

# apprenticeship FRAMEWORK

## Higher Apprenticeship in Outdoor Practices and Management

### 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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Apprenticeship Certification  
Wales

<https://acwcerts.co.uk/web/>

# Higher Apprenticeship in Outdoor Practices and Management



## Contents

### Contents

Framework information.....	5
Information on the Issuing Authority for this framework:.....	5
SkillsActive.....	5
Short description .....	5
Contact information .....	6
Proposer of this framework.....	6
Revising a framework.....	7
Why this framework is being revised .....	7
Summary of changes made to this framework .....	7
Qualifications removed.....	7
Qualifications added .....	7
Qualifications that have been extended.....	7
Purpose of this framework.....	8
Summary of the purpose of the framework .....	8
Aims and objectives of this framework (Wales) .....	8
This framework will contribute to: .....	10
How will the framework achieve the above objectives? .....	10
Entry conditions for this framework .....	11
Level 4, Pathway 1: Outdoors - Manager .....	13
Entry requirements for this pathway in addition to the framework entry requirements.....	13
Qualifications .....	15
Competence qualifications available to this pathway .....	15
Knowledge qualifications available to this pathway .....	15
Combined qualifications available to this pathway.....	15

Relationship between competence and knowledge qualifications .....	15
Mandatory units .....	15
Mandatory Optional Units .....	16
Optional Units .....	16
Essential Skills .....	17
Communication.....	17
Application of Number .....	17
Inclusion of Digital Literacy (ICT).....	18
Progression routes into and from this pathway .....	19
PROGRESSION FROM THIS PROGRAMME.....	19
CERTIFICATION .....	20
UCAS points for this pathway:.....	20
Employee rights and responsibilities .....	20
Delivery and assessment .....	20
Level 4, Pathway 2: Outdoors - Senior Practitioner .....	22
Entry requirements for this pathway in addition to the framework entry requirements.....	22
Qualifications .....	24
Competence qualifications available to this pathway .....	24
Knowledge qualifications available to this pathway .....	24
Combined qualifications available to this pathway.....	24
Relationship between competence and knowledge qualifications .....	24
Mandatory Units.....	24
Mandatory Optional Unit.....	25
Optional Units.....	25
Essential Skills .....	26
Communication.....	26
Application of Number .....	26
Inclusion of Digital Literacy (ICT).....	27
Progression routes into and from this pathway .....	28
PROGRESSION FROM THIS PROGRAMME.....	28
CERTIFICATION .....	29
UCAS points for this pathway:.....	29
Employee rights and responsibilities .....	30
Delivery and assessment .....	30
How equality and diversity will be met .....	32
ISSUES, BARRIERS AND ACTIONS .....	32
On and off the job training .....	34
Off-the-job training .....	35
On-the-job training .....	35
Pathway One: Manager .....	35
Pathway Two: Senior Practitioner.....	36

How this requirement will be met .....	37
Wider key skills assessment and recognition .....	38
Improving own learning and performance .....	38
Working with others .....	38
Problem solving .....	38

# Framework information

## Information on the Issuing 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]	<b>This framework includes:</b>
Framework ID: [FR03674]	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: [31/12/2016]	<b>This framework is for use in: Wales</b>

## Short description

The framework is designed for individuals looking to improve their knowledge and skillset. Entry routes are not pre-defined and learners wishing to pursue the framework could come from a range of backgrounds with a variety of qualifications (both academic and vocational).

This apprenticeship also provides a progression route for learners who may have completed an Apprenticeship in Outdoor Programmes and is also suitable potential career changers.

This framework is suitable for candidates with the intention of moving into or towards managerial positions within centres and/ or working in higher responsibility positions in outdoor settings where qualifications are key.

The framework can also be suitable for developing instructors and coaches in the outdoors with aspirations to lead, manage and inspire high quality outdoor learning experiences.

# Contact information

## Proposer of this framework

[SkillsActive developed this apprenticeship framework in collaboration with key stakeholders from the outdoors sector in Wales.

The following organisations contributed to the development: Channel Training Ltd., The Outdoor Partnership, Babcock International, Call of the Wild, Carreg Adventure, Tirabad Residential Educational Trust, Caerphilly CBC, Pembrokeshire College, Wales Adventure Tourism Organisation, Kayak King, Get Wet - The Adventure Company Ltd., Grwp Llandrillo Menai and Gwent Outdoor Education Centre.]

## Developer of this framework

Name: [Krisztina Biliczky]

Organisation: [SkillsActive]

Organisation Type: [Sector Skills Council]

Job Title: [Development Manager]

Phone: [02034344388]

Email: [krisztina.biliczky@skillsactive.com]

Postal address: [SkillsActive  
One Belgravia  
8 Grosvenor Place  
London  
SW1X 7SH]

Website: [www.skillsactive.com]

## Issuing Authority's contact details

Issued by: [SkillsActive]

Issuer contact name: Dian Shaw

Issuer contact phone: 0845 230 6080

Issuer Email: [[dian.shaw@skillsactive.com](mailto:dian.shaw@skillsactive.com)]

## Contact Details

Who is making this revision [Name]

Your organisation [Organisation Name]

Your email address: [Email address]

# Revising a framework

## Why this framework is being revised

[Framework Developer to complete with relevant info]

## Summary of changes made to this framework

[Framework Developer to complete with relevant info]

## Qualifications removed

[Framework Developer to complete with relevant info]

## Qualifications added

[Framework Developer to complete with relevant info]

## Qualifications that have been extended

[Framework Developer to complete with relevant info]

# Purpose of this framework

## Summary of the purpose of the framework

[The aim of this Higher Apprenticeship is to meet the needs of both employers and stakeholders for an expansion of funded training programmes, to widen recruitment and improve retention and to better career progression onto higher levels of the sector.

This framework is suitable for candidates with the intention of moving into or towards managerial positions within centres and/ or working in higher responsibility positions in outdoor settings where qualifications are key.

The framework can also be suitable for developing instructors and coaches in the outdoors with aspirations to lead, manage and inspire high quality outdoor learning experiences.]

## Aims and objectives of this framework (Wales)

[The UK outdoors sector covers a wide-range of leisure, learning and well-being activities undertaken within the natural environment. The sector encompasses private, public, charitable/ not for profit and voluntary operations. It also has an equally mixed range of participants and activities. Wales has a unique natural environment, and this coupled with its ease of accessibility provides a world class environment for outdoor recreation.

The outdoors sector can play an important part in delivering government policies. As an example, The Welsh Government Sport and Physical Activity strategy and underpinning action plan confirms the importance of the outdoor sector in developing an active, healthy and inclusive Wales. Therefore, Wales' outdoor sector provides a great opportunity for people to participate in health-promoting activity which in turn can reduce the risks of major diseases associated with a sedentary lifestyle. The outdoor sector also makes a significant contribution to the Welsh economy and has a positive impact on the Visit Wales Tourism Strategy. More recently, tourism has been included as a priority sector through the Economic Renewal Programme and an associated sector panel has been established (information taken from a research commissioned by Visit Wales and undertaken by Miller: Research, Evaluation, Consulting in March 2014. The final report was entitled "The Economic Impact of Outdoor Activity Tourism in Wales").

- Total estimated annual contribution of outdoor activity tourism to the economy of Wales is approximately £481m
- The value added contribution of outdoor activity tourism in Wales accounts for 10% the Welsh tourism economy.
- Additional spend generated by outdoor activity tourists in Wales annually is estimated as being able to support in the region of 8,243 full time equivalent jobs in the Welsh labour



market.

The outdoors also makes a substantial indirect contribution to the UK economy, for instance, through adventure tourism and through retail spending on outdoor equipment and clothing. It has been estimated that 50% of the UK population takes part in some form of active recreation whilst on holiday; their spending was estimated to be around £2 billion.

The outdoors also supports education, rural regeneration, employment and social cohesion. Difficulties associated with identifying the outdoors sub-sector in national statistics make it a challenge to estimate, let alone accurately calculate the total 'size' of the outdoors industry. The latest official data suggests that there are around 26,400 employees working in the sector across the UK. However, these figures are felt to underestimate the size of the workforce. Unfortunately, there is no definitive baseline evidence as to the true size of the sector.

A 2009 sector survey carried out by SkillsActive confirmed that around 14,700 paid members of staff were employed across 300 responding organisations. Furthermore, volunteers form a fundamental part of the sector's workforce. Across the same organisations there were in-excess of 34,000 volunteers. Proportionally, the findings of this survey supported the notion that the outdoors workforce is larger than suggested in national statistics.

The survey highlighted the difficulties of interpolating data to gain a complete UK picture. Estimates using known figures as a foundation suggest a potential total workforce figure of between 60,500 and 88,000 inclusive of volunteers. Other supporting anecdotal information suggests that the workforce has a slightly higher proportion of females than males, and a younger than average profile.

Age is a particular issue for the sector at both ends of the spectrum. Historically, employers have not employed those under the age of 18. Despite this, the sector is popular with young adults; the seasonality prevalent in the sector may account for this. The sector sees a significant drop-off as workers age, and this 'time bomb' may have an important impact on skills and experience retained within the sector.

Widely accepted figures suggest the sector contributes a gross value added output of £430million; this number is believed to be conservative. The outdoors sector is one of growth; it has consistently outstripped whole economy growth from 1999 to date. Growth is currently believed to be in the positive despite the recent recession. Future growth can only be sustained if suitably qualified and skilled staff are available to support it.

Although a passion for the outdoors is never in short supply from those entering the sector, valuable experience often is. Employers can often struggle to find the right mix of technical skills, people skills and experience.

The aim of this Higher Apprenticeship is to meet the needs of both employers and stakeholders for an expansion of funded training programmes, to widen recruitment and improve retention and to better career progression onto higher levels of the sector

### **This framework will contribute to:**

- Meeting the generic skills priorities for the sector including communication, team working, customer services and employability skills.
- Addressing sector specific skills gaps in order to provide a quality, welcoming, safe and engaging environment in which participants can enjoy adventurous activities as a medium for recreation, education or development. This environment is only possible with the appropriate leadership and support of properly qualified staff.
- Business sustainability by increasing the number of staff holding higher level qualifications.
- Offering clear progression pathways beyond level 3 and for higher levels within the outdoors as well as across the whole of the active leisure and learning sector.
- Offering the opportunity for staff in higher level roles to further develop their skills by engaging in further training at higher levels.
- Supporting the all important Adventurous Activities Licensing scheme ensuring activity providers follow good safety management practices which allows learners to experience exciting and stimulating activities without being exposed to avoidable risks.
- The culture and fabric of Wales through the recruitment and retention of local Welsh speaking apprentices.

### **How will the framework achieve the above objectives?**

- The framework will address the issue of generic skills priorities as these are contained within essential parts of the framework elements. Apprentices will develop these skills through the study and practice of the competence and knowledge elements of the programme.
- The framework allows the employer to tailor training programmes to particular needs through the additional employer's requirements thus allowing apprentices to gain additional technical skills.
- Due to current economic climate, it is important that the sector recognises the value of+ apprenticeship programmes in up skilling the outdoors workforce and the value of apprentices to their businesses. Having a workforce grown internally via apprenticeship programmes ensures that businesses are supplied with a workforce with both the soft skills and specific technical skills to work and progress within the sector. This benefits the apprentice, the employer and the end-user of the employer's services. Ensuring 'leaked' skills and experience at the older end of the workforce is matched by an in-flow of suitable talent at entry levels helps to maintain equilibrium within the overall skills and experience pool]

# Entry conditions for this framework

[This Apprenticeship in Outdoors is designed for those individuals who are looking to gain new skills but also those who wish to develop their knowledge and skills in order to enter the sector. Although entry to the sector typically happens at lower levels, entry is possible at higher levels as well.

Recruitment by no means is driven by age, however, it is a legal requirement of operating in the sector that candidates are at least a minimum of 18 years old.

A passion for the outdoor sector will be naturally required, but sector experience is also essential at this level and it would be advantageous for candidates to hold a qualification or equivalent experience in a minimum of 3 disciplines e.g. mountain walking, climbing, mountain biking.

A minimum of 2-3 years experience working in the sector is also expected from the candidates, this aspect will be dealt with at the discretion of the employer and provider when recruiting candidates for the program.

Also, it is important to recognise that activities can be physically demanding and this should be considered at recruitment.

It is good practice that apprentices are interviewed by both their employer and training provider and undergo a centre devised initial assessment, testing their literacy and numeracy skills as well as their attitude to the workplace and customers.

Potential apprentices should have a positive, motivating, can do attitude and be willing to work both as part of a team or on their own. They should be motivated to succeed in the sector and be willing to work shifts, sometimes unsociable hours and travel between sites. Potential apprentices are expected to have the skills to work with and motivate a variety of different clients they will work with. Apprentices might also need to undergo police checks for example when working with vulnerable adults and children.

Apprentices will be given the opportunity to gain literacy and numeracy qualifications alongside their industry related skills and qualifications.

It is not a mandatory part of this framework to achieve ICT qualifications, although apprentices are encouraged to take every opportunity to broaden their skills base.]

# Level 4

Title for this framework at level 4

## Higher Apprenticeship in Outdoors

Pathways for the framework at level 4:

Pathway 1: Outdoors - Manager

Pathway 2: Outdoors - Senior Practitioner

# Level 4, Pathway 1: Outdoors - Manager

## Description of this pathway

Total minimum credit value for this pathway is 51 credits:

- Level 4 NVQ Certificate in Advanced Outdoor Practices and Management - 31 credits
- ERR qualification - 8 credits
- ESW Communication and Application of Number - 12 credits (6 credits per ESW)

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

None in addition to the entry conditions specified earlier in the framework document.

Job title(s)	Job role(s)
MANAGER	Holding responsibility for staff, safety and welfare in an outdoors setting and holding responsibility to facilitate high quality outdoor learning by effective, innovative and expert leadership of people and resources.
	Managing the daily operational areas in order to deliver activity programmes and services to the satisfaction of customers and according to standards and objectives of the company.
	Ensuring that clients are delighted with the programmes and services and to achieve a specified return visitor numbers.
	Managing, monitoring and controlling daily activity programmes, work schedules and operations. Liaising with customers and ensuring safety practices are implemented and monitored Overseeing the retail operations.

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

### B1 – Level 4 NVQ Certificate in Advanced Outdoor Practices and Management

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/8320/2	1st4sport	31	310	N/A

## Relationship between competence and knowledge qualifications

In order to achieve this qualification, the learner has to achieve a total of 31 credits made up of a selection of mandatory, mandatory optional and optional units.

For the Manager roles, learners will need to achieve all 5 mandatory units, plus must choose the two units in the Mandatory Optional Group plus a further 5 credits must also be achieved from the units available in the Optional Units Group.

### Mandatory units

1. Manage health and safety in own area of responsibility (competence – 3 credits,

- knowledge – 2 credits)
- 2. Understanding costs and budgets in an organization (knowledge – 1 credit)
- 3. Becoming an effective leader (competence – 3 credits, knowledge – 2 credits)
- 4. Understanding organisational culture and ethics (knowledge – 3 credits)
- 5. Understanding customer service standards and requirement (competence - 1 credit, knowledge -1 credit)

### **Mandatory Optional Units**

- 1. Design outdoor education programmes (competence – 2 credits. Knowledge – 3 credits)
- 2. Leading Innovation and Change (competence – 4 credits, knowledge - 1 credit)

### **Optional Units**

- 1. Manage a budget (competence – 2 credits, knowledge - 2 credits)
- 2. Develop and implement an operational plan (competence – 3 credits, knowledge – 1 credit)
- 3. Reflect on and improve own practice in learning and development (competence – 4 credits, knowledge - 2 credits)
- 4. Undertaking mentoring in the workplace (competence – 4 credits)
- 5. Understanding how to motivate to improve performance (knowledge – 2 credits)
- 6. Leading and motivating a team effectively (knowledge – 2 credits)
- 7. Delegating authority in the workplace (competence – 2 credits, knowledge – 1 credit)
- 8. Understanding organising and delegating in the workplace (knowledge – 1 credit)

Total credits from knowledge: minimum of 13 credits plus more from optional units  
Total credits from competence: minimum of 13 credits plus more from optional units]



# 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.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

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.

**Does this framework require Communication achievement above the minimum SASW requirement?** YES  NO

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

## Application of Number

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.

**Does this framework require Application of Number achievement above the minimum SASW requirement?** YES  NO

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

### Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES**  **NO**

# Progression routes into and from this pathway

## PROGRESSION INTO THIS PROGRAMME

There are no pre-defined entry routes, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with a variety of qualifications or equivalent experience but definitely a passion for working in the outdoors sector.

These might include diplomas, GCSEs, Welsh Baccaulaureate qualifications, A levels, vocational training routes or apprenticeships such as the Apprenticeship in Outdoor Programmes.

This apprenticeship can provide a progression opportunity for apprentices on the level 3 programme as well as progression for those already working in the sector. This higher level programme is also suitable for those who wish to change their careers and retrain to enter the sector at this level.

The UK outdoors sector is a vibrant, exciting and growing one to work in. It is particularly suited to those with a passion and enthusiasm for working both with people and in the outdoors. Although gusto for adventurous activities is a must, it must be remembered that outdoor activity instruction is actually about people instruction in outdoor activities!

## PROGRESSION FROM THIS PROGRAMME

Successful completion of this higher level programme can open doors to a wide range of progression opportunities within the sector.

Typically, employers at higher level roles like to recruit staff with a mix of two or three NGB qualifications plus relevant workplace leadership experience.

Completion of this apprenticeship is a good stepping stone towards meeting management and

leadership roles in the sector either employed directly by outdoors organisations or working as a freelance professional.

With an appropriate level of experience, more advanced people skills, leadership and management role relevant training and a greater portfolio of technical NGB qualifications, a wider range of roles will become accessible.

Progression through to Higher Education may also suit some Apprentices. Some apprentices may wish to progress onto starting their own business as as sector consultants or technical experts.

A career in the outdoors can develop an impressive tool box of transferable skills. A range of opportunities are available to those who are willing to work towards and gain the experience and qualifications needed to work successfully within the sector. Whichever path the apprentice takes, this framework offers a sound initial platform to work from.

## CERTIFICATION

On completion of all components of this apprenticeship programme and meeting the full framework requirement, learners, or training providers/employers on the learners' behalf and authorized by the learner, must apply to the relevant Certifying Body to request the overarching apprenticeship certificate. For further information on this process please check the Apprenticeship Certification Wales (ACW) website on [www.acwcerts.co.uk](http://www.acwcerts.co.uk)

## UCAS points for this pathway:

[N/A]

# 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

[In the Active Leisure and Learning and Well-being sector the employee rights and

responsibilities requirement of the apprenticeship programme will be met by all apprentices completing an externally assessed and verified qualification covering all nine national outcomes of the employee rights and responsibilities.

It is a mandatory that apprentices hold or complete by the end of this programme one of the qualifications listed below covering all nine national outcomes of the employee rights and responsibilities listed above:

- YMCA Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6535/x
- Edexcel Level 3 Award in Employment Awareness in Active Leisure and Learning 500/9274/1
- City& Guilds Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6580/4
- 1st4sport Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7423/4
- VTCT Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7395/3
- Active IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7410/6
- LAO Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7401/5
- NCFE Level 3 Award in Employment Awareness in Active Leisure and Learning 501/1812/2
- CACHE Level 3 Award in Employment Awareness in Active Leisure and Learning 600/1310/2
- 1st4sport Level 3 Certificate in Employment Awareness in the Outdoors 600/1329/1
- SQA Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4938/8
- EDI Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4425/1
- IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4710/0
- OCR Level 3 Award in Employment Awareness in Active Leisure and Learning 600/2423/9

Please note that all of the above qualifications contribute 8 credits towards the framework. ]

[

# Level 4, Pathway 2: Outdoors - Senior Practitioner

## Description of this pathway

Total minimum credit value for this pathway is 51 credits:

- Level 4 NVQ Certificate in Advanced Outdoor Practices and Management - 31 credits
- ERR qualification - 8 credits
- ESW Communication and Application of Number - 12 credits (6 credits per ESW)

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

In addition to the general entry conditions for this framework, apprentices are expected to be active and proficient in more than one outdoor pursuit.

Candidates are expected to have a minimum of two years experience working in the sector either as an assistant in an 'open' environment or as a lead worker in a 'closed' environment. (Ideally some of the 'entry level NGB's such as CWA, H&MLA or BCU Level One, or an outdoor first aid qualification).

Job title(s)	Job role(s)
SENIOR PRACTITIONER	Responsible for looking after themselves and others in a variety of disciplines. Responsible for risk assessments
	Facilitating high quality outdoor learning by the development, review and promotion of excellent practice. Holding and able to refer to expertise above and beyond level 3 coaching qualifications in one or more activities.

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

### B1 – Level 4 NVQ Certificate in Advanced Outdoor Practices and Management

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/8320/2	X.	X.	X.	N/A

## Relationship between competence and knowledge qualifications

In order to achieve this qualification, the learner has to achieve a total of 31 credits made up of a selection of mandatory, mandatory optional and optional units.

For the Senior Practitioner roles, learners will need to achieve all 5 mandatory units, plus must choose the unit in the Mandatory Optional Group plus a further 8 credits must also be achieved from the units available in the Optional Units Group.

## Mandatory Units



1. Manage health and safety in own area of responsibility (competence – 3 credits, knowledge – 2 credits)
2. Understanding costs and budgets in an organization (knowledge – 1 credit)
3. Becoming an effective leader (competence – 3 credits, knowledge – 2 credits)
4. Understanding organisational culture and ethics (knowledge – 3 credits)
5. Understanding customer service standards and requirement ( competence - 1 credit, knowledge -1 credit)

### **Mandatory Optional Unit**

1. Facilitate adventurous experiences (competence – 3 credits, knowledge – 4 credits)

### **Optional Units**

1. Principles, theories and practices of learning and development (knowledge – 6 credits)
2. Reflect on and improve own practice in learning and development (competence – 4 credits, knowledge – 2 credits)
3. Undertaking mentoring in the workplace (competence – 4 credits)
4. Understanding the principles and practices of assessment (knowledge – 3 credits)
5. Understanding how to motivate to improve performance (knowledge – 2 credits)
6. Leading and motivating a team effectively (knowledge – 2 credits)
7. Delegating authority in the workplace (competence – 2 credits, knowledge – 1 credit)
8. Understanding organising and delegating in the workplace (knowledge – 1 credit)

Total credits from knowledge: minimum of 13 credits plus more from optional units  
Total credits from competence: minimum of 10 credits plus more from optional units

# 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.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

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.

**Does this framework require Communication achievement above the minimum SASW requirement?** YES  NO

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Level 6

## Application of Number

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.

**Does this framework require Application of Number achievement above the minimum SASW requirement?** YES  NO

... Higher Apprenticeship in Outdoor Practices and Management (Wales)  
..... level 4  
..... Pathway 2

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Level 6

### Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES**  **NO**

# Progression routes into and from this pathway

## PROGRESSION INTO THIS PROGRAMME

There are no pre-defined entry routes, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with some a variety of qualifications or equivalent experience but definitely a passion for working in the outdoors sector.

These might include diplomas, GCSEs, Welsh BaccaLaureate qualifications, A levels, vocational training routes or apprenticeships such as the Apprenticeship in Outdoor Programmes.

This apprenticeship can provide a progression opportunity for apprentices on the level 3 programme as well as progression for those already working in the sector. This higher level programme is also suitable for those who wish to change their careers and retrain to enter the sector at this level.

The UK outdoors sector is a vibrant, exciting and growing one to work in. It is particularly suited to those with a passion and enthusiasm for working both with people and in the outdoors. Although gusto for adventurous activities is a must, it must be remembered that outdoor activity instruction is actually about people instruction in outdoor activities!

## PROGRESSION FROM THIS PROGRAMME

Successful completion of this higher level programme can open doors to a wide range of progression opportunities within the sector.

Typically, employers at higher level roles like to recruit staff with a mix of two or three NGB qualifications plus relevant workplace leadership experience.

Completion of this apprenticeship is a good stepping stone towards meeting management and

leadership roles in the sector either employed directly by outdoors organisations or working as a freelance professional.

With an appropriate level of experience, more advanced people skills, leadership and management role relevant training and a greater portfolio of technical NGB qualifications, a wider range of roles will become accessible.

Progression through to Higher Education may also suit some Apprentices. Some apprentices may wish to progress onto starting their own business as as sector consultants or technical experts.

A career in the outdoors can develop an impressive tool box of transferable skills. A range of opportunities are available to those who are willing to work towards and gain the experience and qualifications needed to work successfully within the sector. Whichever path the apprentice takes, this framework offers a sound initial platform to work from.

## **CERTIFICATION**

On completion of all components of this apprenticeship programme and meeting the full framework requirement, learners, or training providers/employers on the learners' behalf and authorized by the learner, must apply to the relevant Certifying Body to request the overarching apprenticeship certificate. For further information on this process please check the Apprenticeship Certification Wales (ACW) website on [www.acwcerts.co.uk](http://www.acwcerts.co.uk)

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

N/A

# 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

In the Active Leisure and Learning and Well-being sector the employee rights and responsibilities requirement of the apprenticeship programme will be met by all apprentices completing an externally assessed and verified qualification covering all nine national outcomes of the employee rights and responsibilities.

It is a mandatory that apprentices hold or complete by the end of this programme one of the qualifications listed below covering all nine national outcomes of the employee rights and responsibilities listed above:

- YMCA Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6535/x
- Edexcel Level 3 Award in Employment Awareness in Active Leisure and Learning 500/9274/1
- City& Guilds Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6580/4
- 1st4sport Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7423/4
- VTCT Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7395/3
- Active IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7410/6
- LAO Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7401/5
- NCFE Level 3 Award in Employment Awareness in Active Leisure and Learning 501/1812/2
- CACHE Level 3 Award in Employment Awareness in Active Leisure and Learning 600/1310/2
- 1st4sport Level 3 Certificate in Employment Awareness in the Outdoors 600/1329/1
- SQA Level 3 Award in Employment Awareness in Active Leisure
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and Learning 600/4938/8 EDI Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4425/1 IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4710/0 OCR Level 3 Award in Employment Awareness in Active Leisure and Learning 600/2423/9

Please note that all of the above qualifications contribute 8 credits towards the framework.

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

# How equality and diversity will be met

[This apprenticeship programme aims to promote diversity, opportunity and inclusion by offering high -quality learning experience.

The delivery of this programme must be in settings free from prejudice and discrimination where all learners can contribute fully and freely and feel valued.

Employers/providers must be able to demonstrate their selection, recruitment and employment practices are in line with the Equality Act 2010 and there are no overt or covert discriminatory practices in relation to any of the following protected characteristics: age; disability; gender reassignment; marriage and civil partnerships; pregnancy and maternity; race; religion or belief; sex; sexual orientation; and socio-economic disadvantage.

## **ISSUES, BARRIERS AND ACTIONS**

The UK outdoors sector has a slightly higher proportion of males (56%) than females (44%), and a younger than average profile.

Age is a particular issue for the sector at both ends of the spectrum. Historically, organisations have not employed those under the age of 18 due to the nature of adventurous activities and participant groups using the outdoors (children and corporate groups for example). Despite this, the sector is very popular with young adults; the seasonality prevalent in the sector may account for this. The sector sees a significant drop-off as workers age, and this 'time bomb' may have an important impact on skills and experience retained within the sector.

The sector has a need for multi-skilled 'all-rounders', and flexible apprenticeships can play a crucial role in feeding young talent into the sector, whilst allowing employers the opportunity to shape training programmes to their needs.

The outdoors sector has often been seen to have a lower level of academic attainment, in part due to it being attractive to those of a more practical nature. The work-based learning at the core of an apprenticeship is vital in assisting learners with the achievement of relevant qualifications.



Ethnic minority representation is low within the sector, and the promotion of apprenticeships through engagement with appropriate partners and relevant initiatives will help to encourage redress.]

# On and off the job training

## 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.

### **Pathway One: Manager**

The total training hours for this framework is set at 561 training hours and we advise the framework to be completed in a minimum of 12 months.

The 561 total training hours for this framework is made up from the components of this framework as follows:

Training hours associated with the competence element of the combined qualification (160 hours)  
Training hours associated with the knowledge element of the combined qualification (150 hours)

Training hours associated with the employment rights and responsibilities qualification (61 hours)  
Training hours associated with the essential skills qualifications (90 hours - 45 hours per skill)  
Training hours associated with the additional mentoring time (100 hours)

### **Pathway Two: Senior Practitioner**

The total training hours for this framework is set at 561 training hours and we advise the framework to be completed in a minimum of 12 months.

The 561 total training hours for this framework is made up from the components of this framework as follows:

Training hours associated with the competence element of the combined qualification (130 hours)  
Training hours associated with the knowledge element of the combined qualification (180 hours)  
Training hours associated with the employment rights and responsibilities qualification (61 hours)  
Training hours associated with the essential skills qualifications (90 training hours - 45 hours per skill)  
Training hours associated with the additional mentoring time (100 hours)]

## **Off-the-job training**

### **Pathway One: Manager**

The total off the job training hours for this framework is set at 390 hours.

The 390 off the job training hours for this framework is made up from the components of this framework as follows:

Training hours associated with the knowledge element of the training (150 hours)  
Training hours associated with part of the employee rights and responsibilities qualification (50 hours)  
Training hours associated with the essential skills qualifications (90 hours - 45 hours per skill)  
Training hours associated with mentoring time (100 hours)

### **Pathway Two: Senior Practitioner**

The total off the job training hours for this framework is set at 420 hours.

The 420 total training hours for this framework is made up from the components of this framework as follows:

Training hours associated with the knowledge element of the training (180 hours)  
Training hours associated with part of the employee rights and responsibilities qualification (50 hours)  
Training hours associated with the essential skills qualifications (90 hours - 45 hours per skill)  
Training hours associated with mentoring time (100 hours)

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

This requirement will be met via debriefing sessions, supervision, team sessions, shift handovers and activities similar to the above listed where the learner / apprentice is away from the pressures of the workplace and is supported and mentored by fellow workers and management.

In addition to the above list, completion of the knowledge part of the combined qualification and Essential Skills assessment will also contribute to the achievement of off the job guided learning hours. ]

## **On-the-job training**

### **Pathway One: Manager**

The total on the job training hours for this framework is set at 171 hours.

The 171 off the job training hours for this framework is made up from the components of this framework as follows:

- Training hours associated with the competence element of the training (160 hours)
- Training hours associated with the remainder of the employee rights and responsibilities qualification (11 hours)

**Pathway Two: Senior Practitioner**

The total on the job training hours for this framework is set at 141 hours.

The 141 total training hours for this framework is made up from the components of this framework as follows:

- Training hours associated with the competence element of the training (130 hours)
- Training hours associated with the remainder of the employee rights and responsibilities qualification (11 hours)

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

This requirement will be met by the apprentices delivering their daily job roles, gaining technical experience as well as time spent acquiring knowledge and skills to achieve the competence requirement set out by the apprenticeship programme / framework. ]

# 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]
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## Improving own learning and performance

[**Improving own learning and performance** is an essential skill within our sector and is covered in the framework's combined 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

[**Working with others** is an essential skill within our sector and is covered in the framework's combined qualification, therefore it was decided in consultation with the sector that separate certification of Working with others 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 framework's combined qualification, 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.]



# apprenticeship FRAMEWORK

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