

# apprenticeship FRAMEWORK

## Interpreting and Translation (Wales)

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills and Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

### Latest framework version?

For any previous versions of this framework: [www.acwcerts.co.uk/framework\\_library](http://www.acwcerts.co.uk/framework_library)

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# Interpreting and Translation (Wales)

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# Framework information

## Information on the Issuing Authority for this framework:

Instructus

The Apprenticeship sector for occupations in air conditioning, building services engineering, business and administration, cleaning, customer service, digital/information technology, electro technical, electrical and electronic servicing, enterprise and business support, facilities management, heating and ventilating, housing, human resources and recruitment, industrial relations, leadership and management, marketing and sales (also includes contact centres and third sector), plumbing, property and refrigeration.

Issue number: 2	<b>This framework includes:</b>
Framework ID: FR03339	Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input checked="" type="checkbox"/>
Date this framework is to be reviewed by: DD/MM/YYYY	<b>This framework is for use in: Wales</b>

## Short description

This framework is designed to meet the skills needs of employers of all sizes across the public, private and not-for-profit sectors. The Interpreting and Translation apprenticeship framework is aimed at those working within Interpreting or Translation roles, enabling existing workers to up-skill to meet employer skills priorities and to further professionalise the sector. Higher apprentices will work in job roles such as junior interpreter or junior translator.

Whereas interpreting and translation are closely related, they are distinct job roles. Interpreting concerns the translation from one language to another whereas translation deals with the translation of written communication from one language to another.

# Contact information

## Proposer of this framework

[This apprenticeship has been developed by Skills CFA. Employer input was gathered via online consultations and steering group meetings, which collected the views of a wide range of individuals and organisations, ensuring its content reflects the needs of the interpreting and translation industry.]

## Developer of this framework

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# Revising a framework

## Why this framework is being revised

This framework was revised by Skills CFA in March 2015 in order to insert Qualification numbers into the framework, as detailed below.

## Summary of changes made to this framework

This framework was revised by Skills CFA in March 2015 in order to insert Qualifications numbers into the framework:

- Agored Cymru Level 4 Certificate in Translation Practice (QCF) - 601/5761/6
- Agored Cymru Level 4 Diploma in Interpreting Practice (QCF) - 601/5765/3

## Qualifications removed

None.

## Qualifications added

None.

## Qualifications that have been extended

None.

# Purpose of this framework

## Summary of the purpose of the framework

Both interpreting and translation are fundamentally the exchange of meaning by a person (the interpreter or the translator) from one language into the target language. What is produced is the interpreter or translators' understanding of the meaning of what was originally conveyed. However, the two terms should not be used interchangeably as they refer to two specific roles. Although the two disciplines are distinct in terms of their role and required skillset, and in terms of the practitioners operating in their roles, the basis of each is this paraphrasing of language. The two roles aim to help open up communications and situations for individuals and organisations either when there is not a shared or common language or when a particular group of individuals would not have access to a particular communication on account of language. Interpreters and Translators can go on to work across all industries and sector groups, and in public, private and third sector organisations. For both interpreters and translators, they may work within an organisation such as a large multi-national corporation, or for a specialised agency or indeed work freelance. Some interpreters and translators may go on to work for such bodies as the European Union or the United Nations.

Due to the recent increase in globalised institutions and the global international relations that are consequent upon this, there is an increasing need for individuals with linguistic skills. This opens up attractive career opportunities for those going into the fields of interpreting or translation.

The role of interpreters is to translate oral communications from one language to another, including sign language. Interpreters enable the sharing of ideas and the conduct of business across language barriers. Interpreting involves conveying the meaning and intentions of the source language in the target language. Interpreting is performed using differing modes. These are termed as consecutive, where the interpreter listens to the source language until the completion of a point or a pause in the communication and translates it into the target language; and simultaneous, where the interpreter translates into the target language while listening and comprehending the sentence coming up. Sign language interpreting is also another mode of interpreting; however, this is not dealt with in this framework at this time. Interpreting can also be performed one-way, where the interpreting is only in one direction, or two-way, where the interpreter translates in two directions for both languages that are in conversation. Interpreters often operate at conferences, in business contexts or within public services. Public service interpreters often work within education, health and legal settings, ensuring that individuals understand what is communicated to them. In the light of increased immigration, interpreting can be seen as an important skills need within public services. In terms of the Welsh context census data from 2011 shows that over 20% of Welsh residents whose main language is not English or Welsh stated they cannot speak English well or cannot

speak English (Source: 2011 Census: Quick Statistics for England and Wales, March 2011). For these people many situations can be isolating and detrimental to their development and wellbeing or integration into Welsh society (this needs to be viewed in relation to Wales being a bi-lingual nation).

In terms of business, interpreting is playing an increasingly important role in facilitating communication across language barriers. This is of fundamental importance as business is now increasingly conducted across traditional national and linguistic borders. Interpreting can be seen as a key enabler of globalised business processes, opening up such organisations to new benefits and opportunities.

The focus of translators is on the translation of written communications in terms of the conversion from the source language to the target language. Translators require a cultural sensitivity when converting a text into the target language; it is necessary for there to be a process of cultural adaptation to the audience of any given communication. Translators need to have a good repertoire of specialist phraseology as they can operate in highly specialised, technical fields of translation, ie scientific, literary, legal, and commercial. As such, the different types of translation specialisms that a translator can develop include the translation of legal documents, novels, plays or poetry or educational resources. Translation often necessitates the use of reference books and specialist dictionaries and thesauruses for the identification of appropriate terminology. It is important for translators to liaise closely with clients in order to discuss their requirements fully and to form a clear picture of how the final translation should be formulated. The final product that is presented to clients should be thoroughly researched and be grammatically correct and appropriately convey the meaning of the original text. Due to this an essential skill for translators is proof-reading and editing. Typically, translators have to deal with deadlines and tight schedules.

It is difficult to accurately estimate the size of the interpreting or translation workforce due to variations in how they are classified and grouped with other professions in national statistics. Translator and Interpreter are included as part of a group including Authors, Artists and Writers of which there are 9,955 employed in Wales (Source: Working Futures 2012-2022). It can be seen that this is not very helpful in determining the extent of the size of these occupations currently. However, Cymdeithas Cyfieithwyr Cymru (the Association for Welsh Translators and Interpreters- AWTI) have approximately 350 members. Though, as this number does not necessarily encompass all of the interpreters and translators operating in Wales at the moment, it is likely that the real figure is higher than this.

The two separate pathways within the Level 4 Apprenticeship in Interpreting and Translation are to provide learners with an opportunity to develop their practice as a trainee interpreter or translator in order to be able to go on to a career in their chosen discipline and be able to progress to qualifications that will enable them to gain professional status. The Apprenticeship has been designed for those in Trainee roles; candidates for this apprenticeship will require language skills in both the source and target languages and may have experience of

interpreting or translation based activities. The apprenticeship may be ideal for those who wish to seek recognition of these skills through an apprenticeship qualification. It is important to note that this framework should not be used as a means of employing individuals who are yet to gain professional recognition, and so at a lower rate. The apprentices who enrol on this apprenticeship should not be expected to do the same work, or carry out the same range of tasks, as an interpreter or translator who has professional recognition. Apprentices on one of these frameworks should be considered as trainees.

## **Aims and objectives of this framework (Wales)**

The aim of this apprenticeship is to provide interpreting and translation teams of all sizes, operating within any sector in Wales with a high-quality, nationally-recognised programme which will attract new talent into the sector and allow them to gain the skills and knowledge that enable them to progress onto a career in interpreting or translation.

The objectives of this apprenticeship are to:

- create a career progression pathway into interpreting and translation that acts as an alternative to traditional HEI routes
- equip individuals with a basis in terms of skills, knowledge and experience from which to progress towards gaining professional recognition in the future provide apprentices with an opportunity to develop the skills, knowledge and experience they will need to progress to higher level roles with additional responsibilities and onto further and higher education, if they wish to do so
- guard against the use of unqualified individuals undertaking interpreting or translation roles.



# Entry conditions for this framework

Due to the level and complexity of this apprenticeship framework, it is essential that learners come in with a minimum level of language skills. This can be demonstrated through one of the following:

- Minimum grade C A-Level in chosen language or equivalents ( Btec Extended Diploma, IB - Higher Language minimum 5)
- Welsh Baccalaureate Advanced Diploma (core plus principal learning) with a pass in the Core and a language A-level
- achievement of QCF Awards, Certificates or Diplomas Level 3 in modern languages
- achievement of a Welsh Baccalaureate Advanced Diploma with a Principal Learning Qualification, of which have underpinning language themes

Providers and employers are encouraged to accept appropriate alternatives to qualifications when entering on to this apprenticeship to ensure equality of access for people with different learning styles. These alternatives include volunteering, employment, portfolios of evidence and completion of non-accredited courses. Potential apprentices **must** be able to demonstrate the appropriate level of language skills in both their target and source languages. For interpreters these skills need to be oral and for translators the skills are required to be written.

Successful recruitment practices will ensure that higher apprentices with the potential to complete the apprenticeship are placed on the programme.

Entrants come from a diverse range of backgrounds and have a range of experience, age, personal achievements and, in some cases, prior qualifications and awards which may count towards achievement of the apprenticeship.

## Initial Assessment

Initial assessment must be used to ensure that applicants have a fair opportunity to demonstrate their ability. Learning programmes can then be tailored to meet a range of abilities and to recognise prior knowledge and experience. Whilst the framework does not prescribe the use of any particular assessment tools, those used must be fit for purpose in terms of assessing the key enterprising skills and mindset required. 'Competence-based' interview approaches, where the apprentice can demonstrate enterprising and innovative behaviours, will be highly appropriate.

Learning programmes can then be tailored to meet a range of abilities and skills and to recognise prior knowledge and experience. This will be important given the diversity of potential entrants.

## Rules to avoid repeating qualifications

Processes exist to make sure that applicants with prior knowledge, qualifications and experience are not disadvantaged by having to repeat learning. Training providers and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience.

#### 1. Essential Skills Wales.

- If applicants already have GCSEs in English, mathematics and/or information and communications technology (ICT) they must still do Essential Skills Wales at the relevant level, as these are new qualifications and proxies do not exist
- Key Skills qualifications can be accepted as alternatives to Essential Skills Wales qualifications, providing the Key Skills Certificate(s) attained are at the same level(s) as those specified for the Essential Skills Wales qualifications
- Essential Skills Wales (ESW) qualifications achieved as part of the Welsh Baccalaureate Qualification (WBQ) can be accepted. However, when applying for an apprenticeship completion certificate, the WBQ certificate must clearly state the title(s) and level(s) of the ESW achieved, as the Welsh Baccalaureate certificate does not provide this specific evidence

#### 2. Prior experience.

- Applicants already working in the sector will be able to have their prior experience recognised by the Awarding Organisation and this will count towards the combined qualification in this framework.

# Level 4

Title for this framework at level 4

## Interpreting and Translation

Pathways for the framework at level 4:

Pathway 1: Interpreting

Pathway 2: Translation

# Level 4, Pathway 1: Interpreting

## Description of this pathway

### Interpreting

Total minimum credit value for this pathway: 59 credits

- 41 Credits for the combined qualification
- 18 for Essential Skills Wales Communication, Application of Number and ICT

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

There are no entry requirements for this pathway in addition to the general framework entry requirements.

Job title(s)	Job role(s)
Junior Interpreter	Junior interpreters are supervised by a senior interpreter. Duties involve listening to and understanding statements in one language to convert to another - either one-way (in one direction), or two-way (in both directions); building a vocabulary of specialist terminology; note writing and research.

# Qualifications

Competence qualifications available to this pathway

N/A

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Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

### B1 – Level 4 Diploma in Interpreting Practice

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/5765/3	Agored Cymru	41	234	N/A

## Relationship between competence and knowledge qualifications

The Level 4 Diploma in Interpreting Practice includes both competence and knowledge units. Learners must complete a minimum of 41 credits, all from mandatory units.

The requirement for at least 10 credits on the QCF for the knowledge element and 10 credits for the competence element will be completed through the mandatory units. By completing the mandatory units the apprentice will achieve 15 credits for competence and 26 credits for knowledge:

- Ethics in interpreting and translation practice (9 credits knowledge)
- Principles of Language use and variation (6 credits knowledge)
- Develop and maintain interpreting skills (2 credits competence; 2 credits knowledge)
- Prepare for interpreting commissions (2 credits competence; 2 credits knowledge)
- Interpret one and two-way (4 credits competence; 4 credits knowledge)
- Enhancing own performance as an interpreter (4 credits competence; 1 credit knowledge)
- Work in a team of interpreters (3 credits competence; 2 credits knowledge)

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed, current Apprentice certificate claim form must be uploaded to ACW (<http://acwcerts.co.uk>).

Please note: those who have already achieved competence and/or knowledge qualifications prior to this Apprenticeship must select options which will equip them with new skills and prior to this Apprenticeship must select options which will equip them with new skills and learning.

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number, and Digital Literacy (where required).

## ESSENTIAL SKILLS WALES

Communication	N/A
Application of Number	N/A
IT/Digital Literacy	N/A

For the current list of acceptable proxy qualifications and appropriate minimum grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

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# Progression routes into and from this pathway

## Progression into the Higher Apprenticeship in Interpreting

Progression into this higher apprenticeship in Interpreting may be from a number of routes due to the varying backgrounds, past academic and work related experiences. Such routes will include having:

- achieved QCF Certificates or Diplomas at Level 3 in a chosen language
- achieved A-Levels
- achieved Extended Diploma
- achieved a Welsh Baccalaureate, including a pass in the Core
- worked in interpreting support roles

Learners will need to meet the framework entry requirements to progress into the Higher Apprenticeship in Interpreting.

## Progression from the Higher Apprenticeship in Interpreting

Apprentices wishing to further their careers in interpreting and achieve professional recognition can progress onto:

- a range of interpreting or interpreting related Professional Qualifications at level 5 and above
- higher education interpreting or language qualifications including university Degrees or Masters
- professional recognition through specialised qualifications such as, Police, public service or conference interpreting

With additional qualifications and experience apprentices will be able to progress their careers to more professional and senior roles, they may also gain status to become members of professional interpreting bodies and gain professional recognition.

### UCAS points for this pathway:

*(No requirement specified)*

## Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?   **YES**   ☒   **NO**   ☐

### Delivery and assessment

*[Framework Developer to complete with relevant info ]*

# Level 4, Pathway 2: Translation

## Description of this pathway

### Translation

Total minimum credit value for this pathway: 52 credits

- 34 credits for the combined qualification
- 18 for Essential Skills Wales Communication, Application of Number and ICT

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

There are no entry requirements for this pathway in addition to the general framework entry requirements.

Job title(s)	Job role(s)
Junior Translator	Junior translators are supervised by a senior translator. Duties involve translating written documents from one language to another accurately and with cultural sensitivity; maintaining terminology databases; using specialist reference books; proof reading; research and translation software.

# Qualifications

## Competence qualifications available to this pathway

N/A

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## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

### B1 – Level 4 Certificate in Translation Practice

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/5761/6	Agored Cymru	34	185	N/A

## Relationship between competence and knowledge qualifications

The Level 4 Diploma in Translation Practice includes both competence and knowledge units. Learners must complete a minimum of 34 credits, all from mandatory units.

The requirement for at least 10 credits on the QCF for the knowledge element and 10 credits for the competence element will be completed through the mandatory units. By completing the following mandatory units the apprentice will achieve 12 credits for competence and 22 credits for knowledge:

- Ethics in interpreting and translation practice (9 credits knowledge)
- Principles of Language use and variation (6 credits knowledge)
- Develop and maintain translation skills (3 credits competence; 2 credits knowledge)
- Manage translation commissions (3 credits competence)
- Translate written texts (4 credits competence; 3 credits knowledge)
- Enhancing own performance as a translator (2 credits competence; 2 credit knowledge)

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed, current Apprentice certificate claim form must be uploaded to ACW (<http://acwcerts.co.uk>).

Please note: those who have already achieved competence and/or knowledge qualifications prior to this Apprenticeship must select options which will equip them with new skills and prior to this Apprenticeship must select options which will equip them with new skills and learning.

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number, and Digital Literacy (where required).

## ESSENTIAL SKILLS WALES

Communication	N/A
Application of Number	N/A
IT/Digital Literacy	N/A

For the current list of acceptable proxy qualifications and appropriate minimum grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

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# Progression routes into and from this pathway

Framework Developer to complete with relevant info

## **Progression into the Higher Apprenticeship in Translation**

Progression into this higher apprenticeship in Translation may be from a number of routes due to the varying backgrounds, past academic and work related experiences. Such routes will include having:

- achieved QCF Certificates or Diplomas at Level 3 in a chosen language
- achieved A-Levels
- achieved Extended Diploma
- achieved a Welsh Bacalaureate, including a pass in the Core
- worked in interpreting support roles

Learners will need to meet the framework entry requirements to progress into the Higher Apprenticeship in Translation.

## **Progression from the Higher Apprenticeship in Translation**

Apprentices wishing to further their careers in translation and achieve professional recognition can progress onto:

- a range of translation or translation related Professional Qualifications at level 5 and above
- higher education translation or language qualifications including university Degrees or Masters
- professional recognition through specialised areas such as, literary, legal, medical, science or politics



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With additional qualifications and experience apprentices will be able to progress their careers to more professional and senior roles, they may also gain status to become members of professional translation bodies and gain professional recognition.

### **UCAS points for this pathway:**

*(No requirement specified)*

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?   **YES**   ☒   **NO**   ☐

## Delivery and assessment

Framework Developer to complete with relevant info

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

# How equality and diversity will be met

The identification of reliable information in relation to equality and diversity within the interpreting and translation occupations is problematic. However, there are certain inferences that can be drawn from the nature of the job roles. As the job roles of interpreter and translator involve the use of multiple languages (from multiple practitioners), it will inherently attract individuals with differing native languages, and so, from differing national, ethnic or racial backgrounds. In addition to this, as there is a tendency in this area for employment to be on a contract or freelance basis, or through agencies – there are few interpreters and translators who work on a full-time basis – female employment in this area could be enabled; the predominance of work on this basis can enable women to balance child-care and family life with a career.

However, historically employment in these areas has predominantly come through study at Higher Education Institutions up to post-graduate level. This could disadvantage some individuals who may view the debt that comes with university study to be something that is not affordable. This apprenticeship can act as a means of opening up access to these professions through a route where apprentices can earn as they learn.

This apprenticeship will support the development of interpreting and translation skills across all age groups and sexes by providing a new entry route into interpreting and translation roles, with no barriers to entry.

Apprenticeships are perceived as a vital route to encouraging and facilitating talent in a diverse set of individuals. Entry conditions to this apprenticeship do not discriminate against any individuals, with the apprenticeship being open and accessible to all potential apprentices provided that they meet the general entry requirements. Mentoring is also promoted within the apprenticeship to provide additional support and increase the chances of apprentices staying. Training providers and employers must also comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within the profession, using the protected characteristics of:

- age
- disability
- gender
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief

- sexual orientation.

Download the guidance on the Equality Act [here](#).

Skills CFA will monitor take up and achievement of all Apprenticeships and take steps to address any barriers to take up and achievement.



# On and off the job training

## Summary of on- and off-the-job training

Training time for the Interpreting and Translation Apprenticeship programmes is split into on-the-job training hours and off-the-job training hours, as described below.

Total on-the-job and off-the-job training hours are as follows:

- Level 3 Interpreting and Translation (Interpreting) - 522 hours
- Level 3 Interpreting and Translation (Translation) - 473 hours

## Off-the-job training

Level 3 Interpreting and Translation Apprenticeship (Interpreting)

The total off-the-job training for the Interpreting Apprenticeship is 186 hours, made up as follows:

- 60 hours for Essential Skills Wales (20 hours per skill)
- 78 hours (minimum) associated with the competence and knowledge element of the combined qualification
- 48 hours of off-the-job coaching and mentoring to support the apprentice

Level 3 Interpreting and Translation Apprenticeship (Translation)

The total off-the-job training for the Translation Apprenticeship is 170 hours, made up as follows:

- 60 hours for Essential Skills Wales (20 hours per skill)
- 52 hours (minimum) associated with the competence and knowledge element of the combined qualification
- 48 hours of off-the-job coaching and mentoring to support the apprentice

## How this requirement will be met

Training hours delivered under an Apprenticeship Agreement may vary depending on the previous experience and attainment of the apprentice.

The amount of off-the-job training required to complete the apprenticeship under the Apprenticeship Agreement may then be reduced accordingly, provided the total number of off-the-job hours for this framework can be verified for apprenticeship certification.

## Previous attainment

Where a learner enters an apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievements within the QCF; or through recording certificated learning outside of the QCF, for example Principal Learning qualifications.

For apprentices who have already achieved the relevant qualifications, they must have been

certificated within five years of applying for the apprenticeship certificate.

### Previous experience

Where a learner enters an Apprenticeship Agreement with previous work-related experience, this prior learning needs to be recognised [see QCF Guidance on Claiming Credit for further details]. To count towards Apprenticeship certification, previous experience must be recorded using the appropriate Awarding Organisation's CQFW 'Recognition of Prior Learning' (RPL) procedures and the hours recorded may then count towards the off-the-job hours required to complete the apprenticeship.

For apprentices with prior uncertificated learning experience, the off-the-job learning must have been acquired within five years of application for the apprenticeship certificate or have been continuously employed in the relevant job role in the industry for three years duration.

Off-the-job training needs to:

- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours;
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching; mentoring, feedback and assessment; collaborative/networked learning with peers, guided study and induction.

Off-the-job training must be formally recorded, either in a diary, workbook, portfolio, or be verified by attendance records. This evidence needs to be checked and signed by the assessor and employer.

### Evidence of off the job hours

The Apprenticeship Certificate Claim Form requires apprentices to acknowledge that they have received the minimum required levels of on the job and off the job training, as set out in the apprenticeship framework document. No other evidence is required to be uploaded to ACW.

All Welsh apprenticeship certificates must be claimed via the ACW (Apprenticeship Certification Wales) online system. This online system, which went live in July 2013, is operated by Skills CFA on behalf of the Federation For Industry Sector Skills and Standards (FISSS).

In order to claim a Welsh apprenticeship certificate you must register on ACW via this link - [http://acwcerts.co.uk/register\\_centre](http://acwcerts.co.uk/register_centre) .

## On-the-job training

### Level 3 Interpreting and Translation Apprenticeship (Interpreting)

The total on-the-job training for the Interpreting Apprenticeship is 336 hours, made up as follows:

- 120 hours for Essential Skills Wales (40 hours per skill)

- 156 hours (minimum) associated with the competence and knowledge element of the combined qualification
- 60 hours of on-the-job coaching and mentoring to support the apprentice

### **Level 3 Interpreting and Translation Apprenticeship (Translation)**

The total on-the-job training for the Translation Apprenticeship is 303 hours, made up as follows:

- 120 hours for Essential Skills Wales (40 hours per skill)
- 123 hours (minimum) associated with the competence and knowledge element of the combined qualification
- 60 hours of on-the-job coaching and mentoring to support the apprentice

### **How this requirement will be met**

On-the job training is defined as skills, knowledge and competence gained within normal work duties.

These hours may vary depending on previous experience and attainment of the apprentice. Where a learner enters an Apprenticeship Agreement having previously attained or acquired the appropriate competencies or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or RPL procedures (as off-the-job above). The amount of on-the-job training required to complete the apprenticeship under the Apprenticeship Agreement may then be reduced accordingly, provided the total number of on-the-job hours for this framework can be verified for apprenticeship certification.

Apprentices who commence training under a new Apprenticeship Agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim 25% or more hours towards the on-the-job framework total through prior learning acquired from previous full-time education, employment or other vocational programmes, then the apprentice's learning programme should include 'customisation'.

Training providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace. Customisation programmes may include:

- selecting appropriate additional Unit(s) from QCF qualifications, or relevant units
- recognised as Quality Assured Lifelong Learning [QALL] through a CQFW recognised body
- following Essential Skills at a level higher than that specified in the framework
- including one or more Wider Key Skills or other competency-based qualifications/units relevant to the workplace.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years from the date of application for the foundation



apprenticeship/apprenticeship certificate or have been continuously employed in the industry for three years. Job roles within Management & Team Leading require a thorough level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience.

On-the-job learning must be formally recorded, either in a diary, workbook, portfolio, or be verified by attendance records. This evidence needs to be checked and signed by the learner and assessor.

### **Evidence of on the job training hours**

The Apprenticeship Certificate Claim Form requires apprentices to acknowledge that they have received the minimum required levels of on the job and off the job training, as set out in the apprenticeship framework document. No other evidence is required to be uploaded to ACW.

All Welsh apprenticeship certificates must be claimed via the ACW (Apprenticeship Certification Wales) online system. This online system, which went live in July 2013, is operated by Skills CFA on behalf of the Federation For Industry Sector Skills and Standards (FISSS).

In order to claim a Welsh apprenticeship certificate you must register on ACW via this link - [http://acwcerts.co.uk/register\\_centre](http://acwcerts.co.uk/register_centre) . ]

# Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

Enter Qualification Names
---------------------------

## Improving own learning and performance

Give examples - signpost to specific units in framework qualifications that would meet these requirements

## Working with others

Give examples - signpost to specific units in framework qualifications that would meet these requirements

## Problem solving

Give examples - signpost to specific units in framework qualifications that would meet these requirements

# apprenticeship FRAMEWORK

For more information visit-  
[www.acwcerts.co.uk/framework\\_library](http://www.acwcerts.co.uk/framework_library)