



Navigating change

The future of Engineering

Speakers and *workshop leads*



Janice Collins

Partnership Manager

City & Guilds



Morice Hole

Partnership Manager

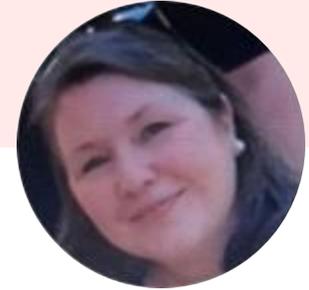
City & Guilds



**Robert Marshall-
Slater**

Head of Apprenticeships
and Workforce Skills

***The City of Liverpool
College***



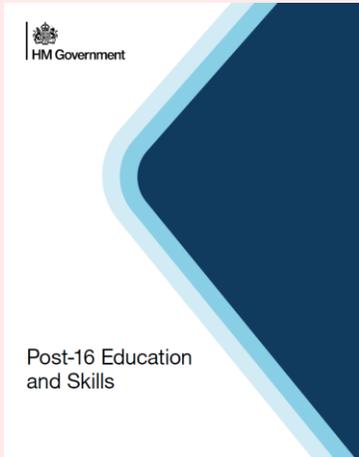
Lynn Borthwick

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Overview of skills reforms

Post 16 Education and Skills



Skills

Simplify skills system

Plan to educate and train the workforce of the future and give people the skills and knowledge they need to succeed.

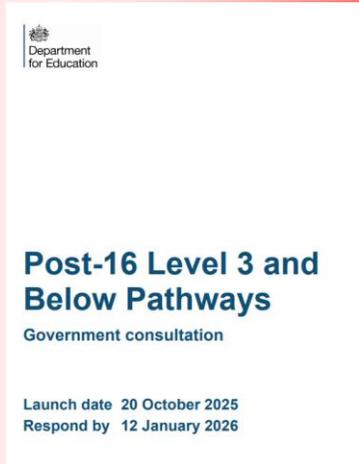
Apprenticeship units

(Short, modular units of learning) Launch April 2026
focus on IS-8 sectors
LLE entitlement application from Sept 26 first teaching Jan 2027.

Teacher recruitment & training

An additional 6,500 new expert teachers.

Consultation focuses on *



Industry

*V Levels

will sit alongside A levels and T Levels.
Only alternative funded pathway for vocational qualifications at level 3 for 16 to 19-year-olds.

NEETS

The lack of qualifications at level 1 is a key risk 16.2% of all 18 to 24-year-olds in England are NEET.

*T Levels

Still remain the main level 3 pathway for those young people New proposed subjects.

Alignment

*The defunding of Level 3 will continue

New defunding timeline from 2026-2032
Defunding of Level 2 is now included.

Maths & English

A new approach to continued study of English and maths will be introduced.

* Introduction of two types of qualifications at Level 2

Foundation Certificate and Occupational Certificate.

What we know from the white paper *so far...*

- Focus on the Post 16-18 full time market.
- New Categories of qualifications will be introduced.
- Wider consultation from DfE.
- Followed by an Ofqual consultations on new conditions.
- Continuation of funding for current qualifications until the reforms kick in.
- Phased approach and introduction of sectors over a period of time.
- Clear alignment of technical qualification of the future, with Standards to meet employer needs.
- Governments intention to align roll out with the Industrial strategy sectors.
- More work experience will be introduced for 16-18 learners (two weeks is proposed).
- Sector approach to design and launching qualifications across level 2 and 3 at the same time.
- More emphasis on the importance of L2 qualifications, in sectors that enable progression into employment.
- Proposal in the consultation that no AO branding for V Levels, Foundation Certificate and Occupational Certificate.
- A Transition plan to new landscape is identified in the consultation.



The options going forward for a *Level 3 Engineer*



A Levels

Subject-based qualifications

Two years at local college or school



T Levels

2-year technical programmes at Local colleges, schools, training providers
80% classroom based
20% in a placement



V Levels

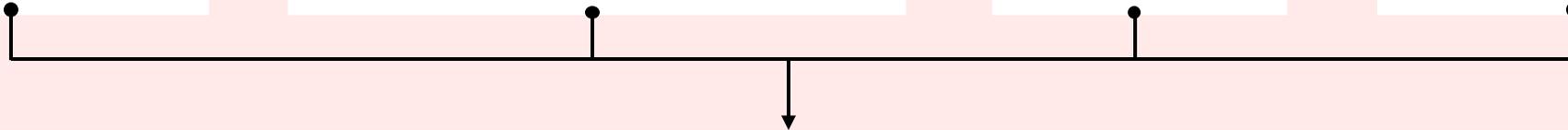
Details to be confirmed.



Apprenticeship Level 2/3

at least 12 months work-based training

80% on the job
20% off the job



Followed by possible progression to:



Higher Education



Employment



Progression onto an Apprenticeship



Higher / Degree Apprenticeship

Apprenticeship Reforms

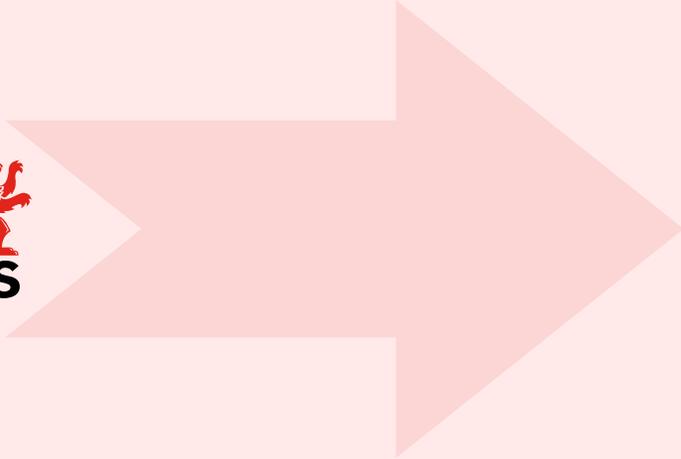
What's *happening now*

- 700+ standards reviewed by August 2026:
 - 300+ EPAOs now AOs (155 Ofqual recognised)
 - September 2025 DFE moved apprenticeships to DWP
 - Skills England published the general requirements and 93 standards listed as prioritised in December with further added in February
 - Apprenticeship surveys – 2 week windows
- [Apprenticeship surveys / Skills England](#)
- Ofqual consultation closed for regulatory reform:
 - Due to be published Spring 2026

Std Code s	Title	Level	Version	Date Added
ST13 15	Aircraft maintenance technician	3	V1.1	Dec-25
ST00 14	Aviation maintenance mechanic	2	V1.2	Dec-25
ST00 99	Boatbuilder	3	V1.3	Dec-25
ST13 72	Bus, coach and heavy goods vehicle service and maintenance technician	3	V1.0	Dec-25
ST13 65	Cold fitting setter technician	3	V1.0	Feb-26
ST14 22	Commercial vehicle and public services, service and maintenance operative technician	2	V1.0	Dec-25
ST00 94	Composites technician	3	V1.1	Feb-26
ST08 05	Construction equipment maintenance mechanic	2	V1.0	Feb-26
ST00 34	Electrical and electronic engineer (degree)	6	V1.3	Dec-25
ST04 75	Electrical power networks engineer	4	V1.0	Feb-26
ST01 57	Electrical power protection and plant commissioning engineer	4	V1.0	Dec-25
ST06 72	Electro-chemical engineer	6	V1.0	Dec-25
ST01 51	Embedded electronic systems design and development engineer (degree)	6	V1.3	Dec-25
ST01 64	Engineering design technician	3	V1.2	Dec-25
ST04 32	Engineering fitter	3	V1.4	Dec-25
ST08 41	Engineering manufacturing technician	4	V1.4	Feb-26
ST05 37	Engineering operative	2	V1.3	Feb-26
ST07 44	Food and drink fabricator	2	V1.1	Dec-25
ST01 99	Food and drink process operator	2	V1.2	Feb-26
ST01 96	Food and drink technical operator	3	V1.3	Feb-26
ST02 05	Gas network crafts person	3	V1.4	Dec-25
ST02 04	Gas network Operative	2	V1.3	Dec-25
ST09 99	Lead engineering maintenance technician	4	V1.2	Dec-25
ST04 20	Lead manufacturing operative	2	V1.2	Feb-26
ST02 52	Lift and escalator engineer	3	V1.2	Feb-26
ST03 87	Lift truck and powered access engineer technician	3	V1.2	Dec-25
ST13 05	Machining technician	3	V1.5	Dec-25
ST00 25	Manufacturing engineer (degree)	6	V1.2	Dec-25
ST08 08	Maintenance electrician	3	V1.2	Feb-26
ST03 64	Maintenance engineer	3	V1.2	Dec-25
ST02 76	Maintenance mechanical and electrical mechanic	2	V1.1	Feb-26
ST01 44	Meat processing plant operator	2	V1.1	Feb-26
ST13 26	Mechanics Maintenance Technician	3	V1.0	Feb-26
ST06 07	Metal fabricator	3	V1.3	Dec-25
ST00 33	Motor Vehicle Service and Maintenance Technician (Light Vehicle)	3	V1.5	Dec-25
ST02 88	Non-destructive technologies technician	3	V1.1	Feb-26
ST02 90	Nuclear health physics monitor	2	V1.2	Dec-25
ST02 91	Nuclear operative	2	V1.1	Dec-25
ST08 33	Ordnance munitions explosives technician	4	V1.1	Feb-26
ST08 51	Pipe welder	3	V1.2	Feb-26
ST08 52	Plate welder	3	V1.1	Feb-26
ST06 95	Process leader	4	V1.1	Feb-26
ST08 45	Project control professional	6	V1.1	Feb-26
ST01 63	Project control technician	3	V1.0	Feb-26
ST04 96	Rail and rail systems senior engineer (intergrated degree)	6	V1.0	Feb-26
ST03 16	Rail engineering advanced technician	4	V1.1	Feb-26
ST03 17	Rail engineering operative	2	V1.1	Feb-26
ST03 18	Rail engineering technician	3	V1.2	Feb-26
ST03 15	Railway engineering design technician	3	V1.1	Feb-26
ST13 17	Robotics engineer - degree	6	V1.2	Feb-26
ST04 22	Science manufacturing process operative	2	V1.2	Dec-25
ST00 15	Survival equipment fitter	3	V1.1	Feb-26
ST06 41	Tool process design engineer	6	V1.0	Feb-26
ST04 06	Vehicle damage assessor	4	V1.0	Dec-25
ST04 05	Vehicle damage mechanical, electrical and trim (MET) technician	3	V1.3	Dec-25
ST04 03	Vehicle damage panel technician	3	V1.3	Dec-25
ST04 53	Water treatment technician	3	V1.0	Feb-26
ST03 49	Welder	2	V1.4	Dec-25
ST14 55	Wind turbine maintenance technician	3	V1.0	Feb-26
ST05 31	Wood product manufacturing operative	2	V1.0	Feb-26



What *we know*



- 1 Assessment will be more proportionate to the competency being tested and removes any duplication.
- 2 Assessment plans can be designed to allow assessment to take place on-programme.
- 3 Training providers can deliver and mark elements of some assessment plans, AOs will still shape the assessment and ensure the validity of outcomes.
- 4 Verification that behaviours have been demonstrated will be provided by employers.
- 5 Alignment with IS-8: Focus will be on sectors noted in the UK's Modern Industrial Strategy 2025, to support skills growth.
- 6 Assessment plans will be short, high level and contain the minimum number of assessment methods for validity.

• What we know

- **Requirements and guidance for apprenticeship assessment**

- **Assessments**

- No minimum number of assessments
- Each apprenticeship assessment plan will set out **one required assessment method** which must be used in each version of the apprenticeship's assessment that is made available..
- Assessment organisations **will select from appropriate methods to assess the remaining content** where required, balancing validity and reliability with delivering proportionate assessments that reduce assessment burden.
- An apprenticeship assessment plan will have as a minimum:
 - Introduction,
 - Assessment outcomes,
 - Assessment requirements,
 - Performance descriptors.

- **Additional qualifications mandated within occupational standards**

- Additional qualifications can be mandated as a completion requirement for an apprenticeship.
- They are determined on a case-by-case basis for individual standards for one of the following reasons:
 - The qualification is a **regulatory or legal requirement** to operate in that occupation
 - The qualification is **required for professional body** membership
 - The qualification has such currency in the labour market that an apprentice would be **at a significant disadvantage without it**
 - Where the mandated qualification fully covers the required knowledge and skills statements no additional assessment is needed.

• What we *know*

- **Requirements and guidance for apprenticeship assessment**

- **Gateway to completion**
- The achievement of any additional qualifications mandated within the occupational standard.
- The achievement of English and maths qualifications, as per the latest version of the apprenticeship funding rules.

- **Verification of behaviours**
- It is the responsibility of the employer to review behaviours throughout the apprentice's programme and confirm sufficient demonstration of these behaviours before a certificate can be requested.

- **External Quality Assurance**
- Ofqual and The Office for Students and other bodies on specific standards.



What *City & Guilds service* will look like

- **Two approval pathways** to deliver apprentice assessment:
- **1. Fast-track approval** to ensure a smooth transition for customers wanting to continue or expand provision in a sector you already work in
- You can add an apprenticeship assessment using our express approval route if you already offer an aligned technical qualification
 - **2. Full approval** if delivering a new sector, or are new to City & Guilds

Option 1 : *Quality Model for Internal Centre Assessed Components*

Centre assessed – Verification model



Minimum of one annual EQA verification activity
Any risks/issues identified must feed/determine into sample size

SAP

External components

External Assessment

External Component assessment

Release External Component Results

Completion

Completion

Claim Apprenticeship Certificate

- EPA reform** 60% centre assessed model (Internal) 40% external assessed (e.g. Evolve). Centres must have robust assessment and IQA processes in place to ensure reliable outcomes for the centre assessed components. As an AO we set assessments, approve and monitor centre capability, and verify that assessment decisions meet national and regulatory requirements. External component set by AO and externally assessed.

Option 2 : *Quality Model for City & Guilds Assessment*

City & Guilds assessed (current EPA model)



2. Current EPA model 100% City & Guilds assessed model(external)

We retain full responsibility for assessment with integrity *through agreement with centre*.

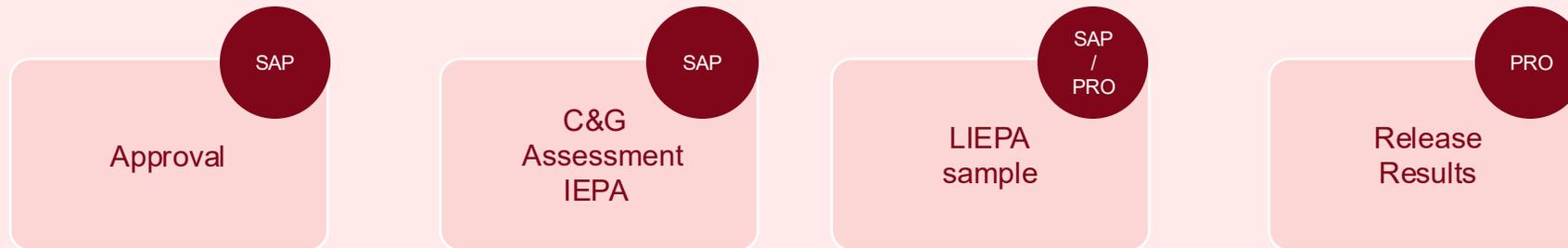
As an AO we design, set, and mark assessments through our internal teams and or our associate network.

C&G Associates are trained, standardised, and ensure consistency, fairness and compliance with regulatory requirements across all assessments and delivery contexts.

Just as in EPA and QW.

Option 2 : *Quality Model for City & Guilds Assessment*

City & Guilds assessed (current EPA model)



2. Current EPA model 100% City & Guilds assessed model(external)

We retain full responsibility for assessment with integrity *through agreement with centre*.

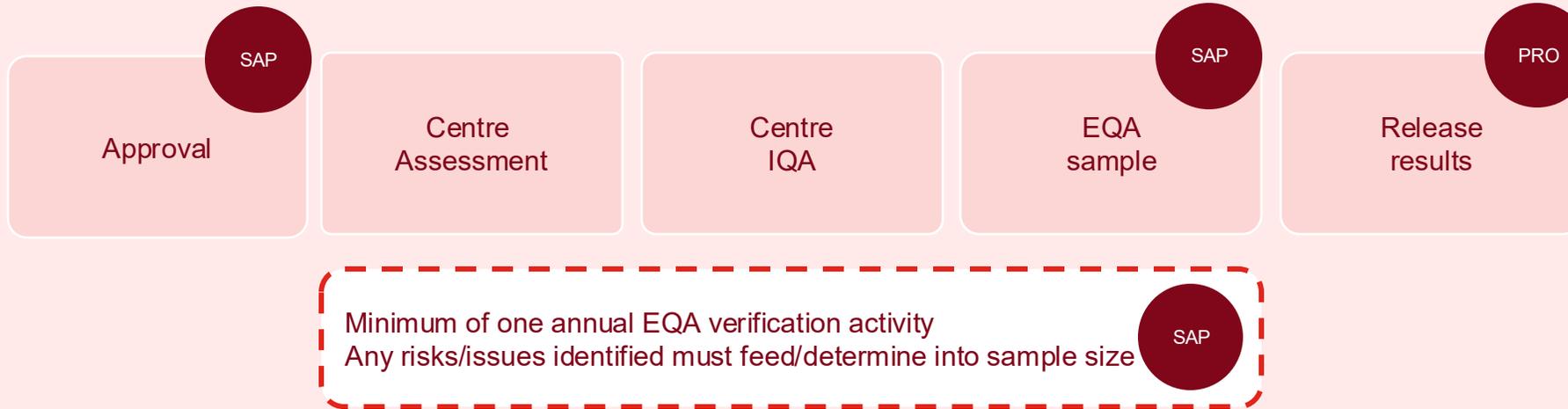
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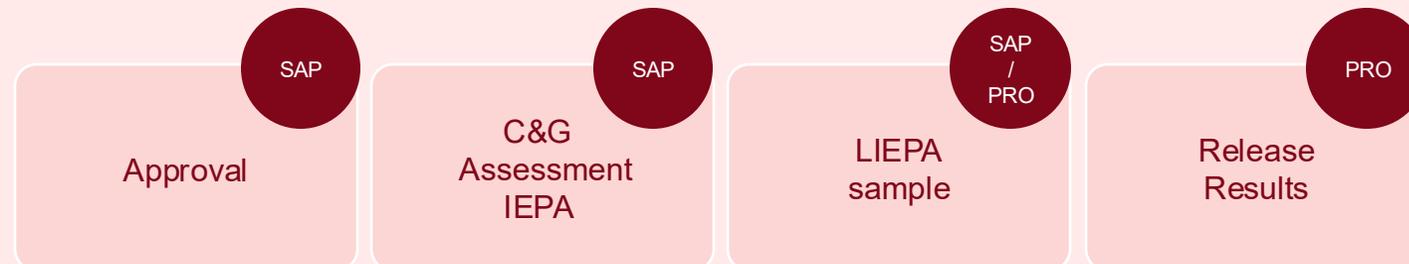
Just as in EPA and QW.

Option 3: *Quality Model for Dual assessment*

Centre Assessed – Verification model



City & Guilds assessment – Marking service



3. Dual assessed model (mixture of centre assessed or C&G(external marking service) Dual assessment combines, centre assessed, and C&G assessed components. Centres assess specified components and C&G associates assess others. The AO retains overall control of standards through verification ensuring integrity, fairness and compliance.

A conversation with Robert Marshall- Slater

Break out session



Discussion *session*

Purpose

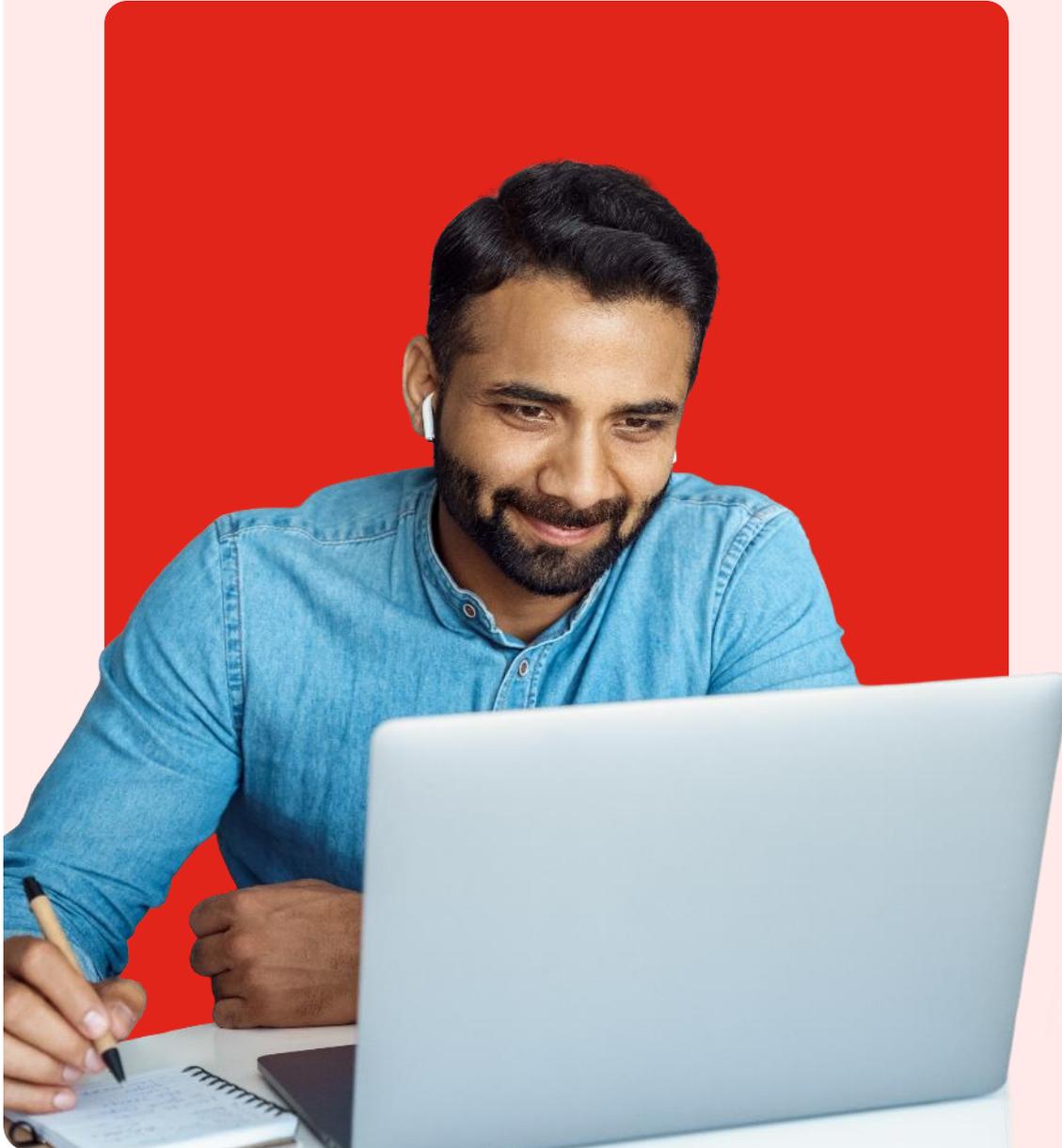
- We're shaping our approach to apprenticeship assessment through sector engagement and design thinking - your input will help validate our insights to create practical, effective solutions for providers, employers, and learners.

Table Topics

- **Delivering internal assessment** – capacity, quality, consistency, employer confidence, support
- **Managing the transition** – staff upskilling, guidance, clarity, employer engagement
- **Assessment methods and sector fit** – sector fit, on-programme vs summative, real-world & digital assessment
- **Learner-facing support** – guidance, resources, employer expectations
- **Feedback**
- Table lead shares 1 insight or opportunity + 1 risk or concern.
- Be specific and practical.

Time

- 10 minutes for discussion. 10 minutes for feedback



Working *together*

Future face-to-face and online networks, webinars and events

- Engineering Manufacturing Support Technician – April 26
- Engineering Maintenance Technician Single/ Dual – Summer 26

Keep up to date on announcements and developments

- Visit our apprenticeship reform webpage
- [Apprenticeship Assessment | City & Guilds](#)

Your Voice – Our customer community research platform

- Give feedback on areas that interest you, take part in activities and earn rewards.
- [Customer Voice | City & Guilds](#)

Customer councils

- Sector voice, shape the product offering and approach for your sector



Employers

If you are an employer and wish to get involved in T Levels, and help validate our qualifications here is an Expression of Interest form :

[City & Guilds Employer Validator EOI](#)

We are always looking for new Industry Employers to work with us on qualification development and Validation

Please email chris.platt@cityandguilds.com for more information or to arrange a call



We would like to say...

Thank you



About City & Guilds

City & Guilds is the global skills partner, empowering people, organisations and economies to develop the skills they need for growth. With almost 150 years of trusted expertise, we support people into work, help them develop on the job and move into the next job.

We work with Governments, employers, training providers, colleges and industry stakeholders to design and deliver high-quality training, qualifications, assessments and credentials that lead to meaningful career progression. We understand the life changing link between skills development, social mobility and success. Our solutions span critical sectors including construction, engineering, transport, energy and electrical, serving over 1 million learners annually.

Through our comprehensive portfolio of brands and trusted global network, we set industry-wide standards for technical, behavioural and commercial skills to improve performance and productivity. We believe you can achieve your potential - and we're here to help make it happen.

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