
13.00 - 14.00



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WHAT ROLE WILL PROVIDERS / EMPLOYERS / AOS PLAY IN APPRENTICESHIP ASSESSMENT & HOW DO WE PREPARE?



Joseph Lennox
Senior Policy Advisor
HMRC



Peter Pavitt
Programme & Quality Manager
Specsavers



Rachel Butt
Director of Excellence
Learning Curve Group



Sam Moorwood
Associate Director of Skills
Sheffield Hallam University



Lucy Hunte
National Programme Manager
NHS England
Panel Chair



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WHAT ROLE WILL PROVIDERS / EMPLOYERS / AOS PLAY IN APPRENTICESHIP ASSESSMENT & HOW DO WE PREPARE?



Why the System Must Work for Apprentices

Joseph Lennox
Senior Policy Advisor
HMRC



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Why the System Must Work for Apprentices

JOSEPH LENNOX CHA (PARS)

SENIOR POLICY ADVISOR – HMRC

NON-EXECUTIVE DIRECTOR – ASSOCIATION OF APPRENTICES

FORMER LEVEL 4 POLICY APPRENTICE

CHAIR OF GOVERNORS



According to the AoA Survey, what do apprentices value most?

106

According to the AoA Survey, what do apprentices value most?

Career progression



Ability to gain experience and a qualification ✓



Getting into the industry they wanted



What Do Apprentices Value Most?



My Journey So Far

Joined in 2019 as a Policy Advisor (EO) in VAT Policy at the age of 19. In this role I was learning the ropes and how to be an effective Policy Advisor. Managed HMRCs move to sharepoint as my first project.

2019

Secured my second promotion to Senior Strategy Advisor (SO) in 2022 at the age of 22. In this role I help shape the strategic landscape across HMRC working with ExCom by managing Strategy Committee.

2022

Took on a permanent position in policy now managing a team of 7 and leading on government flagship policy. Team includes 5 apprentices.

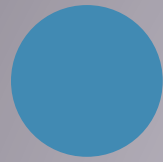
2025

2021

Secured promotion to Higher Executive Policy Advisor (HO) in 2021 while still on the scheme at the age of 20. In this role I specialised in Education and The Temporary Reduced Rate VAT policy. Challenging large business in court, drafting new policy and working with HMT to deliver policies requested by the Chancellor.

2024

- Took on a secondment role working in the CEO and Deputy CEO's office leading on parliamentary business.
- Moved back into VAT Policy working on VAT for Private Schools.



Where Has It All Taken Me?

Meeting Ministers,
senior politicians and
royalty

Supporting the Young
Black Man project &
young Asian Woman
project.

Winning Apprentice
Ambassador of The
Year HMRC

Invited to numerous
events to share my
story. NCFE, Innovate,
AoA, AAC and many
more!

Appointed a Non-
Executive Director of
AoA

I am Chair of a local
schools governing
body.

Judging
Apprenticeship Awards

Winning Apprentice of
The Year for my
category and winning
overall Apprentice of
The Year.

Being apart of the first
cohort to receive post-
nominals

Three Pillars

Apprentice



Learning provider

A strong learning provider who provides support along the way and act as a mentor to help the apprentice in learning.



Employer

A dedicated employer who will commit the time to develop the apprentice and support them while on programme.



EPAO

A strong independent organization which to assess you and conduct your exams..



What percentage of apprentices said their apprenticeship made them feel stressed or anxious?

What percentage of apprentices said their apprenticeship made them feel stressed or anxious?

1 0 1

77%



62%



19%

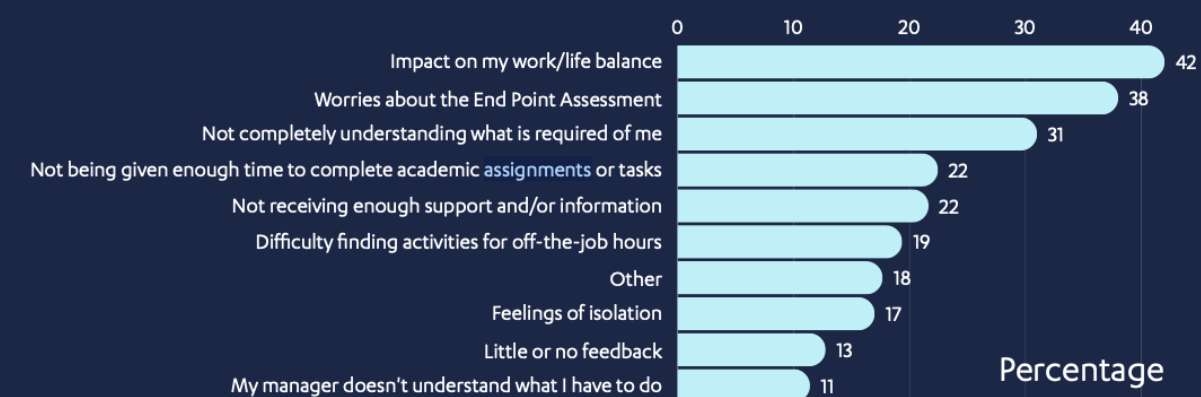


Apprenticeship Impact



Survey Findings

Has your apprenticeship ever made you feel stressed or anxious in the last 12 months? Why did you feel stressed or anxious?



The survey allowed apprentices to select multiple options.



From Ofqual's data for 22/23, How many End Point Assessments were completed?

From Ofqual's data for 22/23, How many End Point Assessments were completed?

082

143,687



96,400



110,575 ✓



KEEPING FOCUS

Ensure changes delivered doesn't impact the quality outcome.

We want to create the best apprentices. So we must retain the best of the best.

APPRENTICE

Assessments should be a way to monitor and assess an apprentice's skills it shouldn't be burdensome.

Taking everyone on the journey. The apprenticeship word can be hard to navigate as it is.

We take the apprentice on the journey. We must make changes that improve the overall journey.

PANEL SESSION



Joseph Lennox
Senior Policy Advisor
HMRC



Peter Pavitt
Programme & Quality Manager
Specsavers



Rachel Butt
Director of Excellence
Learning Curve Group



Sam Moorwood
Associate Director of Skills
Sheffield Hallam University



Lucy Hunte
National Programme Manager
NHS England
Panel Chair



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Q&A



REGULATION – HOW WILL THIS ASSURE THE QUALITY OF APPRENTICESHIP ASSESSMENTS?



Claire Gill
Senior Associate
SDN Mesma Group
Panel Chair



Jessica Lewis-Bell
Associate Director, Strategic
Relationships
Ofqual



Jonathan Mitchell
Deputy Director for Delivery
& Reform
Skills England



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Q&A



REGULATION – HOW WILL THIS ASSURE THE QUALITY OF APPRENTICESHIP ASSESSMENTS?



Regulation - assuring the quality of apprenticeship assessment

Claire Gill

Senior Associate

SDN Mesma Group



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REGULATION – HOW WILL THIS ASSURE THE QUALITY OF APPRENTICESHIP ASSESSMENTS?



ofqual

Regulatory framework for apprenticeship assessment

Jessica Lewis-Bell

Associate Director, Strategic Relationships
Ofqual



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Regulatory framework for apprenticeship assessment

Apprenticeships and Skills Group
Conference

23rd September 2025



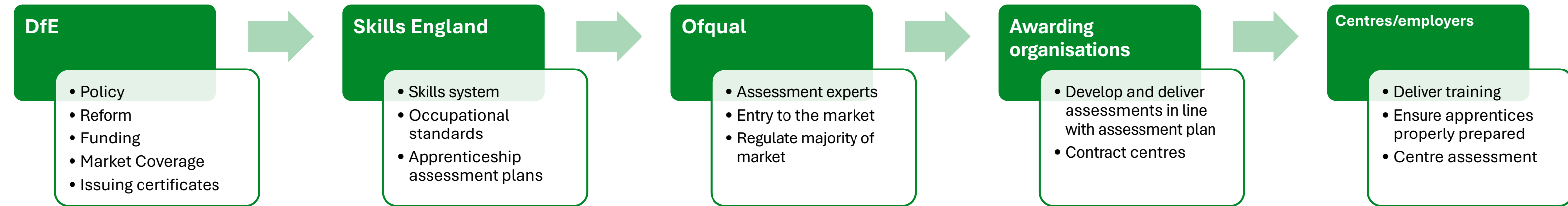
Aims of today

To give you a better understanding of:

- Ofqual's role in the apprenticeship system
- Ofqual's approach to regulation
- Our consultation - what we have heard across the sector
- How the proposed regulatory approach ensures quality and comparability



Roles in the apprenticeship system



A photograph of two young men in a workshop. The man in the foreground is wearing safety glasses and a dark blue polo shirt, looking intently at a piece of machinery. The man in the background is also wearing safety glasses and a dark blue polo shirt, looking down at the same machinery. The machinery has a yellow vertical bar and a blue handle.

The apprenticeship assessment landscape

Approx 1700 EPAs available across 554 apprenticeship standards

Ofqual regulates EPAs for majority of market (554 out of 658 standards)

Minority of EPAs regulated by sector specific regulators, e.g. CILEx

Last year, 154 Ofqual regulated AOs delivered 143,952 EPAs

Strategic approach to regulation

Entity-led
Outcome driven
Risk-based

Tailored to risks
we see in the
apprenticeship
market

Regulatory craft,
using full toolkit at
our disposal



Regulatory tools

Rules

Observation

Audit & Investigation

Guidance

Survey

Enforcement

Recognition / Expansion

Evaluation

Communications
& Engagement

Event notifications

Data

Research

Reforming Apprenticeship End Point Assessment

End-Point Assessment

- Assessment happens at the end
- Assessment plan prescribes approach
- EPAs included in scope of AOs' recognition

Assessment principles

- Proportionate, flexible assessment at the right time
- AOs will have more autonomy, in line with other qualifications
- Avoid duplication in mandated qualifications
- Recognition by SSA



Ofqual's proposed new regulatory approach

- Embeds DfE's assessment principles
- Greater system efficiency by regulating apprenticeship assessment in line with other regulated qualifications
- AOs have clearer accountability for apprenticeship assessment
- Supports continuous improvement, innovation and manageability
- Supports a more appropriate use of employer input

Consultation on the new regulatory framework

Purposes

Content

Assessment
structure and
synoptic
assessment

Setting
assessments

Marking
assessments

Assessment
design

Grading

Standard setting

Assessment
strategy
requirements

Employer
engagement

Disapplication of
certain General
Conditions

Transition
arrangements

Ofqual rules v. statutory guidance

Ofqual rules (Conditions and associated requirements)

- All regulated AOs have a legal obligation to **comply** with Ofqual's rules on an ongoing basis

Ofqual statutory guidance

- Ofqual's guidance explains how to comply with our rules
- All regulated AOs must **have regard to** any guidance when deciding how to comply with our rules



Key themes during sector engagement

Comparability
and consistency

40% AO
marking/synoptic
assessment

Assessment
strategies

Terminology

Consistency and comparability

DfE’s assessment principles give greater priority to flexibility, choice and innovation than to consistency of assessment experience



Comparability of **outcomes** for a given occupational standard remains important so that apprentices are assessed fairly and employers can have confidence in results



Comparability of **outcomes** will be supported by:

Apprenticeship assessment plan requirements	Ofqual’s regulatory proposals related to assessment design	Ofqual’s regulatory proposals related to holding AOs to account	Ofqual’s ongoing risk-based regulation
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Timeline



Any questions?



PANEL SESSION



Claire Gill
Senior Associate
SDN Mesma Group
Panel Chair



Jessica Lewis-Bell
Associate Director, Strategic
Relationships
Ofqual



Jonathan Mitchell
Deputy Director for Delivery
& Reform
Skills England



HEADLINE SPONSOR



Q&A



CLOSE & KEY THEMES



Paul Johnstone
Senior Associate
SDN Mesma Group



HEADLINE SPONSOR





How confident are you that you understand the changes and have the information and support needed to help them deliver real improvements in quality, experience, and outcomes from the outset?

How confident are you that you understand the changes & have the information & support needed to help them deliver real improvements in quality, experience, outcomes

0 4 2

Very confident



Fairly confident



Somewhat confident



Lacking confidence



Not confident



THE EP/AO CONFERENCE

*Thank
You*

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NEXT CONFERENCE

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CONFERENCE CHAIR
DAN HOWARD

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