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# The Specification of Apprenticeship Standards for Wales (SASW)



## Guidance

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# The Specification of Apprenticeship Standards for Wales (SASW)

<b>Audience</b>	Sector Skills Councils, standard setting organisations, employers, trade unions, learning providers and awarding organisations.
<b>Overview</b>	The SASW specifies statutory requirements to be met by apprenticeship frameworks. It also contains examples of best practice, together with statutory guidance for persons designated to issue apprenticeship frameworks. Apprenticeship frameworks help to deliver high-quality apprenticeship programmes that equip individuals with the skills they need for successful careers and equip employers with the skilled workforce needed to help them compete and grow. This version of SASW replaces the version issued in August 2012.
<b>Action required</b>	With effect from June 2013 this version of SASW should be used in preparing or modifying apprenticeship framework documents.
<b>Further information</b>	Enquiries about this document should be directed to: Jan Coath Further Education and Apprenticeships Division Department for Education and Skills Welsh Government Government Buildings Picton Terrace Carmarthen SA31 3BT  Tel: 01267 225330 Fax: 01267 235964 e-mail: <a href="mailto:DfES-ApprenticeshipUnit@wales.gsi.gov.uk">DfES-ApprenticeshipUnit@wales.gsi.gov.uk</a>
<b>Additional copies</b>	This document is only available electronically and can be accessed from the Welsh Government's website at <a href="http://wales.gov.uk/topics/educationandskills/skillsandtraining/apprenticeships/providers/sasw">http://wales.gov.uk/topics/educationandskills/skillsandtraining/apprenticeships/providers/sasw</a>
<b>Related documents</b>	<i>Draft Specification of Apprenticeship Standards for Wales (SASW) (2012); Specification of Apprenticeship Standards for England (SASE) (Department for Business Innovation &amp; Skills, 2013)</i>

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# Part 1: The Specification of Apprenticeship Standards for Wales (SASW)

Introduction
<p>1. The <i>Specification of Apprenticeship Standards for Wales (SASW)</i> contains three parts.</p> <ul style="list-style-type: none"> <li>• Part 1 sets out the minimum requirements to be included in a recognised Welsh apprenticeship framework. Compliance with Part 1 of the SASW is a statutory requirement of the Apprenticeships, Skills, Children and Learning Act 2009. This is the first statutory SASW. It will be brought into effect by order issued by the Welsh Ministers.</li> <li>• Part 2 contains best practice guidance in respect of information on equality and diversity, entry conditions and progression routes to be included in Welsh Apprenticeship frameworks. These are not mandatory requirements and this guidance is non-statutory.</li> <li>• Part 3 takes the form of statutory guidance regarding the SASW statutory requirements. Welsh issuing authorities must have regard to <i>The Guidance</i> in reaching a decision on whether a framework submission complies with the SASW.</li> </ul>

ASCL Ref	
Apprenticeship frameworks – general	
2. The framework must identify the qualification that demonstrates the occupational competencies as the competencies qualification in relation to the framework.	Section 31(2)(c)
3. A framework level must specify as a Welsh certificate requirement the total number of credits on the Qualifications and Credits Framework (QCF). This must be at a minimum of 37 credits. Whilst 37 credits is the minimum size, a framework should reflect the volume of learning required for an apprentice to achieve full competency in the skill, trade or occupation to which it relates. In many cases frameworks will significantly exceed 37 credits. A framework must not be so narrow that it is only relevant to a specific workplace where the apprenticeship was attained.	Section 31 (2) (a)
4. Credit and Qualifications Framework for Wales (CQFW) credit values may be used for Higher Apprenticeship frameworks which specify a Higher Education qualification.	Section 31 (2) (a)

<p>5. An apprenticeship framework must include:</p> <ol style="list-style-type: none"> <li>a. the number of QCF credits that must be attained for the Occupational Competencies Qualification;</li> <li>b. the number of QCF credits that must be attained for the technical knowledge qualification; and</li> <li>c. the number of CQFW credits that must be attained for Essential Skills Wales and any Wider Key Skills qualifications stipulated as a Welsh Certificate requirement. Each Essential Skills Wales Award and Wider Key Skill Award attracts 6 credits.</li> </ol>	<p>Section 31 (2) (a)</p>
<p>6. The framework developer will decide the balance of credits between occupational competencies and relevant technical knowledge qualifications. However the framework must specify:</p> <ul style="list-style-type: none"> <li>• a minimum of ten credits achieved through an occupational competence based qualification or competence element of an integrated qualification, which specifically relates to the skill, trade or occupation and is based on the National Occupational Standards (NOS) from the employment sector for which the framework is designed and be at a level which reflects the job role; and</li> <li>• a minimum of ten credits from a technical knowledge qualification or knowledge element of an integrated qualification, which provides the technical knowledge and understanding of the theoretical concepts specifically relating to the skill, trade or occupation to underpin occupational competence. The knowledge qualification/element must equip the apprentice with the knowledge and understanding of the industry and its market; or,</li> <li>• a minimum of ten credits from an equivalent competencies qualification (non-CQFW) recognised by a professional body for a Higher Apprenticeship at levels 5 - 7 where the successful completion of such an apprenticeship is a recognised pathway to professional registration.</li> </ul>	<p>Section 31 (2) (a)</p>

<p>7. Where the knowledge and competence elements are combined and accredited as a single integrated qualification, the two elements must be separately identified and separately assessed.</p>	<p>Section 31 (2) (a)</p>
<p>8. Qualifications contained in an apprenticeship framework must be approved, recognised or accredited by the relevant awarding organisation or body. Each qualification must be identified by Title, Level and where applicable the Qualification Reference Code.</p>	<p>Section 31 (2) (a)</p>
<p>9. A framework must be reviewed periodically to ensure it is current and continues to meet the needs of the sector.</p>	<p>Section 31 (2) (a)</p>
<p>10. A framework must carry both the date of its issue and the date by which it will be formally reviewed.</p>	<p>Section 31 (2) (a)</p>
<p>11. To be included as a qualification for occupational competence, the qualification must test the ability to carry out activities to the standards required.</p>	<p>Section 31 (2) (a)</p>

## Foundation apprenticeship frameworks (Level 2)

Qualifications related to the Sector	
<p>12. A foundation apprenticeship framework must identify the competencies qualification which must be achieved by the apprentice to qualify for a Welsh apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates. The competencies qualification must be accredited by the Welsh Ministers at Level 2 of the QCF; underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body.</p>	<p>Section 31 (2) (c)(iii)</p>
<p>13. A foundation apprenticeship must identify a technical knowledge qualification which must be achieved by the apprentice to qualify for a Welsh apprenticeship certificate. A technical knowledge qualification is the qualification required to demonstrate achievement of the technical skills, knowledge and understanding of the theoretical concepts and knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates. The technical knowledge qualification must be accredited by the Welsh Ministers, be underpinned by National occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body.</p>	<p>Section 31 (2) (c)(ii)</p>
<p>14. A foundation apprenticeship framework must identify either:</p> <ul style="list-style-type: none"> <li>a. a competencies qualification at Level 2 and a separate technical knowledge qualification, each of which must carry at least ten credits on the QCF; or</li> <li>b. an integrated qualification at Level 2 which combines occupational competencies and technical knowledge elements in which each element is separately assessed, and in which each element carries at least ten credits on the QCF.</li> </ul>	<p>Section 31 (2) (a) Section 31(2)(c) (iii)</p>

<b>Essential Skills Wales</b>	
15. A foundation apprenticeship framework must specify as a Welsh certificate requirement Essential Skills Wales qualifications in Communication and Application of Number to at least Level 1.	Section 31 (2) (c)(i)
16. A foundation apprenticeship framework must specify as a Welsh certificate requirement, the acceptance of Key Skills qualifications as alternatives to Essential Skills Wales qualifications provided the Key Skills qualification(s) attained are at the same level(s) as those specified for the Essential Skills Wales qualifications.	Section 31 (2) (c)(i)
17. A foundation apprenticeship framework must specify as a Welsh certificate requirement an Essential Skills Wales qualification in Information and Communication Technology (ICT) to at least Level 1, unless ICT is not relevant to effective performance in the skill, trade or occupation to which the framework relates.	Section 31 (2) (c)(i)

<b>Employee Rights and Responsibilities (ERR)</b>	
18. A foundation apprenticeship framework must specify that an apprentice must achieve the standards of attainment set out in the Employee Rights and Responsibilities (ERR) national outcomes in the skill, trade or occupation to which the framework relates.	Section 31 (2) (a)
19. An apprenticeship framework must specify where achievement of the ERR national outcomes is located within the framework, either within a qualification or elsewhere, and how achievement is to be evidenced. Achievement of ERR outcomes must be based on evidence that is subject to quality assurance.	Section 31 (2) (a)

<p>20. To achieve the ERR national outcomes the apprentice must demonstrate that he/she:</p> <ul style="list-style-type: none"> <li>• knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health &amp; Safety legislation, together with the responsibilities and duties of employers;</li> <li>• knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health &amp; Safety and Equality &amp; Diversity training must be an integral part of the apprentice's learning programme;</li> <li>• knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;</li> <li>• understands the role played by their occupation within their organisation and industry;</li> <li>• has an informed view of the types of career pathways that are open to them;</li> <li>• knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities;</li> <li>• knows where and how to get information and advice on their industry, occupation, training and career;</li> <li>• can describe and work within their organisation's principles and codes of practice; and</li> <li>• recognises and can form a view on issues of public concern that affect their organisation and industry.</li> </ul>	<p>Section 31 (2) (a)</p>
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<b>On-the-job training and off-the-job training</b>	
21. A foundation apprenticeship framework must specify the total number of learning hours that an apprentice must receive to complete the framework. Learning hours relates to training which is designed to achieve clear and specific outcomes which contribute directly to the successful achievement of the apprenticeship framework.	Section 31 (2) (b)
22. A foundation apprenticeship framework must specify the total number of <b>off-the-job</b> learning hours that an apprentice must receive to complete the framework.	Section 31 (2) (b)
23. A foundation apprenticeship framework must specify the total number of <b>on-the-job</b> learning hours that an apprentice must receive to complete the framework.	Section 31 (2) (b)
24. An apprenticeship framework must specify that on-and off-the-job training must either have been received: <ul style="list-style-type: none"> <li>a. Whilst working under an apprenticeship agreement; <b>or</b></li> <li>b. During a qualifying period prior to working under an apprenticeship agreement 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.</li> </ul>	Section 31 (2) (b)

## Apprenticeship frameworks (Level 3)

Qualifications related to the Sector	
<p>25. An apprenticeship framework at Level 3 must identify the occupational competencies qualification which must be achieved by the apprentice to qualify for a Welsh apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates. The competencies qualification must be accredited by the Welsh Ministers at Level 3 of the QCF; underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body.</p>	<p>Section 31 (2) (c)(iii)</p>
<p>26. An apprenticeship framework at Level 3 must identify a technical knowledge qualification which must be achieved by the apprentice to qualify for a Welsh apprenticeship certificate. A technical knowledge qualification is the qualification required to demonstrate achievement of the technical skills, knowledge and understanding of the theoretical concepts and knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates. The technical knowledge qualification must be accredited by the Welsh Ministers, be underpinned by National occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body.</p>	<p>Section 31 (2) (c)(ii)</p>
<p>27. An apprenticeship framework must identify either:</p> <ul style="list-style-type: none"> <li>a. a competencies qualification at Level 3 and a separate technical knowledge qualification, each of which must carry at least ten credits on the QCF; or</li> <li>b. an integrated qualification at Level 3 which combines occupational competencies and technical knowledge elements in which each element is separately assessed and in which each element carries at least ten credits on the QCF.</li> </ul>	<p>Section 31 (2) (a) Section 31 (2) (c)(iii)</p>

**Essential Skills Wales**

28. Requirements are as for a Foundation Apprenticeship (Level 2) framework, save that:  
an apprenticeship framework must specify as a Welsh certificate requirement Essential Skills Wales qualifications in Communication and Application of Number to at least Level 2.

Section 31 (2)  
(c)(i)

**Employee Rights and Responsibilities (ERR)**

29. Requirements are as for a Foundation Apprenticeship (Level 2) framework.

Section 31 (2) (a)

**On-the-job training and off-the-job training**

30. Requirements are as for a Foundation Apprenticeship framework.

Section 31 (2) (b)

## Higher apprenticeship frameworks (Level 4)

Qualifications related to the Sector	
<p>31. A Level 4 higher apprenticeship framework must identify the occupational competencies qualification which must be achieved by the apprentice to qualify for a Welsh apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates. The competencies qualification must be at accredited by the Welsh Ministers at Level 4 of the QCF; underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body.</p>	<p>Section 31 (2) (c)(iii)</p>
<p>32. A Level 4 higher apprenticeship must identify a technical knowledge qualification which must be achieved by the apprentice to qualify for a Welsh apprenticeship certificate. A technical knowledge qualification is the qualification required to demonstrate achievement of the technical skills, knowledge and understanding of the theoretical concepts and knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates. The technical knowledge qualification must be accredited by the Welsh Ministers, be underpinned by National occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body.</p>	<p>Section 31 (2) (c)(ii)</p>
<p>33. A Level 4 higher apprenticeship framework must identify either:</p> <ol style="list-style-type: none"> <li>a. an occupational competencies qualification and a separate technical knowledge qualification, each of which must carry at least ten credits on the QCF; or</li> <li>b. an integrated qualification at Level 4 which combines occupational competencies and technical knowledge elements in which each element is separately assessed and in which each element carries at least ten credits on the QCF.; or</li> <li>c. specify an HNC, HND or Foundation Degree as the relevant technical knowledge qualification.</li> </ol>	<p>Section 31 (2) (a) Section 31 (2) (c)(iii)</p>

**Essential Skills Wales**

34. Requirements are as for an Apprenticeship framework at Level 3.

Section 31 (2)  
(c)(i)

<b>Employee Rights and Responsibilities (ERR)</b>	
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35. Requirements are as for a Foundation Apprenticeship framework.	Section 31 (2) (a)
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<b>On-the-job training and off-the-job training</b>	
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36. Requirements are as for a Foundation Apprenticeship framework.	Section 31 (2) (b)
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## Higher apprenticeship frameworks (Levels 5, 6 and 7)

<b>Qualifications related to the Sector</b>	
37. Higher apprenticeship frameworks at Levels 5 - 7 must specify the total number of credits which an apprentice must attain on the Qualifications and Credit Framework (QCF) and /or through the award of CQFW Higher Education qualifications and /or professional qualifications as recognised by the sector. This must be at a minimum of 37 credits.	Section 31 (2) (a)
38. Higher Apprenticeship frameworks at Levels 5 – 7 must identify the occupational competencies qualification which must be achieved by the apprentice to qualify for a Welsh apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates. The competencies qualification must be at the specified level of the framework; underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body; or underpinned by professional standards as recognised by the sector.	Section 31 (2) (c)(iii)
39. Higher apprenticeship frameworks at Levels 5 – 7 must identify a technical knowledge qualification which must be achieved by an apprentice to qualify for a Welsh apprenticeship certificate. A technical knowledge qualification is the qualification required to demonstrate achievement of the technical skills, knowledge and theoretical concepts and knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates. The technical knowledge qualification must be underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body; or underpinned by professional standards as recognised by the sector.	Section 31 (2) (c)(ii)

**Qualifications related to the Sector**

40. A Higher Apprenticeship at Levels 5 – 7 must identify either:
- a. an occupational competencies qualification at the specified level of the framework and a separate technical knowledge qualification, each of which must carry at least ten credits on the QCF; or
  - b. an integrated qualification at the specified level of the framework which combines occupational competencies and technical knowledge elements in which each element is separately assessed and in which each element carries at least ten credits on the QCF.; or
  - c. an integrated qualification at the specified level of the framework which combines the assessment of competence and technical knowledge.

Section 31 (2) (a)  
Section 31  
(2)(c)(iii)

**Essential Skills Wales**

41. Requirements are as for an Apprenticeship framework at Level 3.

Section 31 (2)  
(c)(i)

**On-the-job training and off-the-job training**

42. Requirements are as for a Foundation Apprenticeship framework.

Section 31 (2) (b)

## Part 2: SASW – Information Requirement

### Introduction

Part 2 - Information Requirement. This part contains non-statutory guidance on information on equality and diversity, entry conditions and progression routes that should be included in apprenticeship frameworks. This part does not form part of the statutory specification of apprenticeships standards given effect to by Order of the Welsh Ministers. However, it does contain provisions of best practice.

### Equality and diversity

IR1 It is important that apprenticeship frameworks are inclusive and can demonstrate an active approach to identifying and removing barriers to entry and progression. Frameworks should advance equality of opportunity between persons who share protected characteristics and those persons who do not. Protected characteristics are age, disability, gender re-assignment, marriage and civil partnership, race, religion or belief, sex, sexual orientation. Apprenticeship frameworks must promote equality of access for those with a learning difficulty.

Specifically, a framework should include a statement setting out:

- Whether and where there is under-representation within the occupational area;
- The barriers to entry and progression for individuals within these groups; and
- What action has been taken to remove these barriers or to justify them objectively for the skill, trade or occupation.

### Entry conditions

IR2 An apprenticeship framework should specify any entry conditions which the framework developer considers necessary to ensure that individuals entering the apprenticeship can complete the framework.

IR3 An apprenticeship framework should specify the evidence and justification for any entry conditions and must demonstrate that any entry conditions comply with the information requirement (above) of equality and diversity.

IR4 The entry conditions may be demonstrated by prior achievement of qualifications which the framework developer, in consultation with employers and other relevant partners, considers necessary. Where the entry conditions are demonstrated by prior qualifications the framework developer must include alternatives to ensure equality of access for people with a learning difficulty. Alternatives may include a portfolio of evidence based on work experience, non-accredited courses, volunteering or other extra-curricular activities which provide evidence that the individual has the potential to complete the framework.

IR5 An apprenticeship framework should specify any legal restrictions that limit entry to the apprenticeship.

## Progression routes

IR6	An apprenticeship framework should specify the progression routes into the framework and the progression opportunities open to a person who has completed the framework. It must specify avenues of career progression including those through training with sector employers and/or through further or higher education.
IR7	An apprenticeship framework should specify the occupations and/or job roles which, on completion of the framework, the individual would be qualified to undertake.
IR8	An apprenticeship framework should give details of clear entry routes into the skill, trade or occupation of to which the framework relates including how other qualifications such as GCSEs, A levels, general vocational qualifications or achievement of the Welsh Baccaalaureate can lead into it and possibly count towards the achievement of a level contained in the framework.
IR9	An apprenticeship framework should take into consideration progression routes into the occupational area to which the framework relates for people with a learning difficulty or other protected characteristics that may need to enter through employability programmes and atypical routes.
IR10	An apprenticeship framework should highlight those occupational elements of the framework that would enable an apprentice to transfer either between frameworks within a sector or across sectors.
IR11	An apprenticeship framework at level 3 should specify at least one foundation apprenticeship framework at level 2, completion of which qualifies the person for entry, except where there is no relevant foundation apprenticeship framework.
IR12	A Higher Apprenticeship framework (level 4 and above) should specify at least one Apprenticeship framework at level 3, completion of which qualifies a person for entry, except where there is no relevant apprenticeship framework.
IR13	Apprenticeship frameworks at level 3 and above should include information on opportunities for progression to a higher education qualification, including a degree, Foundation degree or other higher level qualification relevant to the sector.
IR14	Higher Apprenticeship frameworks (level 4 and above) should support progression to a professional qualification required to practice and / or professional registration where such arrangements are in place.

## Part 3: Framework guidance for Issuing Authorities

The Guidance contained in Part 3 is statutory guidance issued pursuant to section 18 of the Apprenticeships, Skills, Children and Learning Act 2009. Issuing authorities must have regard to this Guidance where exercising their function of issuing apprenticeship frameworks. This guidance is intended to provide amplification and clarification for Issuing Authorities who, pursuant to Section 19 of the 2009 Act, must be satisfied that frameworks meets the requirements specified contained in Part 1 of the SASW. Framework developers should also refer to the Guidance in Part 3 to ensure that frameworks submitted to the Issuing Authorities are not rejected for non-compliance.

### ASCL Ref

<b>Introduction</b>	
G1. By an Order made under The Apprenticeships, Skills, Children and Learning Act 2009 (ASCLA) the <i>Specification of Apprenticeship Standards for Wales (SASW)</i> was given effect. Part 1 of the SASW sets out the minimum statutory requirements to be included in a recognised Welsh apprenticeship framework.	Section 31
G2. The Issuing Authorities, designated by the Welsh Ministers, are responsible for ensuring that only those frameworks which comply with the SASW (Part 1) are issued and thereby recognised Welsh frameworks. Welsh issuing authorities must have regard to the SASW Guidance (Part 3) in reaching a decision on whether a framework submission complies with the SASW.	Sections 18 and 19
G3. A separate 'Specification of Apprenticeship Standards for England (SASE) was introduced in April 2011. The specifications are not the same and are not interchangeable.	Section 27

### **Apprenticeship frameworks – general**

G4. An apprenticeship framework is the high level curriculum of learning and qualifications in a specific skill, trade or occupation that must be achieved by an apprentice in order to qualify for an apprenticeship certificate. An apprenticeship framework contains qualifications taken from either the Qualification and Credit Framework (QCF) or the CQFW (The Credit and Qualification framework for Wales). Further explanation of the qualification frameworks can be found at G25 in this guidance.	Section 31 (2)
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<p>G5. A framework must contain a minimum of 37 credits but in many cases frameworks will significantly exceed this minimum in order to reflect the volume of learning required for an apprentice to achieve full competency in the skill, trade or occupation to which it relates. The size of a framework must ensure that it contains the volume of learning and transferable skills required, which on attainment, qualifies the apprentice to work in a range of situations. A framework developer should seek the views of an SSC or SSB or other body that represents the views of employers in the sector to satisfy themselves that the draft framework provides the breadth of occupationally transferable skills.</p>	<p>Section 31 (2)</p>
<p>G6. The level of a framework is determined by the level of the occupational competencies qualification it contains. For example, a Foundation Apprenticeship framework contains a competencies qualification at Level 2 on the QCF. The level of a Higher Apprenticeship framework is determined by the QCF or CQFW level of the occupational competencies qualification it contains.</p>	<p>Section 31 (2)</p>
<p>G7. A framework must be reviewed periodically to ensure it remains current. As a minimum, a framework must be reviewed at least every five years. A framework may be reviewed and updated more frequently, should the skill, trade or occupation require it.</p>	<p>Section 31 (2)</p>
<p>G8. A framework should be developed and issued using the Apprenticeships Frameworks Online (AFO) database. It can be found at: <a href="http://www.afo.sscalliance.org/">http://www.afo.sscalliance.org/</a></p>	<p>Section 31 (2)</p>
<p>G9. The needs of Welsh speaking apprentices should be considered and promote opportunities to learn through the medium of the Welsh language. A Good Practice Guide for sector and standard setting bodies has been published by the Welsh Government to assist in determining the demand for Welsh language skills, Welsh translations of national occupational standards and vocational qualifications through the medium of Welsh. The Guide can be found on the Welsh Government website at: <a href="http://wales.gov.uk/topics/educationandskills/qualification/sinwales/welshmedium/welshmediumguidance/">http://wales.gov.uk/topics/educationandskills/qualification/sinwales/welshmedium/welshmediumguidance/</a></p>	<p>Section 31 (2)</p>
<p>G10. Higher Apprenticeships should be developed in partnership with the relevant professional body or bodies (where they exist) and that successful completion of such an apprenticeship is a recognised pathway to professional registration.</p>	<p>Section 31 (2)</p>

## Naming conventions for an apprenticeship framework

<p>G11. Where a skill, trade or occupational area covers more than one level, these levels should be combined together into one framework document. The framework must be given a title that reflects the occupational area. Separate framework documents covering individual levels within the same skill, trade or occupational area should not be issued with the exception of Higher Apprenticeship frameworks at Levels 5, 6 or 7 which may be issued separately.</p>	<p>Section 31 (2)</p>
<p>G12. A framework may include different 'pathways' that differentiate the range of different job roles available within the occupation.</p>	<p>Section 31 (2)</p>
<p>G13. A framework title should not include the words "Foundation Apprenticeship", "Apprenticeship" or "Higher Apprenticeship".</p>	<p>Section 31 (2)</p>
<p>G14. Where a Higher Apprenticeship framework has been endorsed / recognised for entry by a professional body, the title of the framework may reflect terminology recognised by the sector.</p>	<p>Section 31 (2)</p>

## Qualifications – competence and knowledge

<p>G15. Apprenticeships consist of a competence element and a technical knowledge element which, for the majority of existing Apprenticeship frameworks, have had separate 'competence' and 'knowledge' qualifications. Whilst historically these were known as NVQs and technical certificates, framework developers are not confined to these qualifications. Furthermore, the QCF has brought increased opportunity for combining units from qualifications which were previously separate. The SASW allows for the elements to be combined in a single integrated qualification. The SASW defines relevant occupational competencies as the competencies required to perform the skill, trade or occupation to which the framework relates at the level required in the framework. National Occupational Standards (NOS) are used to underpin all vocational qualifications on the QCF. NOS are employer-led specifications of competent performance, required in different sectors across the UK, which provide the technical requirements of an occupation as well as the necessary performance criteria.</p>	<p>Section 31 (2)</p>
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<p>The relevant technical knowledge is defined as the technical skills and theory specifically relating to the occupation or job role, together with the knowledge and understanding of the industry and its market.</p>	
<p>G17. Where the knowledge and competence elements are combined and accredited as a single integrated qualification, the two elements must be separately identified and separately assessed. It is important to retain this distinction between the two elements to ensure apprentices not only demonstrate the competence to do the job, but also develop the underpinning technical skills, knowledge and understanding. This distinction between competence and knowledge allows individuals to gain credit towards an Apprenticeship through prior participation in other learning programmes.</p>	<p>Section 31 (2)</p>
<p>G18. Where an apprenticeship framework includes separate competence and technical knowledge qualifications, the competence qualification must be nominated as the 'Competencies Qualification'. Where there is an integrated qualification, this will be the 'Competencies Qualification'. Under the standard completion conditions of the ASCL Act, this is the qualification which must be completed while the apprentice is working under an Apprenticeship Agreement. However, the certifying authority has discretion to issue a certificate to apprentices who have completed the 'competencies qualification' prior to the apprenticeship. It is important that the 'competencies qualification' is, or includes, the competence elements as these are the skills which are practised and refined during the course of normal work duties, on employers' premises, using their tools and with real pressures and customers.</p>	<p>Section 31 (2)</p> <p>Section 2</p> <p>Section 7 and 8</p>
<p>G19. An apprenticeship framework may allow for a choice of qualification by including a range of occupational competence, knowledge and integrated qualifications. Different apprentices may be suited to different types of qualifications, all of which must fulfil the requirements set out in the previous paragraphs. Only those qualifications specified by title may be recognised for the issue of an apprenticeship certificate. Alternative or similar qualifications that are not specified in a framework cannot be substituted.</p>	<p>Section 31 (2)</p>
<p>G20. Unless the knowledge requirements are specified through a Higher Education or professional qualification an apprenticeship framework should specify that the method of assessment of the competence and knowledge qualifications (or of the integrated</p>	<p>Section 31 (2)</p>

<p>competence/knowledge qualification) will be subject to any regulation by qualification regulators. Assessment of the knowledge qualification or element must be externally verified.</p>	
<p>G21. Foundation Degrees, or HNDs and HNCs may be used to satisfy the relevant technical knowledge requirements for Higher Apprenticeship frameworks at Level 4. Vocational Degrees may be used to satisfy both competence and knowledge for Higher Apprenticeships at Levels 5 - 7.</p>	<p>Section 31 (2)</p>
<p>G22. A Higher Apprenticeship at Levels 5 – 7 may specify a professional qualification as recognised by the sector. A CQFW credit value must be specified.</p>	<p>Section 31 (2)</p>
<p>G23. A Higher Apprenticeship framework which contains a Higher Education degree must either:</p> <ul style="list-style-type: none"> <li>• Identify the specific qualification(s) by title and the name of the awarding organisation(s) or the educational institution(s) offering the qualification(s); or</li> <li>• Clearly specify where the list of higher education qualifications recognised for apprenticeship certification can be found.</li> </ul>	<p>Section 31 (2)</p>
<p>G24. The SASW specifies the minimum size of qualifications (by reference to the number of credits) to be included in all frameworks. The occupational competencies qualification in a framework must contain the breadth of competencies and volume of learning (i.e. the number of credits) to ensure full competence for the skill, trade or occupation.</p>	<p>Section 31 (2)</p>
<p>G25. The CQFW is the Credit and Qualification Framework for Wales. It is an over-arching framework of qualifications that includes three main ‘pillars’ (or types) of qualifications. These ‘pillars’ include:</p> <ul style="list-style-type: none"> <li>• The QCF – which contains vocational qualifications regulated for use in England and Wales;</li> <li>• Higher Education qualifications offered by universities or other Higher Education Institutions in Wales; and</li> <li>• The ‘QALL’ pillar – which enables quality-assured units that sit outside the current regulatory framework to be recognised for the award of credit.</li> </ul> <p>SASW specifies the CQFW, QCF or Quality Assured Lifelong Learning (QALL) in relation to different types of qualifications that may be included as elements</p>	

<p>within a framework. Framework developers should ensure they only include qualifications that meet the specific framework requirement: for example where the QCF is specified in SASW a qualification included in a framework must come from the QCF and cannot come from other 'pillars' of the CQFW. More information about CQFW can be accessed on the Welsh Government website at:</p> <p><a href="http://wales.gov.uk/topics/educationandskills/qualificationsinwales/creditqualificationsframework/">http://wales.gov.uk/topics/educationandskills/qualificationsinwales/creditqualificationsframework/</a></p>	
<p>G26. An apprenticeship framework may specify activities or other arrangements required for the Recognition of Prior Learning for whole, part or Credits of qualifications achieved prior to entry into an apprenticeship agreement. These arrangements may include activities to ensure the apprentice is given opportunities within the workplace for up-dating or contextualising the application of prior learning, including the use of one or more of the Wider Key Skills Awards as a method to facilitate this.</p>	<p>Section 31 (2)</p>

### Essential Skills Wales (ESW)

<p>G27. To promote progression, where an individual has achieved Essential Skills Wales (ESW) qualifications at Level 1 in either Application of Number, Communication or ICT (if the framework requires this) or has the relevant key skill prior to starting a Level 2 Apprenticeship, the employer may allow the individual to study for ESW Skills qualifications at Level 2 as part of the Apprenticeship framework. Frameworks should be written in such a way as to encourage employers to allow the individual to progress to ESW Skills at Level 2 as part of an Apprenticeship framework.</p>	<p>Section 31 (2)</p>
<p>G28. Key Skills Certificates in Application of Number, Communication and ICT at the required levels will satisfy the requirement for Essential Skills Wales as they are recognised as equivalents to ESW.</p>	<p>Section 31 (2)</p>
<p>G29. Essential Skills Wales qualifications at the level specified in the framework which were achieved prior to commencing an apprenticeship may be accepted for apprenticeship certification when the relevant ESW certificates are presented. ESW achieved in the context of the Welsh Baccalaureate Qualification (WBQ) can be accepted, provided the specific certification of the title(s) and level(s) of those ESW qualifications is provided. The WBQ certificate itself does not provide this specific evidence.</p>	<p>Section 31 (2)</p>

G30.	An apprenticeship framework may specify as a Welsh certificate requirement, ESW qualifications in Communication and/or Application of Number and/or ICT at a higher level than the minimum set by the level of the framework. For example, a Foundation apprenticeship may include Level 2 qualifications in Communication and/or Application of Number and/or ICT.	Section 31 (2) (c)(i)
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### Wider Key Skills

G31.	<p>Frameworks may specify the outcomes which an apprentice is to achieve in any or all of the Wider Key Skills:</p> <ul style="list-style-type: none"> <li>• Improving Own Learning and Performance.</li> <li>• Working With Others.</li> <li>• Problem Solving.</li> </ul>	Section 31 (2)
G32.	<p>An apprenticeship framework may specify as a Welsh Certificate requirement that one or more of the three Wider Key Skills is required:</p> <ul style="list-style-type: none"> <li>• to at least level 1 in a Foundation level framework;</li> <li>• to at least level 2 in an Apprenticeship framework;</li> <li>• to at least level 2 or above in a Higher Apprenticeship framework at level 4; and</li> <li>• to at least Level 3 or above in Higher Apprenticeship frameworks at levels 5, 6 or 7.</li> </ul>	Section 31 (2)
G33.	<p>Wider Key Skills qualifications previously attained in the context of the Welsh Baccalaureate Qualification (WBQ) can be accepted, provided the specific proof of certification of the title(s) and level(s) of those qualifications is provided. The WBQ certificate does not provide this specific evidence.</p>	Section 31 (2)
G34.	<p>A framework developer, in consultation with employers in the sector and other relevant partners, should determine whether any or all of the Wider Key Skills are directly relevant to effective performance in the particular skill, trade or occupation or the sector.</p>	Section 31 (2)
G35.	<p>The framework must contain reasons why Wider Key Skills have not been specified or may specify where the achievement of wider key skill competencies is located, either within a qualification or elsewhere, if appropriate.</p>	

## Employee Rights and Responsibilities (ERR)

G36.	ERR must be formally assessed. However, there is flexibility for the framework to specify the method of assessment. The ERR may be contained within a qualification and accredited. ERR must be explicitly identified and clearly signposted within the framework.	Section 31 (2)
G37.	The course of training in ERR must be designed so that the apprentice has been assessed against all the elements specified in SASW Part 1.	Section 31 (2)
G38.	A higher apprenticeship framework at Levels 5 - 7 may specify as a Welsh certificate requirement the attainment of the ERR national outcomes, where employers in the sector and other relevant partners determine that this is required to perform the skill, trade or occupation at this level. Attainment of the ERR national outcomes is not mandatory for Higher Apprenticeship frameworks at levels 5 - 7.	Section 31 (2)

## Additional Employer Requirements

G39.	A framework may specify a qualification (or Units) of up to a maximum of six Credits either from the QCF or from the Quality Assured Lifelong Learning (QALL) pillar of the CQFW to meet specific employer requirements.	Section 31 (2) (a)
G40.	Where a skill, trade or occupation requires a recognised 'Licence to Practise' for a person to be deemed competent (for example, Gas Boiler Fitting), then this requirement may be included as mandatory in an apprenticeship (Level 3) framework or above.	Section 31 (2) (a)
G41.	A higher apprenticeship framework at Levels 5 - 7 may specify a professional qualification as recognised by the sector.	Section 31 (2) (a)

## On- and off-the-job training

G42.	The balance of on- and off-the-job training will vary depending on the nature of the framework. All on- and off-the-job training specified in the framework and carried out whilst working under an apprenticeship agreement must be delivered within contracted working hours.	Section 31 (2)
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<p>The balance of on- and off-the-job training for individual apprentices will vary depending on the previous experience and attainment of the learner.</p>	
<p>G43. An apprenticeship framework must specify that:</p> <ul style="list-style-type: none"> <li>• On-the-job and off-the-job learning hours are both planned, reviewed and evaluated jointly between the apprentice and: a tutor, or teacher; their workplace supervisor or manager; or their coach or mentor;</li> <li>• On-the-job and off-the-job training support via a tutor, teacher, supervisor, manager, coach or mentor is made available when required by the apprentice;</li> <li>• On-the-job and off-the-job learning hours are delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; observation, feedback &amp; assessment; collaborative/networked learning with peers; guided study;</li> <li>• Off-the-job learning is characterised by formal or planned taught sessions delivered predominantly by qualified training staff;</li> <li>• On-the-job learning hours are those which enable the apprentice to demonstrate practical job-related skills and to practise and apply these in the context of the job. This type of learning will be delivered in the workplace.</li> </ul>	<p>Section 31 (2)</p>
<p>G44. Further guidance on recording on-the-job and off-the-job training in a framework can be found on the Apprenticeships Frameworks Online (AFO) database.</p>	