apprenticeship
FRAMEWORK

Ceramics Manufacturing - Non-Statutory (Wales)

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Apprenticeships

Ceramics Manufacturing - Non-Statutory (Wales)

Contents

Framework summary

Ceramics Manufacturing - Non-Statutory

Foundation Apprenticeship in Ceramics Manufacturing

Pathways for this framework at level 2 include:

Pathway 1: Manufacturing Ceramics

Competence qualifications available to this pathway:

C1 - Level 2 NVQ Diploma in Manufacturing Ceramics (QCF)

Knowledge qualifications available to this pathway:

K1 - Level 2 Certificate in Ceramics Manufacturing (QCF)

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Essential skills

Framework information

Information on the Publishing Authority for this framework:

Proskills

The Apprenticeship sector for occupations in printing, mineral extraction and processing, health and safety and process and manufacturing of furniture, glass, ceramics, coatings and paper (also includes glazing, building products, wood and mining).

Issue number: 3	**This framework includes:**
Framework ID: FR01977	Level 2
Date this framework is to be reviewed by: 31/07/2015	This framework is for use in: **Wales**

Short description

The Ceramics Manufacturing framework provides work based training for young people and adults to undertake key manufacturing, craft and technical roles in the Ceramics industry.

This is a Level 2 Intermediate Apprenticeship in Ceramics (it usually takes 12-18 months to complete). The framework contains details of the vocational qualifications, knowledge based technical qualifications, essential skills Wales (Communication and Application of Number), and employee rights and responsibilities that are required for an Apprenticeship in the Ceramics Industry.

Apprentices undertake training both on and off-the-job at their workplace and some training can also be undertaken away from the workplace, delivered by a local training provider or a further education college.

Contact information

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This framework is published by Proskills UK on a non-statutory basis prior to the designation of Issuing Authorities for Wales

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Revising a framework

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Why this framework is being revised

Requested to remove 2 job titles - Laboratory Technician and Warehouse Operative. These are generic job roles and not specific to this Ceramics framework.

Summary of changes made to this framework

Deleted 2 job roles:

- Laboratory Technician
- Warehouse Operative

Qualifications removed

None

Qualifications added

None

Qualifications that have been extended

None

Purpose of this framework

Summary of the purpose of the framework

Manufacturing is a key sector in the Welsh economy, directly accounting for 18% of Welsh GDP. However, many factors will continue to have an impact on companies in the sector, such as as difficult trading conditions, competition, advancing technology, legislation and environmental issues and changing working practices. These are all factors that companies in Wales have identified will have a significant impact on their businesses over the coming years.

Currently almost half of employers in Wales train their employees and a fifth agree that the need to increase workforce skills will continue to be a key factor in the coming years. Organisations who are training are much more likely to be developing new products and looking to enter new markets. Training is also heavily associated with developing new working practices and technological advances.

It will be vital to ensure the presence of appropriate training for the Ceramics industry to help them prepare their employees for the future and to maintain and improve productivity and competitiveness.

The Ceramics industry is an important part of the supply chain to construction; supplying end products for the furnishing of residential and commercial living/ work places. The Ceramics industry is divided into the following main manufacturing sub- industries:

- domestic and commercial tableware and giftware
- hospitality ware
- floor and wall tiles
- sanitaryware
- industrial ceramics
- other ceramic products

The industry consists mainly of micro companies, with around 81% of organisations employing less than 10 people. Only 10% of companies have over 50 employees but between them they employ 79% of the workforce and therefore have a major influence on the industry. Due to its manufacturing processes, the Ceramics industry is particularly concerned about energy costs and the low carbon agenda and are actively taking steps towards environmental sustainability. They are achieving this by changing technologies and working practices within the industry - both of which are major drivers for training.

Ceramics companies have expressed their desire to increase workforce skills and we need to ensure that the right skills platform is in place to support this skills investment within the

industry. Current skill gaps in the Ceramics industry are most common in the skilled trades and the most common types of gaps are those relating to technical, practical, or job-specific skills. The continuing presence of an Apprenticeship framework for the Ceramics industry will ensure that there is suitable provision to address these gaps. A modernised Apprenticeship framework provides a powerful part of the Ceramic industry's strategy of attracting, developing and retaining people to the industry.

An ageing workforce has made Apprenticeship frameworks more important than ever as a tool for recruiting, retaining and developing good people within the Ceramics industry. This Level 2 Foundation Apprenticeship framework will be promoted as a suitable programme of training for employees of any age. Although the gender mix of the Ceramics workforce is evenly split between male and female, traditionally the more senior management positions in the Ceramics industry have been male dominated but this is gradually changing and more women are achieving good career progression within the industry.

This framework provides a structure that will ensure that training and assessment is carried out systematically and will help meet the needs of the industry. Essentially, this is a sound knowledge and understanding of the complexities of the manufacturing processes, underpinned by the relevant skills and principles. The competency outcomes described at Level 2 will give Apprentices a range of pertinent skills, whilst the underpinning knowledge will ensure that Apprentices understand basic and complex Ceramics industry principles and processes. The mix of competencies and job knowledge will engender the notion of best practice, health and safety and innovation.

This Foundation Apprenticeship framework for Ceramics Manufacturing is designed with a changing and more competitive world in mind – it is about providing the best possible preparation for achieving skilled occupational status, for both young and older workers, within an industry that is ever changing and increasingly demanding. The Ceramics industry of the 21st Century is very dynamic and progressive and makes good use of cutting edge technology and processes whilst, at the same time, retaining the more traditional hand crafted skills. It offers Apprentices a choice of challenging and varied job roles. Advanced ceramics are now used in a whole range of high-tech products including computers, jet engines, lasers, x-ray equipment, radar, thermal imaging devices and artificial joints. The industry has an excellent safety record.

For more information about the Ceramics Industry, please visit www.advice-resources.co.uk . This report outlines information on careers available, new emerging jobs, transferability of skills career paths and opportunities for progression. There is information on pay scales, how to enter the industry and what qualifications are available. The report also shows trends in the industry, where there are current skills gaps and the future of the industry in terms of its green agenda and future job requirements.

Aims and objectives of this framework (Wales)

The aim of this framework is to continue to meet the current skills gaps and changing skills needs of employers in the Ceramics Industry by attracting new recruits from a range of diverse backgrounds and to upskill the existing workforce to ensure that they have the required skills, knowledge and experience to help businesses to remain competitive, profitable and responsive to change.

The objectives of this framework are:

1. To contribute to the tackling of the intermediate skills gaps in Wales, by expanding our Ceramics Apprenticeship numbers to create a modern class of technicians, whilst at the same time retaining the traditional handcrafted skills. They will have transferable skills, gained as a result of both academic study and practical on-the-job experience.

2. To attract new recruits into the Ceramics Industry from a range of diverse backgrounds to address current skills gaps in the industry and to increase the number of previously unrepresented groups (ethnic minorities and those with a disability) It also aims to meet the specific challenges of an ageing workforce.

3. To provide opportunities for existing staff in the Ceramics industry to upskill to equip them with the necessary skills and knowledge to face the many challenges facing the industry and that they can respond effectively to the changes in developing new products, new markets, technological advances and legal and environmental requirements.

4. To provide quality, sector specific skills development for those who wish to attain the highest possible standards within their chosen occupational area and provide progressional opportunities to facilitate them working to their greatest potential.

5. To provide career progression into employment at higher levels within the Ceramics industry or, for those who wish to pursue additional learning, in a Further or Higher Education arena.

Entry conditions for this framework

The selection process for all Ceramics employers is likely to include an interview to ensure that potential Apprentices have selected the right framework to meet both their needs and those of the employer. This process provides an opportunity for employers and Apprentice applicants to consider, discuss and assess an individual's prior learning and experience. An employer can then identify where this may be suitable as an appropriate foundation for undertaking the selected Apprenticeship and the individual's potential to successfully complete the framework. Where appropriate, they can also use this initial interview process as a way of tailoring the programme to meet individual learning and support needs.

Apprenticeship applicants are welcomed from a range of diverse backgrounds and it is anticipated that they may have a range of differing experiences, achievements and/or qualifications. The demonstration of relevant, transferable prior learning will form an important part of any employer's Apprentice selection process. There is a possibility that much of the evidence presented for previous achievements and/or qualifications can be considered as counting towards completion of an Apprenticeship programme as acceptable forms of Accredited Prior Learning (APL) or via Credit Transfers, where this is possible.

Examples of requirements that will be considered as a suitable basis for entry to the framework include:

- Previous work experience or employment, supported by a portfolio of evidence **or**
- Voluntary or community based work **or**
- Proof of completion of non accredited courses **or**
- Achievement of Awards, Certificates or Diplomas in a related industry such as Manufacturing, Engineering, Construction or Creative industries **or**
- Achievement of a 14-19 Diploma in Manufacturing & Product Design or Construction & the Built Environment or Creative and Media **or**
- Welsh Baccalaureate - Foundation, Intermediate or Advanced Diploma **or**
- GCSEs in English, Maths and Science

Literacy and numeracy skills are highly desirable, and this Level 2 Foundation Ceramics Apprenticeship framework does facilitate the development of these skills and learning support can be tailored to provide Apprentices with the individual assistance they require. Employers are especially interested in applicants who can demonstrate a positive, "can do" attitude with a willingness to work hard and develop new skills and knowledge.

Work in the Ceramics industry varies greatly according to the employer's business. Some

processes are automated and others are carried out by hand. Many Ceramics manufacturing jobs require manual skills, lifting and handling heavy equipment (although many factories do have lifting devices) and spending long periods standing; so physical fitness is important. Some job roles, especially where hand crafting is used, require creativity, an artistic flair , patience and good attention to detail. Individuals with an interest and skill in art and design could use this Apprenticeship programme as a route to becoming skilled in Ceramics job roles in product design and decoration.

Apprentices will work in a factory based environment and the range of job roles available is very varied and ranges from those requiring very traditional hand craft skills to ones which are controlled and monitored by sophisticated technology systems and involve both basic and complex manufacturing processes. Overtime, shift work and weekend working may be required by some employers.

Level 2

Title for this framework at level 2

Foundation Apprenticeship in Ceramics Manufacturing

Pathways for this framework at level 2

Pathway 1:	Manufacturing Ceramics

Level 2, Pathway 1: Manufacturing Ceramics

Description of this pathway

Manufacturing Ceramics

(Total Credit Value = 76)

Entry requirements for this pathway in addition to the framework entry requirements

Apprentices should be aware that, for many of the job roles within Ceramics manufacturing, they may be required to work in a factory based environment. Overtime, shift and weekend working may be required by some employers.

Job title(s)	Job role(s)
Low Temperature Kiln Operative	Processes highly decorated tiles which have undergone specialist decoration techniques. For example, silk screen printing, gold and platinum decoration and cutting to achieve mosaic effects.
Glost Selecting & Packing Operative	Controls systems that scan and quality inspects tiles, packs tiles into cartons, labels and wraps cartons and automatically puts them on pallets ready to go to the warehouse.
Roller Kiln Operative	Operates, controls and supervises single layer firing process. Controls the auto loading and unloading of cages of tiles for firing.
Dipping & Printing Operative	Glazes and decorates clay tiles using a variety of techniques. Loads decorated tiles ready for firing.
Tile Press Operative	Operates a hydraulic press and drier to press dust particles in a metal box die to form tile shapes and profiles.
Mill & Spray Drier Operative	Mixes and mills raw ingredients to make liquid slip. A spray dryer converts the slip to dried clay particles - for tile making.
Banding Machine Operative	Operates a machine that is preset to apply a line of ceramic colour to an item in a linear fashion. Items then go for hardening/firing to fire the colour on.
Grinder/Polisher (Biscuit/Glost)	Grinds or polishes off imperfections on biscuit or glost ware, usually as part of the rework process. However, it can be used to remove pin marks from back of flat ware items that won't go through a ginetting machine.
Vibro Operator	Loads and empties a Vibro Machine, which smoothes the edges of biscuit fired ware ready for glost selecting then glazing.
Hand Sponger	Sponges clay pieces to required standards, ready for biscuit firing.
Hand Decorator	Paints on decoration prior to an item being hardened or fired.
Robot Operator	Robotics are used in many different processes and there are many areas of the Ceramics manufacturing industry where these are used.
Sponge Machine Operator	Operates a sponge machine to remove rough edges on items, ready for firing.
Glaze Sprayer	Applies liquid glaze to biscuit or clay ware items with either a hand spray gun or a glaze spray machine (both are very different processes).
Cup Maker	Produces clay cups on a cup making machine, usually using a plaster mould. Cups are then placed in a drier.
Flat Maker	Produces clay ware on a Flat Making machine, ready for sponging.

Effluent Plant Operative	Ensures the process that cleanses the water run off and recycles waste operates correctly.
Refire Operative	Rubs, grinds and resprays pieces as required.
Glost Inspector	Inspects each piece and grades it as Best, Refire or Pitcher. Refire pieces also marked for rework.
Kiln Placer	Builds kiln car so that it optimises effectiveness of the firing process.
Hand Sprayer	Uses the traditional methods for applying glaze onto sanitaryware.
Process Inspector	Similar to a Fettler except they select the robotic spray programme for each item they finish after the driers.
Pressure Caster	Sets and monitors pressure casting machines, de-moulds and finishes the pieces.
Pressure Caster	Sets and monitors pressure casting machines, de-moulds and finishes the pieces.
Glaze Operative	Manufactures glaze by mixing correct recipe.
Slip Operative	Manufactures slip by mixing correct recipe, blunging and storing for appropriate maturation.
Caster	Involves pouring liquid clay or slip into moulds to form items such as bowls. Casting has become a mechanised process in many large companies, although there are still opportunities for casters in smaller companies and craft potteries.
Fettler	Smooths (fettles) edges and surface of product
Kilnman	Operates, controls and supervises the drying and firing process
Lithographer	Applies lithographs to ceramic ware before firing
Dipper	Dippers dip each article into the glaze, being careful that the coating is even
Modeller	The modeller is a skilled artist and designer who makes the clay model of the item which is to be produced.
Mould Maker	Make moulds to produce ceramic items
Press Operator	Set up and operate hydraulic ram press to form ceramic items.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 NVQ Diploma in Manufacturing Ceramics (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
C1a	600/0911/1	PAA/VQSET	48	202-219	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Ceramics Manufacturing (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K1a	600/0618/3	PAA/VQSET	16	120	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

K1 provides the underpinning knowledge and understanding for C1.

COMPETENCE: Apprentices must achieve a minimum of **48 Credits** - 32 Credits from Mandatory Units and 16 Credits from Optional Units in Level 2 NVQ Diploma in Manufacturing Ceramics.

The optional units cover a wide range of skill and competency areas within Ceramics manufacturing and the choice of appropriate unit/s will be decided following discussions between the employer, provider and Apprentice. The units chosen should relate to the specific competencies being developed and provide the Apprentice with the appropriate underpinning knowledge and understanding.

KNOWLEDGE: Apprentices must achieve a minimum of **16 credits** by achieving all 3 units of the Level 2 Certificate in Ceramics Manufacturing.

Transferable skills (Wales)

Essential skills (Wales)

	Minimum level	Credit value
Communication	Level 1	6
Application of numbers	Level 1	6
IT	Not Required	

Progression routes into and from this pathway

PROGRESSION INTO THIS PATHWAY:

There are no pre-defined routes of entry into the Ceramics Manufacturing Apprenticeship however, work based qualifications such as NVQs / SVQs / AVCEs (Vocational A' Levels) and BTEC Diplomas related to Ceramic sector careers are widely available and all provide a good basis for entry to this pathway.

The Welsh Baccalaureate, any learning undertaken as part of the Welsh 14-19 Pathways programme or any other relevant programmes, that combine academic and vocational training, are recognised routes into an Apprenticeship framework. GCSEs also provide a solid base to build on, with subjects such as Art, Science and Design and Technology all seen as useful by Ceramics industry employers, along with English, Mathematics, IT and Business Studies.

There is a possibility that many of these may be considered as counting towards completion of an Apprenticeship programme as acceptable forms of Accredited Prior Learning (APL) or via Credit Transfer, where this is possible.

GCSEs also provide a solid base to build on, with subjects such as Art, Science and Design and Technology all seen as useful by Ceramic sector employers, along with English, Mathematics, IT and Business Studies. The Foundation/Higher Diploma in Manufacturing and Product Design will provide an excellent route into the Ceramics manufacturing sector. In addition, the Construction and Built Environment Foundation/Higher Diploma also provides an excellent platform for individuals interested in progression into the Ceramics industry. The principal learning from these qualifications has been incorporated into the Welsh Baccalaureate and could form a suitable route.

Some entry level jobs in the Ceramics industry can be offered without qualifications, if a good impression is created at interview. Showing enthusiasm, good communication skills, providing proof of a mature attitude and problem solving skills will all help an Apprenticeship application and an Apprentice's successful completion of the framework. Many skills can be developed while an Apprentice is employed if they have the right attitude. Previous work experience in the Ceramics industry, or a related discipline, is also a valuable foundation for entry into this pathway.

Many Ceramics manufacturing jobs, require manual skills and involve working with your hands, handling heavy equipment, and spending long periods standing; so physical fitness is important. The majority of job roles are undertaken within a factory environment. The work relies heavily on teamwork and good communication skills and these are highly valued by Ceramics employers.

PROGRESSION FROM THIS PATHWAY INCLUDES:

- Continuing to develop your craft and technical skills and experience in Ceramics Manufacturing and striving to "be the best" in your chosen occupational route and have pride in your work.

- Participating in relevant in-house company training or external learning, where available and/or offered.

- Broadening and developing your skill base by progression into other job roles within the Ceramics industry - "horizontal progression"

- Progression into higher level jobs within the Ceramics industry such as Team Leader/Supervisor, or into other functional areas such as design, research and developing product ranges and production methods, marketing, sales, planning, procurement, finance or warehouse and distribution.

- Undertaking a related Engineering Apprenticeship.

- Undertaking a Higher/Advanced Diploma in Manufacturing and Product Design, Construction and the Built Environment or the Creative and Media.

- Undertaking Assessor and Verifier qualifications.

Take a closer look at your career options and progression opportunities in the Ceramics Industry by visiting: www.prospect4u.co.uk/

Delivery and assessment of employee rights and responsibilities

It is important that all employees understand and can demonstrate an understanding of their rights and responsibilities as an employee.

The 9 required national outcomes/standards for ERR are that an Apprentice:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well.

2. Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer.

3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities.

4. Knows and understands the role played by their occupation within their organisation and industry.

5. Has an informed view of the types of career pathways that are open to them.

6. Knows the types of representative bodies relevant to their industry and organisation, and their main roles and responsibilities.

7. Knows where and how to get information and advice on their industry, occupation, training and career.

8. Can describe and work within their organisation's principles and codes of practice.

9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

As part of this framework, ERR is required to be formally delivered and assessed. However, this does not need to be by the achievement of an accredited QCF unit.

Employer Induction processes will play a central role in the delivery of ERR and this can be supported, and evidenced by, the use of an ERR workbook. Completed workbooks will be formally signed off by the Apprentice, their Employer and Provider and can be used as a mode of assessment to confirm an Apprentice's knowledge and understanding of their employee rights and responsibilities.

Successful achievement of all 9 ERR national standards must be demonstrated and evidenced at the point of certification and can be supported by documentary evidence, which could be in the form of a completed ERR workbook or completion of a company induction programme. All supporting evidence/workbooks (relating to ERR) are required to be formally "signed off" by the Apprentice, their Employer and the Assessor.

A copy of a suitable ERR workbook for the Ceramics Industry is available to download from: www.proskills.co.uk/ qualifications/apprenticeships

Time spent on ERR contributes towards meeting the minimum on and off the job learning hours required for completion of this pathway.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

OVERVIEW

The delivery of an Apprenticeship framework must be in environments that are free from prejudice and discrimination where all learners can contribute fully and feel that their contribution to the industry is valued. There must be no discriminatory practices in the selection and recruitment of Apprentices to this programme. It is available to all people, regardless of age, gender, ethnic origin, religion/belief, sexual orientation or disability, who meet the stated selection criteria.

This Ceramics Foundation Apprenticeship aims to promote diversity, opportunity and inclusion by offering a high-quality learning opportunity to all who meet the required entry conditions.

ISSUES

A recent Labour Force Survey shows that 67% of the current Ceramics workforce is full time and 51% are female. The single largest occupational group is skilled trades (38% of the workforce). Other major occupational groups are managers/ senior officials (22%) and process, plant and machine operatives (13%).

The Ceramics industry operates an open recruitment policy but is currently not attracting, in sufficient numbers, applicants from black and minority ethnic groups or those with a difficulty or disability. The industry recognises that it is not making the most of this pool of untapped talent, which could help the Ceramics industry to meet their skills gaps and shortages.

Another key challenge for the Ceramics industry is that its current workforce is ageing, with a particular shortfall of employees aged 16-24. Effective succession planning needs to start now in order to meet future gaps in the workforce as older workers leave the industry - attracting younger people into the industry will be key to addressing this issue. Although the gender mix of the workforce is evenly split between male and female, the majority of senior management positions are currently male dominated.

BARRIERS

The reasons for the imbalances in the current make up of the Ceramics industry workforce are largely down to its historical poor image and a misconception that jobs in the process largely down to its historical poor image and a misconception that jobs in the process manufacturing

industries are dirty and dangerous. The wide range of challenging and varied career opportunities within the Ceramics industry are not widely known. It is not currently a career of choice for many first time job seekers or for those considering a career change. This is especially so in the case of young people.

However, the Ceramics industry of the 21st Century is very dynamic and progressive and makes good use of cutting edge technology and processes whilst, at the same time, retaining the more traditional hand crafted skills. The industry needs to raise awareness of its innovativeness and diversity and to overcome the current misconceptions.

The Ceramics industry offers a range of challenging and varied job roles. Advanced ceramics are now used in a whole range of high-tech products including computers, jet engines, lasers, x-ray equipment, radar, thermal imaging devices and artificial joints. The industry has an excellent safety record.

ACTIONS

Entry to a career in the Ceramics industry is non-exclusive and there are no significant barriers to entry and progression within any of its occupational roles. As a way of addressing the issue of attracting young people into the industry, Proskills has developed a number of Schools Into Industry Programmes. These are industry-backed programmes designed to educate and engage young people in the world of process manufacturing and to raise awareness of the exciting and challenging career opportunities available within these industries.

MakeIT! Ceramics is an industry-based project for schools, mapped to the national curriculum and Diplomas. It familiarises students with the glazed ceramics industry through researching and designing products, and investigating different aspects of the industry – from the sourcing of raw materials, to the production of glazed ceramics. For more information on MakeIT! Ceramics please visit: www.proskills.co.uk/schools-co mpetitions

The schools into industry programmes are currently running very successfully in England and, following a number of pilot schemes, there are plans to make them available to schools in Wales.

The Proskills career website www.prospect4u.co.uk has been developed to help raise the profile and set the skills standards and qualifications for the process and manufacturing sector and ensures that the skills system delivers against the current and future needs of the industries it represents.

The process and manufacturing sector, which includes Ceramics Manufacturing, is full of exciting and rewarding career opportunities and this website helps individuals to find all the

information they need about getting started in any of these innovative industries.

Proskills regularly attend regional and national careers fairs and skills events to promote Apprenticeships. This provides an ideal opportunity to actively address equality and diversity issues within all of their industries.

This Level 2 Foundation Ceramics Apprenticeship is seen as a vital route to encourage and facilitate a greater diversity of individuals into the industry and a current marketing plan is in place to widely promote Ceramics Apprenticeships and to increase take-up figures by raising awareness of the opportunities available within this exciting and developing industry.

This Level 2 Foundation Apprenticeship is also suitable for those already working in the industry and offers an opportunity for individuals to develop and expand their skills and knowledge, facilitate and encourage their progression within the industry and to contribute to workforce retention and succession planning.

On and off the job training (Wales)

Summary of on- and off-the-job training

LEGAL REQUIREMENT

The Specification of Apprenticeship Standards for Wales (SASW) states that an Apprenticeship framework must specify the minimum number of on-the-job training hours and the minimum number of off-the-job training hours an Apprentice must receive to complete the framework and how these are to be evidenced.

An Apprenticeship framework must specify that on-and off-the-job training must either have been received:

a. Whilst working under an Apprenticeship Agreement;

or

b. During a qualifying period ending on the date of application for an Apprenticeship Certificate. A qualifying period of five years is recommended, but to meet the needs of their sector, frameworks may set a shorter or longer timescale than five years as the qualifying period.

Within Wales no distinction is made between whether the on-the-job or off-the-job training hours relate to the competencies qualification or the technical knowledge qualification: what is important is that a framework gives both the prospective apprentice and the employer an accurate indication of the nature of the learning commitment required to complete the framework and become competent.

All On and Off The Job training should:

1. Be planned, reviewed and evaluated jointly between the Apprentice and a tutor, teacher, workplace supervisor or manager and, where relevant, the Apprentice's coach or mentor.

2. Allow the Apprentice access to support from a tutor, teacher, mentor or manager, as and when required by the Apprentice.

3. Be completed while working under an Apprenticeship Agreement and delivered during

contracted working hours.

4. Be delivered through one or more of the following methods: individual and group teaching, distance learning, e-learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study.

5. Be systematically and formally recorded. For example, in a log book or diary, completed attendance records or on an electronic/online recording system, witness testimonies or video recordings.

The minimum recommended **total learning hours** (includes both on and off the job learning) per year for the Level 2 Manufacturing Ceramics pathway is: **558**

Off-the-job training

OFF THE JOB TRAINING HOURS

OFF THE JOB training is defined as time for learning activities which take place outside of normal work duties. Off-the-job training may include any activity where an Apprentice receives any form of instruction, tuition, assessment or progress reviews. For example, (but not exclusively) private study, coaching, mentoring, e-learning, distance learning or classroom training may count as off-the-job training.

An Apprenticeship framework may specify that off-the-job training undertaken before the Apprentice started their Apprenticeship may count towards the off-the-job training required for the Apprenticeship if it was undertaken in relation to an accredited qualification contained in the framework for which an Apprenticeship Certificate is to be applied for.

For this Level 2 Foundation Ceramics Manufacturing Framework the minimum required amount of **off the job** training hours is: **316 hours.**

How this requirement will be met

OFF THE JOB training hours delivered under an Apprenticeship Agreement may vary depending on the previous experience and attainment of the individual Apprentice. As such, the stated minimum requirement of hours for off the job learning may be reduced accordingly. However, the minimum hours required in total for off the job training for this framework must still be able to be verified as part of the certification process.

For this Level 2 Foundation Ceramics Manufacturing Framework the **minimum required amount of off the job training hours is 316 hours.**

PREVIOUS ATTAINMENT

If a learner enters an Apprenticeship Agreement having previously attained part, or all, of the relevant qualifications contained therein, then this prior learning need can be recognised using either a QCF Credit transfer (where appropriate) or through recording of exemptions for certificated learning that is outside of the QCF. For example, Principal Learning qualifications. For learners that have previously achieved the relevant qualifications, they must have attained these within 3 years of applying for the Level 2 Foundation Apprenticeship Certificate. This is to ensure the currency of their previous attainment.

PREVIOUS EXPERIENCE

If a learner enters an Apprenticeship Agreement with previous work-related expereince, this prior learning needs to be recognised but, in order to count towards an Apprenticeship certification, it does need to be recorded using the correct procedures. Please contact the appropriate Awarding Body for details of their "Recognition of Prior Learning" procedures.

For more information on QCF Guidance on Claiming Credit please visit :
www.qcda.gov.uk/resources/4374.aspx

For learners with prior uncertificated learning experience, the **off the job** learning must have been attained within 3 years of of applying for the Level 2 Foundation Apprenticeship Certificate. Alternatively, they should have been continuously employed in the relevant job role in the industry for 3 years duration.

The **OFF THE JOB** learning hours for the Level 2 Foundation framework could consist of the following:

- Level 2 Certificate in Ceramics Manufacturing (120 LH)
- Level 1 or Level 2 Essential Skill Wales in Communication (alternatively Key Skill Level 1 or Level 2 Communication)* (60 LH)
- Level 1 or Level 2 Essential Skill Wales in Application of Number (alternatively Key Skill Level 1 or Level 2 Application of Number)* (60 LH)
- Company training - this will include induction, ERR, Health & Safety and any relevant practical and technical training. Attendance on any training or instructional learning sessions away from the Apprentice's workstation - this could be on or off site. (30 LH)
- Mentoring (approx 1 hour per week for the duration of the framework) (40 LH)
- Appraisal/Assessment relating to the Apprentice's participation and progress in the

framework (approx 2 hrs quarterly, dependent on individual support needs). (6 LH)

**** NB: Key Skills qualifications can be accepted as alternatives to Essential Skills Wales qualifications, where they have been achieved before 31st August 2011.***

EVIDENCE FOR OFF THE JOB LEARNING

- Copy of Level 2 Certificate in Ceramics Manufacturing
- Copies of certificates for Essential Skills Wales Communication and Application of Number (or qualifying Key Skills certification)
- Copy of completed and signed ERR booklet (if used). Alternatively, verified evidence that all 9 national ERR outcomes have been achieved.
- Log book, diary, portfolio evidence recorded by the Apprentice documenting off the job coaching, mentoring and support received. This can include evidence of where off the job learning opportunities and/or activities have been met.
- Course attendance records for both on-site and off site training/learning interventions (records may be held electronically)
- Witness testimonies, video footage or any other authorised and valid mode of supporting evidence that required off the job training hours have been carried out.
- Verification from Providers that they are satisfied that the recommended minimum requirements for **off the job learning hours** for company training, mentoring, review and appraisal have been fulfilled and details of how any additional types of off the job training has been achieved (e.g. mentoring, appraisal, assessment , off workstation instruction etc).

All **Off the Job learning** must be formally recorded in either a diary, workbook, portfolio, course attendance records or by an electronic recording system. This evidence needs to be checked, verified and signed off as valid by all relevant parties. For example, the Apprentice, their Employer, the Provider and Assessor. It can also be checked by the External Verifier.

Evidence of the off the job learning hours **may** be requested when applying for an Apprenticeship Completion Certificate.

On-the-job training

ON THE JOB training includes workplace activity where skills, knowledge and competencies are being gained and applied in the course of an Apprentice's normal work duties.

For this Ceramics Manufacturing framework the minimum required amount of **on the job** training hours is: **242 hours.**

How this requirement will be met

ON THE JOB *training hours delivered under an Apprenticeship Agreement may vary depending on the previous experience and attainment of the individual Apprentice. As such, the stated minimum requirement of hours for on the job learning may be reduced accordingly. However, the minimum hours required in total for on the job training for this framework must still be able to be verified as part of the certification process and an Apprentice's occupational competence demonstrated and evidenced.*

On The Job training may include any activity where an Apprentice receives any form of instruction, tuition, guidance, support or feedback whilst carrying out their day-to-day job role. Typically, it consists of an Apprentice successfully meeting and demonstrating all of the skills and competencies contained in the competency qualification relevant to their chosen pathway and any time spent receiving regular, constructive on the job support, feedback and review on their job related performance.

PREVIOUS ATTAINMENT

If a learner enters an Apprenticeship Agreement having previously attained part, or all, of the relevant qualifications contained therein, then this prior learning need can be recognised using either a QCF Credit transfer (where appropriate) or through recording of exemptions for certificated learning that is outside of the QCF. (Same as above for off the job) For learners that have previously achieved the relevant qualifications, they must have been certified within 3 years of applying for either the Foundation or Apprenticeship Certificate.

PREVIOUS EXPERIENCE

Apprentices who commence training under an Apprenticeship Agreement with an employer may bring a range of prior experience with them. When an Apprentice can claim 30% (or more) of the total on the job training hours required for their chosen pathway then their learning programme should be tailored accordingly. Prior learning could have been aquired from previous education, employment or other vocational programmes. Training Providers are encouraged to identify specific on the job training opportunities that customise and contextualise the Apprentice's prior learning to their new workplace and job role. This may include selecting appropriate additional units from QCF qualifications relevant to the workplace or Essential Skills at a higher level than that specified in the framework.

All of the job roles within Level 2 Foundation Ceramics Manufacturing Apprenticeship framework require a thorough level of technical skills, competence and knowledge and this will be gained through on the job, work based training, practice and experience and reinforced by regular feedback, review and support from an Apprentice's work based mentor or identified support network.

The **ON THE JOB** learning for the Level 2 Foundation framework could consist of the following:

- Level 2 Diploma in Manufacturing Ceramics (202-219 LH)
- Regular on the job support, feedback, reviews, mentoring etc (40 LH)

** NB: Key Skills qualifications can be accepted as alternatives to Essential Skills Wales qualifications, where they have been achieved before 31st August 2011.*

EVIDENCE FOR ON THE JOB LEARNING

- Copy of Certificate for Level 2 Diploma in Manufacturing Ceramics.
- Log book, diary, portfolio evidence recorded by the Apprentice documenting on the job coaching, mentoring and support received. This can include evidence of where on the job learning opportunities and/or activities have been met.
- Course attendance records for any "at workstation" training/learning interventions (records may be held electronically).
- Witness testimonies, video footage or any other authorised and valid mode of supporting evidence that required on the job training hours have been carried out.
- Verification from Providers that they are satisfied that the recommended minimum requirements for on the job learning hours for company training, mentoring, review and appraisal have been fulfilled and details of how any additional types of on the job training has been achieved (e.g. mentoring, appraisal, assessment , at workstation instruction etc)

All **On the Job** learning hours must be formally recorded in either a diary, workbook, portfolio, course attendance records or by an online system. This evidence needs to be checked, verified and signed off as valid by all relevant parties. For example, the Apprentice, their Employer, Provider and Assessor. It can also be checked by the External Verifier.

Evidence of the on the job learning hours **may** be requested when applying for an Apprenticeship Completion Certificate.

In order to facilitate the recording and evidencing of On The Job learning hours an organisation may choose to nominate an "Accountable Manager" (such as the company Training Manager, or someone who is part of the company management team) to take responsibility for regularly checking that an Apprentice has completed at least the recommended minimum number of On The Job learning hours.

Wider key skills assessment and recognition (Wales)

Improving own learning and performance

There is currently no requirement for the Wider Key Skill of **"Improving Own Learning and Performance"** as it is felt that this is adequately covered by an Apprentice's completion of the other component parts of this Level 2 Foundation framework.

For example, the achievement of the relevant competency and knowledge qualification (including ERR) and participation in employer specific induction programmes and all on and off the job learning experiences should all provide opportunities for Apprentices to improve their own learning and performance.

Working with others

There is currently no requirement for the Wider Key Skill of **"Working With Others"** as it is felt that this is adequately covered by an Apprentice's completion of the other component parts of this Level 2 Foundation framework.

For example, the achievement of the relevant competency and knowledge qualification (including ERR) and participation in employer specific induction programmes and all on and off the job learning experiences should all provide opportunities for Apprentices to work with others.

Problem solving

There is currently no requirement for the Wider Key Skill of **"Problem Solving"** as it is felt that this is adequately covered by an Apprentice's completion of the other component parts of this Level 2 Foundation framework.

For example, the achievement of the relevant competency and knowledge qualification (including ERR) and participation in employer specific induction programmes and all on and off the job learning experiences should all provide opportunities for Apprentices to problem solve.

Additional employer requirements

There are no additional employer requirements for this framework.

apprenticeship
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