

# apprenticeship FRAMEWORK

## Production of Coatings (England)

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# Production of Coatings (England)

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# Framework summary

## Production of Coatings

### Intermediate Apprenticeship in Production of Coatings

This framework includes information on Personal Learning and Thinking Skills

#### Pathways for this framework at level 2 include:

##### Pathway 1: Production of Coatings

**Competence qualifications available to this pathway:**

C1 - Level 2 Certificate in the Production of Coatings (QCF)

**Knowledge qualifications available to this pathway:**

K1 - Level 2 Certificate in Coatings Technology (QCF)

**Combined qualifications available to this pathway:**

N/A

**This pathway also contains information on:**

- Employee rights and responsibilities
- Functional skills

## Production of Coatings

### Advanced Apprenticeship in Production and Laboratory Operations in Coatings

This framework includes information on Personal Learning and Thinking Skills

#### Pathways for this framework at level 3 include:

##### Pathway 1: Production Operations

**Competence qualifications available to this pathway:**

C1 - Level 3 Diploma in The Production of Coatings

**Knowledge qualifications available to this pathway:**

K1 - Level 3 Certificate in Coatings Technology (QCF)

**Combined qualifications available to this pathway:**

N/A

**This pathway also contains information on:**

- Employee rights and responsibilities
- Functional skills

##### Pathway 2: Laboratory Operations

**Competence qualifications available to this pathway:**

C1 - Level 3 Diploma in The Production of Coatings

**Knowledge qualifications available to this pathway:**

K1 - Level 3 Certificate in Coatings Technology (QCF)

**Combined qualifications available to this pathway:**

N/A

**This pathway also contains information on:**

- Employee rights and responsibilities
- Functional skills

# Framework information

## Information on the Issuing 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: 2	<b>This framework includes:</b>
Framework ID: FR00508	Level 2 Level 3
Date this framework is to be reviewed by: 31/07/2014	<b>This framework is for use in: England</b>

## Short description

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

There are two level of Apprenticeship contained in this framework:

- The Level 2 Intermediate Apprenticeship in the Production of Coatings (usually takes 12-18 months to complete).
- The Level 3 Advanced Apprenticeship in Production and Laboratory Operations in Coatings (usually takes 18 -24 months to complete).

The framework contains details of the vocational qualifications, knowledge based technical qualifications, functional skills (Maths and English), personal learning and thinking skills and employee rights and responsibilities that are required for an Apprenticeship in the Coatings 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

## Proposer of this framework

Proskills UK

### Developer of this framework

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### Issuing Authority's contact details

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Issuer email: [apprenticeships@proskills.co.uk](mailto:apprenticeships@proskills.co.uk)

# Revising a framework

## Contact details

Who is making this revision: Alison Bucknell  
Your organisation: Proskills UK  
Your email address: alison.bucknell@proskills.co.uk

## Why this framework is being revised

Renaming of a job title within Level 3 Pathway 2 - Laboratory Operations. This is to show that the job role is specific to the Coatings industry and not simply a generic job role. There are specific optional, competency units that an Apprentice would take if they wished to undertake this role in the Coatings industry.

This was requested by Benita Holmes 15/4/2011.

## Summary of changes made to this framework

Level 3 - Pathway 2 Laboratory Operations

Renamed Laboratory Technician to COATINGS LABORATORY TECHNICIAN

## Qualifications removed

None

## Qualifications added

None

## Qualifications that have been extended

None

# Purpose of this framework

## Summary of the purpose of the framework

The Coatings industry is of significant importance to other industries, either as an important part of the supply chain or as a supplier of end products, and it makes a substantial contribution to the UK economy. The Coatings Manufacturing industry is made up of 5 different sub-sectors:

1. Decorative
2. Industrial
3. Powder Coating
4. Printing Inks
5. Speciality Coatings

Despite downturns in the construction sector, Coatings employers are optimistic about the future and are increasingly proactive in developing new products, embracing the latest technologies and work practices and exploring and entering new markets. All of these are major drivers for training.

The purpose of this framework is to ensure the presence of appropriate training for the Coatings industry to help them prepare their employees for the future and continue to improve their business productivity and competitiveness. The Apprenticeship Framework for Coatings is designed with a changing and more competitive world in mind – it is about providing the best possible preparation for achieving skilled occupational status within the industry for both young and older workers, in an ever changing and demanding environment.

Training, in the form of Apprenticeships, has always been welcomed by employers in the Coatings industry as a mechanism to provide highly specialised, suitably skilled staff in the use of the advanced technologies associated with the Coatings industry.

Coatings employers have reported skills gaps in a third of employees in the Skilled Trade, Process, Plant and Machine Operatives occupational groups. These skills gaps contribute to decreased productivity, increased operating costs and difficulties in introducing new working practices.

A 2009 survey, showed that companies are aware that their workforce is their most important resource and that they are still investing in training and skills development for the future.

Currently, the Coatings industry is 75% male, although the portion of females is increasing year on year. It is also overwhelmingly white with employees from black and minority ethnic

groups accounting for only 4% of the total workforce. The Coatings industry recognises that it is not making the most of the pool of talent that is available – this is untapped talent which could help to meet their skills gaps and shortages thereby contributing to increased productivity and competitiveness.

Another key challenge for the Coatings industry is that the current workforce is ageing, with a particular shortfall of employees aged 16-24. This Apprenticeship framework has been designed to help fill the skills gaps and shortages caused by an ageing workforce, by attracting younger people into the Coatings Industry and providing them with the skills, knowledge and experience which employers are seeking to recruit and retain.

In addition, it provides an ideal route to upskill the existing workforce to meet the future economical, environmental and technological changes facing the industry. It is predicted that higher level management and technical skills will become more important to the industry in the future, as more and more of the basic tasks become automated. It will become more important for employees to be multi-skilled and to be able to work across several areas of the industry.

Within the Coatings industry there are a range of operational and technical jobs available. This Apprenticeship 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 Level 2 Intermediate Apprenticeship framework is designed with a changing and more competitive world in mind - it is about providing the best possible preparation for achieving skilled occupational status within the Coatings industry. The Level 2 framework offers a Production Operative pathway.

The Level 3 Advanced Apprenticeship is designed to further develop and increase an Apprentice's technical skills and knowledge and provides an opportunity to develop additional skills in production and manufacturing operations and also a laboratory/quality control pathway.

For more information about the Coatings Industry, please visit [www.advice-resources.co.uk](http://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 skills gaps lie and the future of the industry in terms of a green agenda and future job requirements.

## Aims and objectives of this framework (England)

The aim of this framework is to continue to meet the current skills gaps and changing skills needs of employers in the Coatings 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 the UK, by expanding our Coatings Apprenticeship numbers to create a modern class of technicians. 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 Coatings Industry from a range of diverse backgrounds to address current skills gaps in the industry and to increase the number of previously unrepresented groups (women, 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 Coatings 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 progression opportunities to facilitate them working to their greatest potential.
5. To provide career progression into employment at higher levels within the Coatings 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 Coatings 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. 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
- GCSEs in English, Maths and Science

Literacy and numeracy skills are highly desirable, but the Coatings 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.

For most manufacturing roles, Apprentices will work in factory based environment. Some roles will involve working with your hands, handling and operating equipment and spending long periods standing; so physical fitness is important.

The range of job roles available is varied and encompass both basic and complex manufacturing processes. Many processes are controlled and monitored by sophisticated technology systems. Laboratory and quality based roles will require a logical and analytical approach and good attention to detail. An interest and proven competence in science and mathematics will be invaluable for laboratory based roles.

## Level 2

Title for this framework at level 2

# Intermediate Apprenticeship in Production of Coatings

### Pathways for this framework at level 2

Pathway 1:      Production of Coatings

## Level 2, Pathway 1: Production of Coatings

### Description of this pathway

Production of Surface Coatings. This can include decorative and industrial paints, varnishes, powder coatings, printing inks, specialist coatings and mastics and sealants.

**(Total Credit Value = 64)**

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

Apprentices should be aware that they may be required to work in a factory based environment. Overtime, shift and weekend working may be required by some employers.

<b>Job title(s)</b>	<b>Job role(s)</b>
Production Operative	Preparation of materials prior to manufacture and operation of equipment/plant. Some basic quality control.
Process Technician	Formulates production batches against standard colour library and/or for specialist production runs to meet specific customer requirements.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 Certificate in the Production of Coatings (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/8567/0	GQA	30	200 - 536	N/A

## Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Coatings Technology (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/8511/6	GQA	21	158 - 236	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:** The qualification comprises of 3 mandatory units and 12 optional units. To achieve the qualification a minimum of **30 credits** must be achieved in total, 14 credits from the 3 mandatory units, a minimum 4 credits from Optional Units Group 1, minimum 4 credits from Optional Group 2 and a minimum 8 credits from Optional Unit Group 3. Achievement of any additional optional units will be recognised and recorded on the certificate.

**KNOWLEDGE:** A minimum of **21 credits** must be achieved in total, 12 credits from the 3 mandatory units and a minimum 9 credits from the 8 optional units. Apprentices undertaking this qualification must also achieve an additional 3 credits by undertaking unit F/602/3940 on Employment Rights and Responsibilities. Achievement of any additional optional units will be recognised and recorded on the certificate.

# Transferable skills (England)

## Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

## Inclusion of Information and Communications Technology (ICT)

Although many of the manufacturing processes are controlled by technology, the skills and knowledge required to operate these systems will be acquired by undertaking the qualifications within this framework, reinforced by on the job training and support and by following instructions contained in specific company operation procedures and manuals.

The content of the ICT Functional Skill qualification is beyond the requirements for this Level 2 Intermediate Apprenticeship and the framework pathway can be successfully completed without it.

## Progression routes into and from this

# pathway

## **PROGRESSION INTO THIS PATHWAY:**

There are no pre-defined routes of entry into the Production of Coatings Apprenticeship however, work based qualifications such as NVQs / SVQs / AVCEs (Vocational A' Levels) and BTEC Diplomas related to Coatings sector careers are widely available and all provide a good basis for entry to this pathway. GCSEs also provide a solid base to build on, with subjects such as Art, Science and Design and Technology all seen as useful by Coatings 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 Coatings manufacturing sector. In addition, the Construction and Built Environment Foundation/Higher Diploma also provides an excellent platform for individuals interested in progression into the Coatings industry.

Some entry level jobs in the Coatings 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 a potential Apprentice's chances of success. Many skills can be developed while you are employed if you have the right attitude. Previous work experience in the Coatings industry, or a related discipline, is also a valuable foundation for entry into this pathway.

This pathway, like many Coatings industry jobs, can require manual skills and involve working with your hands, handling heavy equipment, and spending extended periods standing. The majority of job roles are undertaken in a factory environment. The work also relies heavily on teamwork and good communication skills. These are valued very highly by Coatings employers.

## **PROGRESSION FROM THIS PATHWAY INCLUDE:**

- Continuing to develop your technical skills and experience in the Production of Coatings and strive 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 Coatings industry - "horizontal progression"
- Undertaking the Level 2 Diploma in the Production of Surface Coatings
- Progressing into higher level jobs within the Coatings industry such as Experienced

Production Operative, Colour Technician, Production Quality Controller, Maintenance Engineering roles or Team Leader/Supervisor.

- Undertaking a Level 3 Advanced Apprenticeship in Production and Laboratory Operations in Coatings.
- Undertaking a related Engineering Apprenticeship.
- Undertaking a Higher/Advanced Diploma in Manufacturing and Product Design or Construction and the Built Environment.
- Undertaking Assessor and Verifier qualifications.

Take a closer look at your career options and progression opportunities in the Coatings Industry by visiting: <http://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. This will be demonstrated by the successful completion of a mandatory QCF unit , included within the Knowledge Qualification of this framework - The Level 2 Certificate in Coatings Technology 500/8511/6

**Unit Title:** Employment Rights and Responsibilities in the Process and Manufacturing Industries

**Unit Ref:** F/602/3940

**Credit Value:** 3

## **GLH: 18**

It should be noted that existing 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 will automatically be demonstrated and evidenced at certification by the Apprentice's achievement of the Knowledge qualification, supported by documentary evidence which could be in the form of a completed ERR workbook and/or completion of a company induction programme.

A copy of a suitable ERR workbook for Coatings Industry Occupations is available to download from: [www.proskills.co.uk /qualifications/apprenticeships](http://www.proskills.co.uk/qualifications/apprenticeships)

**Time spent on ERR contributes towards meeting the minimum requirement of 280 GLH per year, for this pathway.**

## Level 3

Title for this framework at level 3

# Advanced Apprenticeship in Production and Laboratory Operations in Coatings

### Pathways for this framework at level 3

- Pathway 1: Production Operations
- Pathway 2: Laboratory Operations

## Level 3, Pathway 1: Production Operations

### Description of this pathway

Production Operations

**(Total Credit Value = 95)**

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

For the Level 3 Production Operations pathway it is strongly recommended that candidates have achieved GCSE A\* - C grade in English, Maths and a Science.

Job title(s)	Job role(s)
Senior Production Operative	Production Operatives are responsible for the set up of the production equipment, selection of materials and on-going production of the finished product. In some production units the roles of Production Operatives and Quality Controllers are combined.
Quality Controller	Quality Controllers will test the product at various stages of production to ensure it complies with customer specifications and internal and external quality standards. In some production units the roles of Production Operatives and Quality Controllers are combined.
Quality Assurance Manager	Ensure quality of product against company specification, regulatory compliance & external standards. Sample/test materials & run performance trials. Evaluate faults & take corrective action. May also resolve customer complaints & give technical advice to others.
Production Manager	As a Production Manager you will oversee the production operations under your control, organising staff and other resources to ensure maximum production and efficiency. You will also responsible for budgeting, planning and continuous improvement within your area of operations.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 3 Diploma in The Production of Coatings					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/1496/9	GQA	59	233 - 562	

## Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Coatings Technology (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/8548/7	GQA	23	118 - 378	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 **59 Credits** - 15 credits from Mandatory units plus 10 credits from Group A, a minimum of 30 credits from Group B and a minimum of 4 credits from Group C.

**KNOWLEDGE:** A minimum of **23 credits** must be achieved in total, 8 credits from the 1 mandatory unit and a minimum 15 credits from the 22 optional units.

In addition to the above requirements, Apprentices undertaking this qualification must also achieve an additional 3 credits by undertaking unit F/602/3940 on Employment Rights and Responsibilities. Achievement of any additional optional units will be recognised and recorded on the certificate.

# Transferable skills (England)

## Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

## Inclusion of Information and Communications Technology (ICT)

Although many of the manufacturing processes are controlled by technology, the skills and knowledge required to operate these systems will be acquired by undertaking the qualifications within this framework, re-inforced by on the job training and support and by following instructions contained in specific company operation procedures and manuals.

The content of the ICT Functional Skill qualification is beyond the requirements for this Level 3 Advanced Apprenticeship and this pathway can be successfully completed without it.

# Progression routes into and from this pathway

## **PROGRESSION INTO THIS PATHWAY:**

There are no pre-defined routes of entry into the Production of Coatings Apprenticeship however, work based qualifications such as NVQs / SVQs / AVCEs (Vocational A' Levels) and BTEC Diplomas related to Coatings sector careers are widely available and all provide a good basis for entry to this pathway. GCSEs and A Levels also provide a solid base to build on, with subjects such as Art, Science and Design and Technology all seen as useful by Coatings sector employers, along with English, Mathematics, IT and Business Studies.

Applicants who have successfully completed a Level 2 Intermediate Apprenticeship in Production of Coatings would be considered suitable for progression to an Advanced Apprenticeship at Level 3.

The Foundation/Higher or Advanced Diploma in Manufacturing and Product Design will provide an excellent route into the Coatings manufacturing sector. In addition, the Construction and Built Environment Diplomas also provides an excellent platform for individuals interested in progression into the Coatings industry.

Some entry level jobs in the Coatings 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 a potential Apprentice's chances of success. Many skills can be developed while you are employed if you have the right attitude. Previous work experience in the Coatings industry, or a related discipline, is also a valuable foundation for entry into this pathway.

This pathway, like many Coatings industry jobs, can require manual skills and involve working with your hands, handling heavy equipment, and spending extended periods standing. The majority of job roles are undertaken in a factory environment. The work also relies heavily on teamwork and good communication skills. These are valued very highly by Coatings employers.

## **PROGRESSION FROM THIS PATHWAY INCLUDE:**

- Continuing to develop your technical skills and experience in Production Operations and strive 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 Coatings industry - "horizontal progression" For example, into specific laboratory, maintenance or quality based functions.
- Undertaking the Level 4 Certificate in Coatings Technology.

- Undertaking a related Engineering Apprenticeship.
- Undertaking a Higher/Advanced Diploma in Manufacturing and Product Design or Construction and the Built Environment.
- Progression into higher level jobs within the Coatings industry such as Senior Production Operative, Laboratory/Colour Technician, Production Quality Controller, Maintenance Engineering roles or Supervisor, Team Leader, Shift or Department Manager.
- Undertaking Assessor and Verifier qualifications.
- Undertaking further training in Management & Leadership, Lean Manufacturing or Business Improvement Techniques.
- Progressing to an industry related undergraduate programme e.g. Engineering, Science or Business Studies. **Entry may require additional training/learning.**

Take a closer look at your career options and progression opportunities in the Coatings Industry by visiting:

[www.prospect4u.co.uk/](http://www.prospect4u.co.uk/)

### UCAS points for this pathway:

*(no information)*

# 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. This will be demonstrated by the successful completion of a mandatory QCF unit, included within the Knowledge Qualification of this framework - The Level 3 Certificate in Coatings Technology 500/8548/7

Unit Title: Employment Rights and Responsibilities in the Process and Manufacturing Industries

Unit Ref: F/602/3940

Credit Value: 3

GLH: 18

It should be noted that existing 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 will automatically be demonstrated and evidenced at certification by the Apprentice's achievement of the Knowledge qualification, supported by documentary evidence which could be in the form of a completed ERR workbook and/or completion of a company induction programme.

A copy of a suitable ERR workbook for Coatings Industry Occupations is available to download from: [www.proskills.co.uk /qualifications/apprenticeships](http://www.proskills.co.uk/qualifications/apprenticeships)

**Time spent on ERR contributes towards meeting the minimum requirement of 280 GLH per year, for this pathway.**

## Level 3, Pathway 2: Laboratory Operations

### Description of this pathway

Laboratory Operations

**(Total Credit Value = 113)**

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

For the Level 3 Laboratory Operations pathway it is strongly recommended that candidates have achieved GCSE A\* - C grade in English, Maths and a Science.

Job title(s)	Job role(s)
Coatings Laboratory Technician	Ensure that the formulation of the coating has the correct properties and the overall quality and durability of the product for its eventual purpose. In many laboratories the roles of Colour Matchers and technicians are interchangeable to meet customer expectations and production demands.
Quality Controller	Quality Controllers will test the product at various stages of production to ensure it complies with customer specifications and internal and external quality standards.
Product Development /Technical Manager	Undertake research and development on existing and new materials and make high level recommendations to the production teams and senior management on scientific issues, new technologies, formulation, raw materials and new product development.
Colour Matcher	Formulate new colours within the laboratory to meet customer requirements & test production batches against original standards & samples to ensure consistency & quality of finished product. In many labs the roles of Colour Matchers and Technicians are interchangeable.
Senior Chemist	Overall responsibility for all lab operations, effective use of lab resources & the H & S, Sustainability & Environmental procedures within the lab. Make recommendations to Production teams and Senior Managers on scientific issues, new technologies, formulation, raw materials & NPD.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 3 Diploma in The Production of Coatings					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/1496/9	GQA	77	233 - 562	

## Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Coatings Technology (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/8548/7	GQA	23	118 - 378	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 **77 Credits** - 15 credits from Mandatory units, 23 credits from Group A, a minimum of 35 credits from Group B and a minimum of 4 credits from Group C.

**KNOWLEDGE:** A minimum of **23 credits** must be achieved in total, 8 credits from the 1 mandatory unit and a minimum 15 credits from the 22 optional units. In addition to the above requirements, Apprentices undertaking this qualification must also achieve an additional 3 credits by undertaking unit F/602/3940 on Employment Rights and Responsibilities. Achievement of any additional optional units will be recognised and recorded on the certificate.

# Transferable skills (England)

## Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

## Inclusion of Information and Communications Technology (ICT)

Although many of the manufacturing processes are controlled by technology, the skills and knowledge required to operate these systems will be acquired by undertaking the qualifications within this framework, re-inforced by on the job training and support and by following instructions contained in specific company operation procedures and manuals.

The content of the ICT Functional Skill qualification is beyond the requirements for this Level 3 Advanced Apprenticeship and this pathway can be successfully completed without it.

## Progression routes into and from this pathway

## **PROGRESSION INTO THIS PATHWAY:**

There are no pre-defined routes of entry into the Production of Coatings Apprenticeship however, work based qualifications such as NVQs / SVQs / AVCEs (Vocational A' Levels) and BTEC Diplomas related to Coatings sector careers are widely available and all provide a good basis for entry to this pathway. GCSEs and A Levels also provide a solid base to build on, with subjects such as Art, Science and Design and Technology all seen as useful by Coatings sector employers, along with English, Mathematics, IT and Business Studies.

Applicants who have successfully completed a Level 2 Intermediate Apprenticeship in Production of Coatings would be considered suitable for progression to an Advanced Apprenticeship at Level 3.

The Foundation/Higher or Advanced Diploma in Manufacturing and Product Design will provide an excellent route into the Coatings manufacturing sector. In addition, the Construction and Built Environment Diplomas also provides an excellent platform for individuals interested in progression into the Coatings industry.

Some entry level jobs in the Coatings 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 a potential Apprentice's chances of success. Many skills can be developed while you are employed if you have the right attitude. Previous work experience in the Coatings industry, or a related discipline, is also a valuable foundation for entry into this pathway.

This pathway, will require individuals to have an interest and competence in mathematics and science and have an analytical and logical approach. Good attention to detail is highly desirable in laboratory and quality control roles. The work also relies heavily on teamwork and good communication skills. These are valued very highly by Coatings employers.

## **PROGRESSION FROM THIS PATHWAY INCLUDE:**

- Continuing to develop your technical skills and experience in Laboratory Operations and strive 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 Coatings industry - "horizontal progression" For example, into specific production, maintenance or quality based functions.
- Undertaking the Level 4 Certificate in Coatings Technology.
- Undertaking a related Engineering Apprenticeship.

- Undertaking a Higher/Advanced Diploma in Manufacturing and Product Design or Construction and the Built Environment.
- Progression into higher level jobs within the Coatings industry such as Senior Laboratory and/or Colour Technician, Production Quality Controller, Maintenance Engineering roles or Supervisor, Team Leader, Shift or Department Manager.
- Undertaking Assessor and Verifier qualifications.
- Undertaking further training in Management & Leadership, Lean Manufacturing or Business Improvement Techniques.
- Progressing to an industry related undergraduate programme e.g. Engineering, Science or Business Studies. **Entry may require additional training/learning.**

Take a closer look at your career options and progression opportunities in the Coatings Industry by visiting:

[www.prospect4u.co.uk/](http://www.prospect4u.co.uk/)

### UCAS points for this pathway:

*(no information)*

# 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. This will be demonstrated by the successful completion of a mandatory QCF unit , included within the Knowledge Qualification of this framework - The Level 3 Certificate in Coatings Technology 500/8548/7

Unit Title: Employment Rights and Responsibilities in the Process and Manufacturing Industries

Unit Ref: F/602/3940

Credit Value: 3

GLH: 18

It should be noted that existing 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 will automatically be demonstrated and evidenced at certification by the Apprentice's achievement of the Knowledge qualification, supported by documentary evidence which could be in the form of a completed ERR workbook and/or completion of a company induction programme.

A copy of a suitable ERR workbook for Coatings Industry Occupations is available to download from: <http://www.proskills.co.uk/qualifications/qualifications-3> > [www.proskills.co.uk/qualifications/apprenticeships](http://www.proskills.co.uk/qualifications/apprenticeships)

**Time spent on ERR contributes towards meeting the minimum requirement of 280 GLH per year, for 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 the 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 Coatings Apprenticeship aims to promote diversity, opportunity and inclusion by offering a high quality learning opportunity to all who meet the required entry conditions.

## ISSUES

The Coatings industry operates an open recruitment policy but is currently not attracting, in sufficient numbers, applicants from females, 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 Coatings industry to meet their skills gaps and shortages.

Another key challenge for the Coatings industry is that its current workforce is ageing, with a particular shortfall of employees aged 16-24. Effective succession planning needs to start now to meet future skills gaps in the workforce as older workers leave the industry - attracting young people into the industry will be key to addressing this issue.

## BARRIERS

The reasons for the imbalances in the current make up of the Coatings industry workforce are largely down to its historical poor image and a misconception that jobs in the process industry are dirty and dangerous. The wide range of challenging and varied career opportunities within the Coatings 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 females and young people.

However, the Coatings industry is very dynamic and progressive and makes good use of cutting edge technology and processes. These developments are necessary in order to meet constantly changing consumer demands and preferences and to support legislation compliance on Health and Safety as well as issues of Environmental Management, The Coatings industry is

also striving to improve efficiencies by tightening up processes through lean manufacturing to tackle the issue of rising energy costs and the need for more energy-efficient machinery and processes. The Coatings industry needs to raise awareness of its innovativeness and diversity and to overcome the current misconceptions.

## ACTIONS

Entry to a career in the Coatings industry is non-exclusive and there are no significant barriers to entry and progression in any of its occupational pathways.

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.

Due to the nature of the industry, Coatings are an integral part of all other process manufacturing industries and, as such, Coatings will be an element within all of our Schools Into Industry projects. All programmes are mapped to content in the national curriculum and Diplomas. By undertaking any of our programmes, students will learn about the many and varied uses of different types of coatings - from paints and varnishes to printing inks and highly specialist coatings used in places like hospitals and schools.

For more information on the Proskills Schools Into Industry programmes please visit : [www.proskills.co.uk/schools-competitions](http://www.proskills.co.uk/schools-competitions)

Many smaller Coatings employers are making the most of their ageing workforce by developing "buddy systems" whereby older, more experienced members of staff are directly linked with a younger member of staff. This is helping the industry to build and develop a new level of expertise which will help them to address future skills shortages and help employers retain younger staff members by offering them a challenging career with clear progression opportunities.

The Proskills career website [www.prospect4u.co.uk](http://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 Coatings, 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 their industries.

The Coatings Industry Apprenticeships are seen as a vital route to encourage and facilitate a greater diversity of individuals into the industry. Coatings employers are keen to attract new, enthusiastic employees into the industry and are happy to consider those who have not worked in the sector before. A current marketing plan is in place widely promote Coatings Apprenticeships and to increase take-up figures by raising awareness of the opportunities available within this exciting and developing industry.

Both the Intermediate and Advanced Coatings Apprenticeships are 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 guided learning (England)

## Total GLH for each pathway

### LEGAL REQUIREMENT

The Specification of Apprenticeship Standards for England (SASE) states that Apprentices must complete a **minimum of 280 Guided Learning Hours (GLH)** per year when undertaking either an Intermediate Apprenticeship or Advanced Apprenticeship. The required number of GLH must be able to be completed with the Apprentice's contracted working hours.

A minimum of 100 GLH (or 30% of the total GLH, whichever is the greater) must be completed, each year, away from the immediate pressures of the Apprentice's job. The learning may be delivered in the workplace or off site in a college or training provider's premises. This is known as **OFF THE JOB GLH**.

Guided learning which encourages and enables the Apprentice to demonstrate practical job-related skills and apply these within the context of the job. This type of learning will be delivered in the workplace and through the practical experience of doing the job. This is known as **ON THE JOB GLH**.

### Guided Learning Hours (GLH) On and Off The Job should:

- Achieve clear and specific outcomes which directly contribute to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework.
- Be planned, reviewed and evaluated jointly between the Apprentice and a tutor, teacher, mentor or manager.
- Allow the Apprentice access to a tutor, teacher, mentor or manager, as and when required.
- Be completed while working under an Apprenticeship Agreement and delivered during contracted working hours.
- 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.

- Be systematically 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 GLH for each pathway are as follows:

***Please note that this total includes both On and Off The Job learning and that all Apprentices will be assessed on their own abilities and previous experience and some of the GLH requirements may need to be altered in order to take account of prior learning, existing qualifications and an individual's experience.***

***If an Apprentice takes more than 12 months to complete the framework then they must undertake additional GLH which will be at least 280 GLH pro rata for each subsequent 12 month period (or portion thereof).***

#### Level 2 Intermediate Apprenticeship

- Production of Coatings Pathway - 586 GLH

#### Level 3 Advanced Apprenticeship

- Production Operations Pathway - 637 GLH (\*see note below)
- Laboratory Operations Pathway - 637 GLH (\*see note below)

***\* Note: LEVEL 3 PATHWAYS: In addition to the recommended minimum total of On and Off The Job Guided Learning Hours stated above, it is very likely that most Apprentices will need to spend a considerable amount of extra time undertaking research and self-directed learning activities. It is estimated that at least an additional 200 hours is required in order for Apprentices to acquire the levels of competency and knowledge required to successfully achieve certification for this Level 3 Advanced Apprenticeship.***

### Minimum off-the-job guided learning hours

#### OFF THE JOB GLH FOR PRODUCTION OF COATINGS - LEVEL 2 PATHWAY

- Production of Coatings - a recommended minimum of 346 GLH Off The Job. This exceeds the minimum requirement of 30% of the total GLH or 100 Off The Job GLH per year (whichever is the greater).

#### OFF THE JOB GLH FOR PRODUCTION OF COATINGS - LEVEL 3 PATHWAYS

- **Production Operations** - a recommended minimum of **344 GLH Off The Job**. This exceeds the minimum requirement of 30% of the total GLH or 100 Off The Job GLH per year (whichever is the greater).
- **Laboratory Operations** - a recommended minimum of **344 GLH Off The Job**, This exceeds the minimum requirement of 30% of the total GLH or 100 Off The Job GLH per year (whichever is the greater).

## How this requirement will be met

*The recommended minimum Off The job GLH for each component is shown in brackets. However, please note that all Apprentices will be assessed on their own abilities and previous experience and some of the GLH requirements may need to be altered in order to accommodate prior learning, qualifications and an individual's experience.*

The OFF THE JOB learning for the pathway in the Level 2 framework will consist of the following:

- Level 2 Certificate in Coatings Technology (158 - 236 GLH)
- ERR - QCF unit included in the knowledge qualification (18 GLH)
- Level 1 Functional Skill in English (alternatively Key Skill Level 1 Communication) (45 GLH)\*
- Level 1 Functional Skill in Maths (alternatively Key Skill Level 1 Application of Number) (45 GLH)\*
- 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 GLH)
- Introduction to PLTS - raising awareness of the 6 PLTS, what they are, how and when to apply them in the workplace. Ideally Apprentices should have the opportunity to take part in an off the job, sector specific scenario designed to highlight the application of each of the PLTS to a simulated, work related issue (4 GLH)
- Mentoring (approx 1 hour per week for the duration of the framework) This will also provide an opportunity to discuss PLTS (40 GLH)

- Appraisal/Assessment relating to the Apprentice's participation and progress in the framework (approx 2 hrs quarterly, dependent on individual support needs) (6 GLH)

\* - PLEASE REFER TO SECTION ON "TRANSFERABLE SKILLS" FOR A LIST OF SKILLS OPTIONS THAT WILL SATISFY COMPLETION OF THIS FRAMEWORK.

### **EVIDENCE FOR OFF THE JOB LEARNING - Level 2**

- Copy of Certificate for the knowledge qualification
- Copies of required certificates for Functional Skills or Key Skills (or approved alternatives)
- Copy of completed Assessors evidence document for all 6 Personal, Learning and Thinking Skills
- Copy of completed and signed ERR booklet (if used) Alternatively, verified evidence that all 9 ERR outcomes have been met. (***Mandatory QCF unit included in the knowledge qualification***)
- Verification from Providers that they are satisfied that the recommended minimum requirements of GLH 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)

### **Other acceptable forms of evidence for OFF THE JOB learning for Level 2 Apprenticeships are:**

- Log books, diaries portfolio evidence recorded by the Apprentice, using reflective learning.
- 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 GLH has been completed.

**The OFF THE JOB learning for the pathways in the Level 3 framework will consist of the following:**

- Level 3 Certificate in Coatings Technology (62-73 GLH)
- ERR - QCF unit included in the knowledge qualification (18 GLH)

- Level 2 Functional Skill in English (alternatively Key Skill Level 2 Communication) (45 GLH)\*
- Level 2 Functional Skill in Maths (alternatively Key Skill Level 2 Application of Number) (45 GLH)\*
- 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 (45 GLH)
- Introduction to PLTS - raising awareness of the 6 PLTS, what they are, how and when to apply them in the workplace. Ideally Apprentices should have the opportunity to take part in an off the job, sector specific scenario designed to highlight the application of each of the PLTS to a simulated, work related issue (4 GLH)
- Mentoring (approx 1 hour per week for the duration of the framework) This will also provide an opportunity to discuss PLTS (60 GLH)
- Appraisal/Assessment relating to the Apprentice's participation and progress in the framework (approx 2 hrs quarterly, dependent on individual support needs) (9 GLH)

\* - PLEASE REFER TO SECTION ON "TRANSFERABLE SKILLS" FOR A LIST OF SKILLS OPTIONS THAT WILL SATISFY COMPLETION OF THIS FRAMEWORK.

### EVIDENCE FOR OFF THE JOB LEARNING - Level 3

- Copy of Certificate for the knowledge qualification
- Copies of required certificates for Functional Skills or Key Skills (or approved alternatives)
- Copy of completed Assessors evidence document for all 6 Personal, Learning and Thinking Skills
- Copy of completed and signed ERR booklet (if used) Alternatively, verified evidence that all 9 ERR outcomes have been met. (**Mandatory QCF unit included in the knowledge qualification**)
- Verification from Providers that they are satisfied that the recommended minimum requirements of GLH 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)

### Other acceptable forms of evidence for OFF THE JOB learning for Level 3 Apprenticeships are:

- Log books, diaries portfolio evidence recorded by the Apprentice, using reflective learning.
- 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 GLH** has been completed.

### Minimum on-the-job guided learning hours

#### ON THE JOB GLH FOR PRODUCTION OF COATINGS - LEVEL 2 PATHWAY

- Production of Coatings - a recommended minimum of 240 GLH On The Job.

#### ON THE JOB GLH FOR PRODUCTION OF COATINGS - LEVEL 3 PATHWAYS

- Production Operations - a recommended minimum of 293 GLH
- Laboratory Operations - a recommended minimum of 293 GLH

### How this requirement will be met

**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.

*The recommended minimum On The Job GLH for each component is shown in brackets. However, please note that all Apprentices will be assessed on their own abilities and previous experience and some of the GLH requirements may need to be altered in order to accommodate prior learning, qualifications and experience.*

The ON THE JOB learning for the pathway in the Level 2 framework will consist of the following:

- Level 2 Certificate in the Production of Coatings (200 - 536 GLH)
- Regular on the job support, feedback, reviews, mentoring etc (40 GLH).

### EVIDENCE FOR ON THE JOB LEARNING - Level 2

- Copy of certificate for the Level 2 competency qualification - Level 2 Certificate in the Production of Coatings.
- 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 relating to both ERR and PLTS components have been met.
- Witness testimonies, video footage or any other authorised and valid mode of supporting evidence that required **on the job** GLH has been carried out.

The **ON THE JOB** learning for the pathways in the Level 3 framework will consist of the following:

- Level 3 competency certificate - Diploma in the Production of Coatings (233 - 562 GLH)
- Regular on the job support, feedback, reviews, mentoring etc (60 GLH).

### EVIDENCE FOR ON THE JOB LEARNING - Level 3

- Copy of certificate for the Level 3 competency qualification - Level 3 Diploma in the Production of Coatings
- 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 relating to both ERR and PLTS components have been met.

In order to facilitate the recording and evidencing of **On The Job GLH**, 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 GLH** (or pro rata, if appropriate). They can use the Apprentice's log book/diary as a

good source of supporting evidence.

Assessors also have a responsibility to verify satisfactory completion of **On The Job GLH**.

# Personal learning and thinking skills assessment and recognition (England)

## Summary of Personal Learning and Thinking Skills

### INTRODUCTION TO PLTS

The aims of the PLTS component in this framework are that Apprentices should become successful learners, confident individuals, responsible citizens and effective and efficient employees.

The development of PLTS is an essential part of meeting these aims. PLTS have a considerable impact on an individual's ability, especially younger learners, to undertake and make a positive contribution to work and life generally and to be both confident and capable.

All 6 PLTS will be delivered through a combination of practical experience, experiential learning and/or through formal instruction. They will be partly delivered and assessed through the Learner's successful completion of the mandatory competence and knowledge qualifications embedded within the Production of Coatings Apprenticeship frameworks. Providers will have responsibility for ensuring that the 6 PLTS are suitably embedded within the framework's delivery and that Apprentices can demonstrate, and evidence, their competence in each of the 6 skill areas.

**Please note that an Apprentice must achieve the required standards of attainment for all 6 Personal, Learning and Thinking Skills.**

***Alternatively, it is possible to undertake a specific QCF unit for PLTS which would be formally delivered, assessed and accredited. Some training providers may wish to choose this option but this framework does not require the achievement of an accredited PLTS QCF qualification unit. As long as it can be demonstrated and evidenced that an Apprentice has achieved competence in all 6 PLTS skills then this achievement will count towards the successful completion of this framework.***

### Creative thinking

**Examples of some of the expected outcomes for Creative Thinking are that Apprentices:**

- generate ideas and explore possibilities

- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change

**Creative Thinking** will be delivered through a combination of practical experience, experiential learning and/or through formal instruction. It will be partly delivered and assessed through the Learner's successful completion of the mandatory competence and knowledge qualifications embedded within the Production of Coatings Apprenticeship framework. For more details see signposting of the PLTS for this framework which is available on: <http://www.proskills.co.uk/qualifications/qualifications-3>.

This guidance document signposts as to where there are opportunities, within the embedded mandatory qualification units in the framework, for this skill to be demonstrated, assessed and recognised. As the Apprentice completes the learning outcomes for each of the mandatory units, they will need to highlight evidence of how the individual PLTS has been demonstrated and achieved.

As part of the guidance document there is also the facility for the Apprentice to record/signpost to relevant, supporting evidence that the skill has been used to get tasks done in the workplace. Supporting evidence may be gathered in the form of a log book or diary, portfolio entries, observations, tasks and underpinning knowledge tests.

Proskills recommends that, where possible at the start of an Apprenticeship programme, training providers facilitate a PLTS based off the job activity for Apprentices which will involve them in a sector specific scenario where they have to work both independently, and with others, to understand, analyse and resolve a work related problem or issue. As a minimum, this should be a half day session. During this activity, Apprentices should receive a brief introduction to each of the PLTS and what learning outcomes are expected by demonstrating and applying each of the skills. As part of the simulated exercise, Apprentices should be made aware of where and when each of the PLTS is required and being applied. This will help Apprentices to acknowledge when particular PLTS are appropriate and recognise when they are being applied. This will contribute greatly to Apprentices being able to identify, for themselves, opportunities and occasions where their PLTS are needed and are being used once they are back in their workplace. Back in the workplace, their experience and use of PLTS can then be related to specific work based activities and recorded and evidenced appropriately in their portfolio, diary or log book.

The Assessor will need to check that the **Creative Thinking** PLTS evidence is appropriate and sufficient. A copy of the Assessor's assessment/verification documentation will then be submitted to the certifying authority as evidence that all 6 PLTS have been achieved.

## Independent enquiry

**Examples of some of the expected outcomes for Independent Enquiry are that Apprentices:**

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence

**Independent Enquiry** will be delivered through a combination of practical experience, experiential learning and/or through formal instruction. It will be partly delivered and assessed through the Learner's successful completion of the mandatory competence and knowledge qualifications embedded within the Production of Coatings Apprenticeship framework. For more details see signposting of the PLTS for this framework which is available on:

[www.proskills.co.uk /qualifications/apprenticeships](http://www.proskills.co.uk/qualifications/apprenticeships)

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As part of the guidance document there is also the facility for the Apprentice to record/signpost to relevant, supporting evidence that the skill has been used to get tasks done in the workplace. Supporting evidence may be gathered in the form of a log book or diary, portfolio entries, observations, tasks and underpinning knowledge tests.

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portfolio, diary or log book.

The Assessor will need to check that the **Independent Enquiry** PLTS evidence is appropriate and sufficient. A copy of the Assessor's assessment/verification documentation will then be submitted to the certifying authority as evidence that all 6 PLTS have been achieved.

## Reflective learning

**Examples of some of the expected outcomes for Reflective Learning are that Apprentices:**

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences

**Reflective Learning** will be delivered through a combination of practical experience, experiential learning and/or through formal instruction. It will be partly delivered and assessed through the Learner's successful completion of the mandatory competence and knowledge qualifications embedded within the Production of Coatings Apprenticeship framework. For more details see signposting of the PLTS for this framework which is available on: <http://www.proskills.co.uk/qualifications/qualifications-3.>www.proskills.co.uk/qualifications/apprenticeships>

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As part of the guidance document there is also the facility for the Apprentice to record/signpost to relevant, supporting evidence that the skill has been used to get tasks done in the workplace. Supporting evidence may be gathered in the form of a log book or diary, portfolio entries, observations, tasks and underpinning knowledge tests.

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Apprentices to acknowledge when particular PLTS are appropriate and recognise when they are being applied. This will contribute greatly to Apprentices being able to identify, for themselves, opportunities and occasions where their PLTS are needed and are being used once they are back in their workplace. Back in the workplace, their experience and use of PLTS can then be related to specific work based activities and recorded and evidenced appropriately in their portfolio, diary or log book.

The Assessor will need to check that the **Reflective Learning** PLTS evidence is appropriate and sufficient. A copy of the Assessor's assessment/verification documentation will then be submitted to the certifying authority as evidence that all 6 PLTS have been achieved.

## Team working

**Examples of some of the expected outcomes for Team Working are that Apprentices:**

- collaborate with others to work towards common goals
- adapt behaviour to suit different roles and situations, including leadership roles
- reach agreements, managing discussions to achieve results
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

**Team Working** will be delivered through a combination of practical experience, experiential learning and/or through formal instruction. It will be partly delivered and assessed through the Learner's successful completion of the mandatory competence and knowledge qualifications embedded within the Production of Coatings Apprenticeship framework. For more details see signposting of the PLTS for this framework which is available on: <http://www.proskills.co.uk/qualifications/qualifications-3.>www.proskills.co.uk/qualifications/apprenticeships>

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As part of the guidance document there is also the facility for the Apprentice to record/signpost to relevant, supporting evidence that the skill has been used to get tasks done in the workplace. Supporting evidence may be gathered in the form of a log book or diary, portfolio entries, observations, tasks and underpinning knowledge tests.

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The Assessor will need to check that the **Team Working** PLTS evidence is appropriate and sufficient. A copy of the Assessor's assessment/verification documentation will then be submitted to the certifying authority as evidence that all 6 PLTS have been achieved.

## Self management

**Examples of some of the expected outcomes for Self Management are that Apprentices:**

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships

**Self Management** will be delivered through a combination of practical experience, experiential learning and/or through formal instruction. It will be partly delivered and assessed through the Learner's successful completion of the mandatory competence and knowledge qualifications embedded within the Production of Coatings Apprenticeship framework. For more details see signposting of the PLTS for this framework which is available on: <http://www.proskills.co.uk/qualifications/qualifications-3>.

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The Assessor will need to check that the **Self Management** PLTS evidence is appropriate and sufficient. A copy of the Assessor's assessment/verification documentation will then be submitted to the certifying authority as evidence that all 6 PLTS have been achieved.

## Effective participation

**Examples of some of the expected outcomes for Effective Participation are that Apprentices:**

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own

**Effective Participation** will be delivered through a combination of practical experience, experiential learning and/or through formal instruction. It will be partly delivered and assessed through the Learner's successful completion of the mandatory competence and knowledge qualifications embedded within the Production of Coatings Apprenticeship framework. For more details see signposting of the PLTS for this framework which is available on:

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The Assessor will need to check that the **Effective Participation** PLTS evidence is appropriate and sufficient. A copy of the Assessor's assessment/verification documentation will then be submitted to the certifying authority as evidence that all 6 PLTS have been achieved.

# Additional employer requirements

There are no additional employer requirements.

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apprenticeship  
FRAMEWORKS ONLINE

For more information visit  
[www.afo.sscalliance.org](http://www.afo.sscalliance.org)