

apprenticeship FRAMEWORK

Sporting Excellence - non-statutory (Wales)

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Issue date: 06 September 2011

Published by
SkillsActive

apprenticeship
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Sporting Excellence - non-statutory (Wales)

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Framework summary

Sporting Excellence - non-statutory

Sporting Excellence

Pathways for this framework at level 3 include:

Pathway 1: Sporting Excellence Pathway One

Competence qualifications available to this pathway:

C1 - Level 3 NVQ Diploma in Achieving Excellence in Sports Performance

Knowledge qualifications available to this pathway:

K1 - Level 3 Subsidiary Diploma in Sport

K2 - Level 3 Diploma in Sport (Performance and Excellence)

K3 - Level 3 Extended Diploma in Sport (Performance and Excellence)

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Essential skills

Pathway 2: Sporting Excellence Pathway Two

Competence qualifications available to this pathway:

C1 - Level 3 Certificate in Achieving Excellence in Sports Performance

Knowledge qualifications available to this pathway:

K1 - Level 3 Certificate in Understanding Sports Performance

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Essential skills

Framework information

Information on the Publishing Authority for this framework:

SkillsActive

The Apprenticeship sector for occupations in sports coaching, active leisure, hairdressing and beauty (also includes fitness, stewarding, outdoors, playwork and sporting excellence).

Issue number: 1	This framework includes:
Framework ID: FR00647	Level 3
Date this framework is to be reviewed by: 31/07/2012	This framework is for use in: Wales

Short description

The purpose of this Sporting Excellence framework is to provide a pathway for the development of elite young athletes across Wales in their chosen sport. This advanced level framework qualifies learners with a Level 3. This advanced level apprenticeship provides progression opportunities for athletes interested in entering an alternative in the Active Leisure, Learning and Well-Being sector.

Contact information

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Purpose of this framework

Summary of the purpose of the framework

The purpose of this Sporting Excellence framework is to provide a pathway for the development of elite young athletes across Wales in their chosen sport. This advanced level framework qualifies learners with a Level 3. This advanced level apprenticeship provides progression opportunities for athletes interested in entering an alternative in the Active Leisure, Learning and Well-Being sector.

Aims and objectives of this framework (Wales)

The Government invests in elite sport to enable our very best athletes to reach their full potential. Public investment supports athletes at different levels in the performance pathway. Our most talented athletes across all the summer Olympic and Paralympic sports and the best performing winter sports are supported by UK Sport's World Class Performance Programme (WCPP). The primary focus of the public investment in this Programme is to deliver medal table targets for the London Olympics and Paralympics of Top 4 and 2nd respectively. In order to achieve these targets, £304 million of public funds is being provided to sports and athletes for the 4 year London Olympic and Paralympic cycle. Some 1,200 of the UK's most talented athletes are benefiting from this investment.

Sport Wales' vision is to unite a proud sporting nation and to increase physical activity and improve standards of performance. Through their elite sport strategy 2010-16, Sport Wales identifies an overall aspiration for Wales to not only excel at sport but also to be world renowned as a successful sporting nation. The strategy identifies a range of challenging targets which reflect the current levels of potential and achievement within Welsh sports. Through the strategy, Sport Wales state that they will prioritise their investment and services to those athletes and sports which have recognised talent to deliver against objectives. Sport Wales will aim to invest £22 million in total to deliver pertinent objectives.

A number of young athletes within the talent pool of individual sports will need to balance their sporting aspirations along side their academic development and education - and in that respect the Advanced Level Apprenticeship in Sporting Excellence (AASE) programme provides a valuable option for that important 16 – 19 age group. AASE is endorsed through the National Governing Bodies (NGBs) of each sport to ensure that the framework is aligned to their talent pathway. This framework is expected to make a real and tangible impact on sports' performance over the medium to long term with some benefit being realised in time for 2012 but predominantly focussed around 2016 and 2020.

Public funding is also provided to support the Elite Cymru scheme. Elite Cymru is aimed at providing the most highly promising athletes in non Olympic and paralympic sports with the support they need to achieve their potential including financial, medical and sports science support.

In the past, sports committed to the development, education and training of elite performers have not had access to a dedicated advanced apprenticeship framework designed specifically to meet the needs of their young and talented athletes. Public funds to support that development, education and training have been accessed by ad hoc arrangements which have not provided for the structured development of the young performers.

Since the start of the framework in 2003, AASE has achieved 83% success rates (08-09), a 33% increase in starts compared to the national average and completions/ achievements rates are up by 30% in the last 12 months. There are now twenty sports engaged on the programme and there are number of current and alumni athletes that are preparing to qualify and compete in the London 2012 Olympics. This emphasises the success and support from NGBs for this framework.

The aim of this apprenticeship is to meet the needs of young people 'who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level in that sport as their main career goal'.The framework is notionally designed and targeted for 16-19 year olds.

This framework will contribute towards:

- Meeting the generic skills priorities for the sector this includes communication, team working, customer services and employability skills addressing sport sector specific skills gaps
- Developing National Governing Bodies talent pathways which are aligned with and complement other public investment
- An increase in the number of international world class athletes winning medals at Olympic/ Paralympic/ Commonwealth Games and European Championships/ gaining professional contracts
- An increase in the size of the talent pool within sports - more inclusive, economically, ethnically
- Developing athletes with a better understanding of what it takes to perform at the highest level (there should be a notable step change through gaining access to high quality facilities, expertise, equipment etc)
- Young people will also gain expertise in nutrition, physiology and goal setting
- A way to improve life skills and a progression route to alternative sports employment

How will the framework achieve the above objectives?

- NGBs must endorse the framework ensuring they access the right talent pool and is aligned to their existing talent systems
- The framework will allow young people the opportunity to develop the skills and knowledge needed to perform at the highest level, whilst providing opportunities for candidates to broaden expertise into other technical/occupational areas within the Active Leisure, Learning and Well-Being Sector
- The apprentice's knowledge about career pathways, information sources and the names of relevant professional bodies will be enhanced as part of the Diploma/ Certificate and ERR component parts of the framework
- Address the issue of generic skills priorities as all of these skills from communication, dedication, time management and team working, are essential part of the framework elements and apprentices will be required to learn, use and practice. These skills both via obtaining functional skills qualifications as well as via studying for both their competence and knowledge element of the programme

Entry conditions for this framework

NOTE TO ALL INTERESTED PARTIES

THERE ARE SPECIFIC ENTRY REQUIREMENTS FOR YOUNG PEOPLE WHO ARE DEEMED APPROPRIATE TO ACCESS THIS FRAMEWORK. THIS FRAMEWORK IS NOT AVAILABLE TO ALL COLLEGES OR PROVIDERS.

Entry onto this framework is restricted and interested private providers, FE colleges or NGBs of sport should contact SkillsActive before considering involvement in the delivery of this programme.

SkillsActive are working closely with relevant NGBs, UK Sport, Sport Wales, the Welsh Government Sport and Active Branch and the National Apprenticeship Service to determine eligibility for individual sports, and work with Awarding Organisations to develop a mechanism for interested parties to move towards Approved Centre status and contracting arrangements with the Skills Funding Agency.

The framework has been designed to meet the needs of young people 'who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal'. National Governing Bodies will work in collaboration with SkillsActive and Sport England to develop sport-specific entry requirements to ensure that the most talented athletes are selected. These documents are available from SkillsActive on request.

There are three categories of involvement identified with regards to recruiting apprentices to this programme:

- full time contracted apprentices at professional clubs
- full time athletes identified as potential high performers by their respective NGB
- talented young people in the 'academy environment' not yet offered full time terms

Apart from being selected and recommended by their respective NGBs, SkillsActive would recommend that apprentices should have gained a minimum of 5 GCSEs A* to C, however not meeting this criteria does not exclude talented athletes from the programme. This framework recognises that apprentices may be able to achieve occupational competence but may need additional support with their knowledge competence.

Level 3

Title for this framework at level 3

Sporting Excellence

Pathways for this framework at level 3

- Pathway 1: Sporting Excellence Pathway One
- Pathway 2: Sporting Excellence Pathway Two

Level 3, Pathway 1: Sporting Excellence Pathway One

Description of this pathway

Apprentices completing this pathway of the framework will achieve a minimum of 134 credits.

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

There are no further entry requirements in addition to those specified in the framework entry requirements.

SkillsActive would suggest that this pathway may be more suitable for apprentices in Professional Sports.

Job title(s)	Job role(s)
Full Time Athlete (Funded)	Athlete trains and competes full time to win titles/ championships. Athletes are funded through UK Sport- Lottery Funded programmes / TASS
Professional/Semi Professional Athlete	Athlete is paid to train and competes full time to win titles/ championships whilst representing mission of their employer
Support Officer in High Performance Environments	A supporting role within a talent programme/club environment. Areas of support include nutrition / physiology / strength and conditioning
Sports Coach	Coaches bring out ability by identifying needs and planning and implementing suitable training programmes.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Achieving Excellence in Sports Performance					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/1509/3	1st4Sport	64	458	n/a
C1b	600/1808/2	Edexcel	64	458	n/a

Knowledge qualifications available to this pathway

K1 - Level 3 Subsidiary Diploma in Sport					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/6751/5	Edexcel BTEC	60	360	n/a

K2 - Level 3 Diploma in Sport (Performance and Excellence)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/6755/2	Edexcel BTEC	120	720	n/a

Knowledge qualifications available to this pathway (cont.)

K3 - Level 3 Extended Diploma in Sport (Performance and Excellence)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/6764/3	Edexcel BTEC	180	1080	n/a

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

K1 - K3 provide underpinning knowledge and understanding for C1.

K1-K3 provide a varying level of underpinning knowledge to C1. K1-K3 also provide knowledge to support a wider secondary career option.

The National Governing Bodies in conjunction with the apprentices education provider should provide guidance regarding choice of size of qualification (K1-K3).

Transferable skills (Wales)

Essential skills (Wales)

	Minimum level	Credit value
Communication	Level 2	5
Application of numbers	Level 2	5
IT		

Progression routes into and from this pathway

PROGRESSION ROUTES INTO THIS FRAMEWORK

Apprentices coming into the programme will have had many years experience of playing their selected sport. The National Governing Body will still need to identify talented athletes through a sport specific selection criteria. The identification will be different for each National Governing Body. It is widely recognised that by the age of 16, athletes will have already been identified as 'high performers'. It is important that potential apprentices have the ability to work at an advanced academic level.

PROGRESSION ROUTES FROM THIS FRAMEWORK

On completion of this advanced programme, apprentices may progress into the following areas:

- Professional or semi professional sports
- Full time athlete
- Sports Coach
- Support Officer in High Performance Environments

Apprentices can also progress into Further Education or Higher Education Courses studying courses for their secondary careers options:

- Foundation Degree in Sports Coaching/ Sports Science/ Sports Science with Sports Development and Management, Higher National Diploma in Sport and Exercise Science
- Undergraduate programmes: BSc Sport and Exercise Science/ Sport Management

Apprentices can also progress into a variety of job roles within the active leisure and learning sector on completion of this advanced programme as 'high performers'. It is important that potential apprentices have the ability to work at an advanced academic level.

UCAS points for this pathway: n/a

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities is mandatory for certification.

SkillsActive envisages delivery of employee rights and responsibilities being through the apprentice's induction programme and completion of the competence qualification.

Evidence of delivery and achievement of Employee Rights and Responsibilities (ERR) is a mandatory requirement for a framework completion certificate under the ASCL Act.

The evidence requirement to enable ERR certification is completion of a Sport Specific Employee Rights and Responsibilities Booklet which has been developed or endorsed by SkillsActive and covers all nine of the national outcomes listed below:

- Employer and employee statutory rights and responsibilities under Employment Law
- Procedures and documentation in their organisation which recognise and protect their relationship with their employer/ Health and Safety and Equality and Diversity training must be an integral part of the apprentice's learning programme
- The range of sources of information and advice available to on employment rights and responsibilities.
- The role played by this occupation within the organisation and industry
- Types of career pathways open to the apprentice
- Types of representative bodies and understands their relevance to their industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and career
- The organisation's principles and codes of practice
- Issues of public concern that affect the organisation and industry

It is necessary that both the apprentice and the employer signs off this booklet upon completion.

It is necessary that both the apprentice and the employer signs off this booklet upon completion.

Please note SkillsActive request that all providers send in their ERR booklets / mapping documents to ensure they are approved and have covered all nine national outcomes before the delivery begins. This approval process is separate to the certification of ERR for the apprentice.

Level 3, Pathway 2: Sporting Excellence Pathway Two

Description of this pathway

Apprentices completing this pathway of the framework will achieve a minimum of 65 credits.

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

There are no further entry requirements in addition to those specified in the framework entry requirements.

SkillsActive would suggest that this pathway may be more suitable for Olympic/Paralympic/Commonwealth Sports.

SkillsActive would recommend that other academic/ vocational qualifications should be completed outside of this apprenticeship framework to ensure that alternative career pathways remain an option should the ultimate performance outcome not be realised.

Job title(s)	Job role(s)
Full Time Athlete (Funded)	Athlete trains and competes full time to win titles/ championships. Athletes are funded through UK Sport- Lottery Funded programmes
Professional/ Semi Professional Athlete	Athlete is paid to train and competes full time to win titles/ championships whilst representing mission of their employer
Sports Coach	Coaches bring out ability by identifying needs and planning and implementing suitable training programmes
Support Officer in High Performance Environments	A supporting role within a talent programme/club environment. Areas of support include nutrition / physiology / strength and conditioning

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Certificate in Achieving Excellence in Sports Performance					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/1506/8	1st4Sport	26	180	N/A
C1b	600/1810/0	Edexcel	26	180	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Understanding Sports Performance					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/1334/5	1st4Sport	29	215	N/A
K1b	600/1811/2	Edexcel	29	215	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

K1 provides underpinning knowledge and understanding for C1.

Both K1 qualifications provide the same level of underpinning knowledge to C1 regardless of the choice of awarding organisation. K1 also provides knowledge to support a wider secondary career option for athletes.

Apprentices may undertake additional qualifications outside of this pathway. The athletes National Governing Body in conjunction with their education provider should ensure athletes receive suitable education/ sport balance.

Transferable skills (Wales)

Essential skills (Wales)

	Minimum level	Credit value
Communication	2	5
Application of numbers	5	5
IT		

Progression routes into and from this pathway

PROGRESSION ROUTES INTO THIS FRAMEWORK

Apprentices coming into the programme will have had many years experience of playing their selected sport. The National Governing Body will still need to identify talented athletes through a sport specific selection criteria. The identification will be different for each National Governing Body. It is widely recognised that by the age of 16, athletes will have already been identified as 'high performers'. It is important that potential apprentices have the ability to work at an advanced academic level.

PROGRESSION ROUTES FROM THIS FRAMEWORK

On completion of this advanced programme, apprentices may progress into the following areas:

- Professional or semi professional sports
- Full time athlete
- Sports Coach
- Support Officer in High Performance Environments

Apprentices can also progress into Further Education or Higher Education Courses studying courses for their secondary careers options:

- Foundation Degree in Sports Coaching/ Sports Science/ Sports Science with Sports Development and Management, Higher National Diploma in Sport and Exercise Science
- Undergraduate programmes: BSc Sport and Exercise Science/ Sport Management

Apprentices can also progress into a variety of job roles within the active leisure and learning sector on completion of this advanced programme.

... Sporting Excellence - non-statutory (Wales)
..... level 3
..... Pathway 2

UCAS points for this pathway: N/A

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities is mandatory for certification.

SkillsActive envisages delivery of employee rights and responsibilities being through the apprentice's induction programme and completion of the competence qualification. Evidence of delivery and achievement of Employee Rights and Responsibilities (ERR) is a mandatory requirement for a framework completion certificate under the ASCL Act.

The evidence requirement to enable ERR certification is completion of a Sport Specific Employee Rights and Responsibilities Booklet which has been developed or endorsed by SkillsActive and covers all nine of the national outcomes listed below:

- Employer and employee statutory rights and responsibilities under Employment Law
- Procedures and documentation in their organisation which recognise and protect their relationship with their employer/ Health and Safety and Equality and Diversity training must be an integral part of the apprentice's learning programme
- The range of sources of information and advice available to on employment rights and responsibilities.
- The role played by this occupation within the organisation and industry
- Types of career pathways open to the apprentice
- Types of representative bodies and understands their relevance to their industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and career
- The organisation's principles and codes of practice
- Issues of public concern that affect the organisation and industry

It is necessary that both the apprentice and the employer signs off this booklet upon completion.

It is necessary that both the apprentice and the employer signs off this booklet upon completion.

Please note SkillsActive request that all providers send in their ERR booklets / mapping documents to ensure they are approved and have covered all nine national outcomes before the delivery begins. This approval process is separate to the certification of ERR for the apprentice.

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

How equality and diversity will be met

The Advanced Level Apprenticeship in Sporting Excellence aims to promote diversity, opportunity and inclusion by offering a high quality learning experience. The delivery of this programme must be in a setting free from prejudice and discrimination where all learners can contribute fully and freely and feel valued. The selection and recruitment of apprentices to the programme must be inclusive and available to all people regardless of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, and sexual orientation (protected characteristics in Equality Act 2010).

National Governing Bodies work with Sporting Equals to ensure that they are making a sustainable difference to the inclusion of all under-represented communities in sport and physical activity.

Issues/ Barriers

- Not all sports offer this apprenticeship programme at present (not all sports have the exemption of paying apprentices and thus cannot deliver the programme)
- There is a clear performance entry criteria
- Some sports only offer the apprenticeship programme to one gender

Solutions around the above issues are the responsibility of the NGBs/ providers and their policies around transparency of criteria.

On and off the job training (Wales)

Summary of on- and off-the-job training

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 Recognition of Prior Learning (RPL) procedures. 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 5 per cent 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 (Credit and Qualifications Framework Wales) recognised body, or follow Essential Skills at a level higher than that specified in the framework, include one or more Wider Key Skills or other competency-based qualifications/units relevant to the workplace.

Previous attainment

For apprentices who have already achieved the relevant qualifications, they must have been certificated no earlier than 6 months prior to the date the learner was registered on the programme. The number of 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, providing the total number of off the job hours for this framework can be verified for apprenticeship certification.

Previous experience

Where a learner enters an apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised. For further details please see QCF Guidance on Claiming Credit. To count towards apprenticeship certification, previous experience must be

recorded using the appropriate Awarding Organisation's QCF "Recognition of Prior Learning" 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 2 years of application for the Foundation Apprenticeship Certificate or the apprentice must have been continuously employed in the relevant job role in the industry for a minimum duration of 3 years.

Pathway 1

Apprentices completing this framework have to achieve a total of 912 hours containing both on and off the job training hours. The framework is advised to be completed within 18- 24 months.

Pathway 2

Apprentices completing this framework have to achieve a total of 485 hours containing both on and off the job training hours. The framework is advised to be completed within 6-2 months.

Off-the-job training

Pathway 1

Off the job training is defined as time for learning activities away from normal work duties. For this framework the minimum amount of off the job training is 378 hours over the duration of this framework which is recommended to be completed within 18-24 months.

Pathway 2

Off the job training is defined as time for learning activities away from normal work duties. For this framework the minimum amount of off the job training is 278 hours over the duration of this framework which is recommended to be completed within 6-20 months.

How this requirement will be met

This requirement will be met by debriefing sessions, completion of training, nutrition, psychology logs etc, supervision, team sessions as well as the completion of the knowledge qualification and Key Skills/ Functional Skills assessment. Here the apprentices are away from the pressure of the 'workplace' but are supported and mentored by fellow workers.

The provider will be required to gather evidence of this achievement where it occurs outside of the formal certification of the qualification.

SkillsActive propose that this will be evidenced through apprentices holding an Active Passport. Active Passport is an online skills passport supported by leading employers and training providers. It allows learners to easily build and maintain a verified record of their skills, qualifications and achievements and keeps track of individuals progress and commitment to their career and professional development.

For more information and guidance on active passports, providers and employers can visit the active passport website <http://www.activepassport.com> and also contact SkillsActive.

On-the-job training

Pathway 1

On the job training is defined as skills, knowledge and competence gained within normal work duties. For this framework the minimum amount of on-the-job training is 534 hours over the duration of this framework which is recommended to be completed within 18-24 months.

Pathway 2

On the job training is defined as skills, knowledge and competence gained within normal work duties. For this framework the minimum amount of on-the-job training is 210 hours over the duration of this framework which is recommended to be completed within 6-20 months.

How this requirement will be met

This requirement will be met by apprentices delivering their daily roles including tactical and technical experience, physical development and coaching development as well as time acquiring knowledge and skills to achieve the competence qualification set out in this framework.

The provider will be required to gather evidence of this achievement where it occurs outside of the formal certification of the qualification.

SkillsActive propose that this will be evidenced through apprentices holding an Active Passport. Active Passport is an online skills passport supported by leading employers and training providers. It allows learners to easily build and maintain a verified record of their skills, qualifications and achievements and keeps track of individuals progress and commitment to their career and professional development.

For more information and guidance on active passports, providers and employers can visit the active passport website <http://www.activepassport.com> and also contact SkillsActive.

Wider key skills assessment and recognition (Wales)

Improving own learning and performance

Improving own learning and performance is an essential skill within our sector and is covered in the competence qualification, therefore it was decided in consultation with the sector that separate certification of Improving own learning and performance is not required for the completion of this framework.

However, SkillsActive would encourage Training Providers to consider the value added element of delivery within the framework.

Working with others

Problem solving is an essential skill within our sector and is covered in the competence qualification, therefore therefore it was decided in consultation with the sector that separate certification of Problem solving is not required for the completion of this framework. However, SkillsActive would encourage Training Providers to consider the value added element of delivery within the framework.

Problem solving

Problem solving is an essential skill within our sector and is covered in the competence qualification, therefore therefore it was decided in consultation with the sector that separate certification of Problem solving is not required for the completion of this framework.

However, SkillsActive would encourage Training Providers to consider the value added element of delivery within the framework.

Additional employer requirements

Some sports may require their apprentices to complete further training and/ or qualifications during their apprenticeship programme.

It is widely recognised that athletes train more and go the extra mile will be more successful and are more likely to become World Class/Professional athletes.

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