

# apprenticeship FRAMEWORK

## Combined Manufacturing Processes - Non Statutory (Wales)

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# Combined Manufacturing Processes - Non Statutory (Wales)

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# Framework summary

## Combined Manufacturing Processes - Non Statutory

### Foundation Apprenticeship in Combined Manufacturing Processes

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

##### Pathway 1: Paper Manufacture

**Competence qualifications available to this pathway:**

C1 - Level 2 NVQ Diploma in Combined Working Practices

**Knowledge qualifications available to this pathway:**

K1 - Level 2 Certificate in Paper Technology

K2 - Level 2 Certificate in Corrugated Fibreboard Technology

**Combined qualifications available to this pathway:**

N/A

**This pathway also contains information on:**

- Employee rights and responsibilities
- Essential skills

## Combined Manufacturing Processes - Non Statutory

### Apprenticeship in Combined Manufacturing Processes

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

##### Pathway 1: Paper Manufacture

**Competence qualifications available to this pathway:**

C1 - Level 3 NVQ Diploma in Combined Working Practices

**Knowledge qualifications available to this pathway:**

K1 - Level 3 Certificate in Paper Technology

**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:

### Proskills

The Apprenticeship sector for occupations in printing, mineral extraction and processing, health and safety and process and manufacturing of furniture, glass, ceramics, coatings and paper (also includes glazing, building products, wood and mining).

Issue number: 4	<b>This framework includes:</b>
Framework ID: FR02250	Level 2 Level 3
Date this framework is to be reviewed by: 31/12/2015	<b>This framework is for use in: Wales</b>

## Short description

The Combined Manufacturing Processes Apprenticeship framework provides work based training for young people and adults to undertake key manufacturing, craft and technical roles in the Paper Manufacturing industry. There are 2 levels of Paper Manufacture Apprenticeship contained in this framework:

- The Level 2 Foundation Apprenticeship in Paper Manufacture (usually takes 2-18 months to complete)
- The Level 3 Apprenticeship in Paper Manufacture (usually takes 24-36 months to complete)

The framework contains details of the vocational qualifications, knowledge based technical qualifications, essential skills Wales (Maths and English) and employee rights and responsibilities that are required for an Apprenticeship in Process & Manufacturing industry Occupations.

Apprentices undertake training both on and off-the-job at their workplace and training is also often undertaken away from the workplace, delivered by a local training provider or a further education college.

# Contact information

## Proposer of this framework

This framework is published by Proskills UK on a non-statutory basis prior to the designation of Issuing Authorities for Wales.

## Developer of this framework

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# Revising a framework

## Contact details

Who is making this revision: Lisa Williamson  
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Your email address: apprenticeships@proskills.co.uk

## Why this framework is being revised

Updated contact details.

## Summary of changes made to this framework

### Qualifications removed

*(no information)*

### Qualifications added

*(no information)*

### Qualifications that have been extended

*(no information)*

# Purpose of this framework

## Summary of the purpose of the framework

Manufacturing is a key sector in the Welsh economy, directly accounting for 18% of Welsh GDP. However, many factors continue to have an impact on companies in the sector, such as as difficult trading conditions, competition, advancing technology, legislation and environmental issues and changing working practices. These are all factors that companies in Wales have identified will have a significant impact on their businesses over the coming years.

Currently almost half of employers in Wales train their employees and a fifth agree that the need to increase workforce skills will continue to be a key factor in the coming years. Organisations who are training are much more likely to be developing new products and looking to enter new markets. Training is also heavily associated with developing new working practices and technological advances.

It will be vital to ensure the presence of appropriate training for Process and Manufacturing Industries to help them prepare their employees for the future and to maintain and improve productivity and competitiveness.

This is an Apprenticeship framework for any Process and Manufacturing Industries that wish to use Combined Working Practices (CWP) as the competency based qualification. The Paper industry is one of those industries.

## PAPER MANUFACTURE

The Paper Industry covers the manufacture of:

- Pulp
- Paper & paperboard
- Corrugated paper and paperboard and containers of paper and paperboard
- Household & sanitary goods and toilet requisities
- Paper stationery
- Other articles of paper and paperboard

The Paper industry is of importance to other industries, either as an important part of the supply chain or as a supplier of end products, making a substantial contribution to the UK economy.

Manufacturing and conversion processes are a major part of the Paper industries work. Paper and Board manufacture is a global industry which produces a large number of products such



as; books, newspapers, money, tracing paper, filters, roofing felt, packaging board, wallpaper, tissue paper, disposable nappies and healthcare products.

A recent LMI report identifies that the total size of the Paper sector in the UK is around 95,000 people in 2,500 workplaces. Turnover for the core industry is around £3.2bn. The UK Paper industry consists mainly of micro companies - accounting for around 62%. Employers employing 11-49 employees account for 22% of the industry. Large companies are not significant in the industry and represent only 2% of employers employing 200 or more. In the UK, there are 60 paper manufacturing centres clustered around Scotland, Lancashire and Yorkshire, Wales and the South West, Kent and areas around London. The largest concentration is in the North West of England.

Workers in the Paper industry tend to be full-time and directly employed, rather than on a contract basis. Three quarters of the workforce are male. One third of the papermaking workforce consists of managers, sales staff, and administrators. The remaining two thirds of the workforce are involved directly in manufacturing processes such as operations or plant maintenance. Process Operators, Process Engineers/Superintendents and Team Leaders all help run and control and maintain various specialised plant, processes and machinery. They also sample and test materials throughout the various stages of the product manufacturing process.

Typical paper and board manufacturing processes require workers to have a wide diversity of skills . It is therefore critical to the continued success of the Paper industry that this Apprenticeship framework encompasses the many different skill areas required to meet both current and future demands. The need for a multi-skilled, flexible and innovative workforce is a key requirement in the Paper industry. This need is expected to continue, with the majority of Paper employers indicating that multi-skilling will remain a priority, particularly among frontline operatives who are likely to need to gain maintenance and other “technical” skills to ensure they remain a valuable part of the workforce. The need for multi skilling is common to both large and small Paper companies.

Given the ongoing impact of global competition, advancing technology, and changing working practices, managers and leaders require the skills to be able to lead their teams through changes in their company and within the Paper industry as a whole. Many Paper employers highlight the introduction of systems such as Lean Manufacturing to help restructure their business and help to deal with lower productivity levels. These systems help to organise company structures from Managers to Operatives, in order to minimise wastage, and have met with great success in other industries.

Current and future challenges facing the Paper industry are:

- Economical - a drive towards increased productivity and efficiency;

- Environmental – reduced and cleaner waste; and
- Technological – continued changing technologies.

There is an increasing onus being placed on businesses regarding the environmental impact of their products. The Paper industry is actively seeking to increase use of recycled and sustainable materials, reduce emissions, chemical and water usage and generate their own energy and so has invested in new equipment and skills development. The other main issue is the development of special measures for food contact on paper and board.

The Paper industry has recognised the need to address its skills gaps and is increasing its training and recruitment activities. The Paper industry still uses a mixture of traditional and modern processes. However, increased automation has created a need for machine/process specific skills in IT, beyond that of basic word processing and spreadsheet applications. Modern technological processes such as CAD, CNC, scientific research and nanotechnologies are becoming much more widely used.

Proskills works with employers from the Paper Industry to help businesses improve their productivity and competitiveness through skills training. Extensive research and comprehensive employer consultation has identified a need to upskill current and future workforces to enable businesses in the Paper industry to address the challenges they currently face. The current economic climate means that there is an increasing need for workforces to be multi-skilled. Skills training is required to help Paper businesses address the following:

- Skills shortages
- To meet constantly changing consumer demands and preferences
- To support legislation compliance on Health and Safety as well as Environmental Management
- To improve efficiencies by tightening up processes to tackle the issue of rising energy costs and the need for more energy-efficient machinery and processes
- To drive business performance improvements to increase national and global competitiveness.
- To keep up with technological advances.
- To improve current low capacity utilisation which in turn means declining profitability, driven primarily by the acquisition of new technologies without adequate adaptation of business planning to accommodate their higher capacities.

This Combined Manufacturing Processes Apprenticeship framework provides a structure that will ensure that training and assessment is carried out systematically and will help meet the current and future needs of the Paper industry. Essentially, this is a sound knowledge and

understanding of the complexities of the manufacturing processes, underpinned by the relevant skills and principles. The competency outcomes described at both Level 2 and 3 will give Apprentices a range of pertinent skills, whilst the underpinning knowledge will ensure that Apprentices understand basic and complex Printing industry principles and processes. The mix of competencies and job knowledge will engender the notion of best practice, health and safety and innovation.

The Apprenticeship framework for Combined Manufacturing Processes is designed with a changing and more competitive world in mind – it is about providing the best possible preparation for achieving skilled occupational status, for both young and older workers, within industries that are ever changing and increasingly demanding.

For more information about the Paper Industry, please visit [www.advice-resources.co.uk](http://www.advice-resources.co.uk) This report outlines information on careers available, new emerging jobs, transferability of skills career paths and opportunities for progression. There is information on pay scales, how to enter the industry and what qualifications are available. The report also shows trends in the industry, where there are current skills gaps and the future of the industry in terms of its green agenda and future job requirements.

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

The aim of this framework is to continue to meet the current skills gaps and changing skills needs of employers in the Process and Manufacturing Industries by attracting new recruits from a range of diverse backgrounds and to upskill the existing workforce to ensure that they have the required skills, knowledge and experience to help businesses to remain competitive, profitable and responsive to change.

### **The objectives of this framework are:**

1. To contribute to the tackling of the intermediate skills gaps in Wales, by expanding our Process & Manufacturing Apprenticeship numbers to create a modern class of technicians. They will have transferable skills, gained as a result of both academic study and practical on-the-job experience.
2. To attract new recruits into the Process & Manufacturing Industries from a range of diverse backgrounds to address current skills gaps in the industries and to increase the number of previously unrepresented groups (women, ethnic minorities and those with a disability) It also aims to meet the specific challenges of an ageing workforce.

3. To provide opportunities for existing staff in the Process & Manufacturing Industries to upskill to equip them with the necessary skills and knowledge to face the many challenges facing the industries and that they can respond effectively to the changes in developing new products, new markets, technological advances and legal and environmental requirements.
4. To provide quality, sector specific skills development for those who wish to attain the highest possible standards within their chosen occupational area and work to their greatest potential.
5. To provide career progression into employment at higher levels within the Process & Manufacturing Industries or, for those who wish to pursue additional learning in a Further or Higher Education arena.

# Entry conditions for this framework

The selection process for all Paper employers is likely to include an interview to ensure that potential Apprentices have selected the right framework to meet both their needs and those of their employer. This process provides an opportunity for employers and Apprentice applicants to consider, discuss and assess an individual's prior learning and experience. An employer can then identify where this may be suitable as an appropriate foundation for undertaking the selected Apprenticeship and the individual's potential to successfully complete the framework. Where appropriate, they can also use this initial interview process as a way of tailoring the programme to meet individual learning and support needs.

Apprenticeship applicants are welcomed from a range of diverse backgrounds and it is anticipated that they may have a range of differing experiences, achievements and/or qualifications. The demonstration of relevant, transferable prior learning will form an important part of any employer's Apprentice selection process. There is a possibility that much of the evidence presented for previous achievements and/or qualifications can be considered as counting towards completion of an Apprenticeship programme as acceptable forms of Accredited Prior Learning (APL) or via Credit Transfers, where this is possible.

## **Examples of requirements that will be considered as a suitable basis for entry to the framework include:**

- Previous work experience or employment, supported by a portfolio of evidence or
- Voluntary or community based work or
- Proof of completion of non accredited courses or
- Achievement of Awards, Certificates or Diplomas in a related industry such as Manufacturing, Engineering, Construction or Creative industries or
- Achievement of a 14-19 Diploma in Manufacturing & Product Design or Construction & the Built Environment or Creative and Media or
- Welsh Baccalaureate - Foundation, Intermediate or Advanced Diploma or
- GCSEs: These should include English and Maths.

Literacy and numeracy skills are highly desirable and this Combined Manufacturing Processes framework does facilitate the development of these skills and learning support can be tailored to provide Apprentices with the individual assistance they require. Employers are especially interested in applicants who can demonstrate a positive, "can do" attitude with a willingness to

work hard and develop new skills and knowledge.

Work in the Paper industry varies greatly according to the employer's business and provides a myriad of opportunities in a variety of disciplines. There are 2 main routes: Paper making and engineering.

Some Paper manufacturing processes are automated whilst others are carried out by hand.

#### Apprentices

should be aware that, for many of the job roles within the Paper industry they will be required to work in a factory based environment. Overtime, shift work and weekend working may also be required by some employers. For entry level jobs, experience is not always required although some time spent in a production job would be beneficial. Other opportunities exist in more technical fields such as CAD, CNC and research scientists. Any related qualifications or experience of working with these technologies in other sectors would be an advantage.

The Paper sector has experienced many changes in working practices with the introduction of new, cutting edge technologies. Many processes are now controlled and monitored by sophisticated technology systems and involve both basic and complex manufacturing processes. The industry needs a skilled workforce that is able and willing to respond and adapt to changing demands and processes.

## Level 2

Title for this framework at level 2

# Foundation Apprenticeship in Combined Manufacturing Processes

### Pathways for this framework at level 2

Pathway 1: Paper Manufacture

## Level 2, Pathway 1: Paper Manufacture

### Description of this pathway

Paper Manufacture

**Total Credit Value = 70**

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

There are no additional requirements other than the general entry conditions.



Job title(s)	Job role(s)
Trainee Paper Maker	Trains in the operation of papermaking equipment involved in the manufacture of various paper and paper derived products. May specialise in stock preparation, wet or dry end operations or winding operations.
Stock Preparation/Raw Materials/De-ink Operative	Use equip to transform raw materials, recycled paper & wood pulp into liquid stock, needed to make paper. Adds minerals, chemicals & dyes. Monitors/adjusts process to meet desired standards. Uses mechanical/computerised equip to control flow of stock to storage tanks & paper making machines.
Wet End Operative	Operates large computerised paper-making machines that turn liquid stock into paper. Monitors, adjusts and controls variables to meet production targets and product specifications and works closely with other team members.
Dry End Operative	Dries and reels formed paper and board. Sets up, operates and maintains the dry end process. Monitors, adjusts and controls variables to meet production targets and product specifications.
Coating/Chemical Additives Operative	Sets up, operates and maintains the coating and chemical additives process. Monitors, adjusts and controls variables to meet production targets and product specifications. Safely stores and prepares non-fibrous additives and surface applications.
Winder Operative	Unwinds, modifies and rewinds paper and board. Paper rolls can be reeled up and then cut into sheets or smaller rolls to suit customer requirements. Sets up, operates and maintains winding process.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 NVQ Diploma in Combined Working Practices					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0369/8	PAA/VQSET	37	214-261	N/A

## Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Paper Technology					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/2429/X	PAA/VQSET	21	140	N/A

K2 - Level 2 Certificate in Corrugated Fibreboard Technology					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/6721/4	PAA/VQSET	19	107	N/A

## Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

### COMPETENCE:

Learners must achieve a **minimum** of 37 credits. 6 Mandatory Units are required plus a minimum of 15 credits from optional units - 3 Optional Units are to be achieved; 2 from Group A and 1 from Group B.

### KNOWLEDGE:

Level 2 Certificate in Paper Technology - Learners must achieve 21 credits. All 7 units are mandatory.

Level 2 Certificate in Corrugated Fibreboard Technology - Learners must achieve 19 credits. All units are mandatory.

**NOTE:** Details above taken from : <http://register.ofqual.gov.uk/Qualification>

# Transferable skills (Wales)

## Essential skills (Wales)

	Minimum level	Credit value
Communication	1	6
Application of numbers	1	6
IT	Not Required	N/A

## Progression routes into and from this pathway

### PROGRESSION INTO THIS PATHWAY:

There are no pre-defined routes of entry into the Process and Manufacturing Industries Apprenticeship however, work based qualifications such as NVQs / SVQs / AVCEs (Vocational A' Levels) and BTEC Diplomas related to process and manufacturing sector careers are widely available and all provide a good basis for entry to this Paper pathway. The Welsh Baccalaureate, any learning undertaken as part of the Welsh 14-19 Pathways programme or any other relevant programmes, that combine academic and vocational training, are recognised routes into an Apprenticeship framework. GCSEs also provide a solid base to build on, with subjects such as Art, Science and Design and Technology all seen as useful by employers, along with English, Mathematics, IT and Business Studies.

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

The principal learning from these qualifications has been incorporated into the Welsh Baccalaureate and could form a suitable route.

There is a possibility that many of these may be considered as counting towards completion of an Apprenticeship programme as acceptable forms of Accredited Prior Learning (APL) or via Credit Transfer, where this is possible.

Some entry level jobs can be offered without qualifications, if a good impression is created at interview. Showing enthusiasm, good communication skills, providing proof of a mature

attitude and problem solving skills will all help an Apprenticeship application and an Apprentice's successful completion of the framework. Many skills can be developed while an Apprentice is employed if they have the right attitude and a genuine interest in the industry. Previous work experience in a production industry, or a related discipline, is also a valuable foundation for entry into this pathway.

#### **PROGRESSION FROM THIS PATHWAY INCLUDES:**

- Continuing to develop your craft and technical skills and experience in Paper Manufacture and striving to "be the best" in your chosen occupational route and have pride in your work.
- Participating in relevant in-house company training or external learning, where available and/or offered.
- Broadening and developing your skill base by progression into other job roles within the Paper or other Process & Manufacturing industries - "horizontal progression"
- Progressing into higher level jobs within the Paper or other Process & Manufacturing industries such as Team Leader, Production, Paper Making Supervisor or into other functional areas such as design, research and developing product ranges and production methods, marketing, sales, planning, procurement, finance or warehouse and distribution.
- Undertaking a Level 3 Apprenticeship in Process & Manufacturing - Paper Manufacture pathway
- Undertaking a related Engineering Apprenticeship.
- Undertaking a Higher/Advanced Diploma in Manufacturing and Product Design, Construction and the Built Environment or the Creative and Media.
- Undertaking Assessor and Verifier qualifications.

Take a closer look at your career options and progression opportunities in the Paper or other Process & Manufacturing industries by visiting: [www.prospect4u.co.uk](http://www.prospect4u.co.uk)

# Employee rights and responsibilities

It is important that all employees understand and can demonstrate an understanding of their rights and responsibilities as an employee.

**The 9 required national outcomes/standards for ERR are that an Apprentice:**

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well.
2. Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer.
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities.
4. Knows and understands the role played by their occupation within their organisation and industry.
5. Has an informed view of the types of career pathways that are open to them.
6. Knows the types of representative bodies relevant to their industry and organisation, and their main roles and responsibilities.
7. Knows where and how to get information and advice on their industry, occupation, training and career.
8. Can describe and work within their organisation's principles and codes of practice.
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

As part of this framework, ERR is required to be formally delivered and assessed. However, this does not need to be by the achievement of an accredited QCF unit. Employer Induction processes will play a central role in the delivery of ERR and this can be supported, and evidenced by, the use of an ERR workbook.

Completed workbooks will be formally signed off by the Apprentice, their Employer and Provider and can be used as a mode of assessment to confirm an Apprentice's knowledge and understanding of their employee rights and responsibilities.

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

Successful achievement of all 9 ERR national standards must be demonstrated and evidenced at the point of certification by the Assessor's completion of a verification sign off sheet confirming that all 9 ERR outcomes have been successfully achieved, demonstrated and evidenced by the Apprentice. If the Proskills ERR booklet is used, there is a suitable sign off sheet at the back of the booklet which, once appropriately signed and dated, is acceptable evidence for certification purposes. Alternatively, a separate ERR completion declaration form is available to download from: [www.proskills.co.uk/qualifications/apprenticeships](http://www.proskills.co.uk/qualifications/apprenticeships)

**Time spent on ERR contributes towards meeting the minimum 280 Learning Hours (LH) per year requirement for this pathway.**

Note: If a Provider wishes to deliver and demonstrate achievement of ERR by an Apprentice's completion of an accredited QCF unit, then the following unit would be suitable:

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

Unit Ref: F/602/3940

Credit Value: 3

GLH: 18

**NOTE: QCF units for ERR are also available from other Awarding Organisations**

## Level 3

Title for this framework at level 3

# Apprenticeship in Combined Manufacturing Processes

### Pathways for this framework at level 3

Pathway 1: Paper Manufacture



## Level 3, Pathway 1: Paper Manufacture

### Description of this pathway

Paper Manufacture

**Total Credit Value = 69**

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

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Paper Making Supervisor	Leads the activity of a team of operators. Helps schedule production, setting work schedules, provides training and coaching, conducts performance evaluations and helps set departmental goals and expectations.
Experienced Paper Maker	Operate complex equipment for manufacture of paper, board, tissue & related products. Test & sample for quality control. Operate computerised machines that turn liquid stock into paper or paper into board. Monitors, adjusts & controls variables to meet production targets & product specs.
Paper/Product Technologist	Involvement with the planning, coordination and control of the manufacturing processes. Ensuring that the paper or board is produced efficiently and that the correct amount is produced at the right cost and at the right level of quality.
Production Supervisor	Monitor activity to make sure production targets are met and deal with any problems. Keep an eye on future schedules & make sure the resources are in place to meet customers' demands. They may also spend time coaching their team and their deputies.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Combined Working Practices					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0380/7	PAA/VQSET	42	245-267	

## Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Paper Technology					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/2431/8	PAA/VQSET	15	80	

## Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

### COMPETENCE:

Learners must achieve a **minimum** of 42 credits. They must complete 7 mandatory units plus 3 Optional Units; 1 from Group A, 1 from Group B and 1 from Group C.

### KNOWLEDGE:

The qualification contains 3 Pathways:

- Papermaking Processes - Paper
- Papermaking Processes - Board
- Papermaking Processes - Tissue

Learners must achieve a **minimum** of 15 credits. They must achieve the mandatory unit **from 1** of the pathways and **also** 4 optional units.

**NOTE:** Details above taken from : <http://register.ofqual.gov.uk/Qualification>

# Transferable skills (Wales)

## Essential skills (Wales)

	Minimum level	Credit value
Communication	2	6
Application of numbers	2	6
IT	Not Required	N/A

## Progression routes into and from this pathway

### PROGRESSION INTO THIS PATHWAY:

Work based qualifications such as NVQs / SVQs / AVCEs (Vocational A' Levels) and BTEC Diplomas related to Process and Manufacturing sector careers are widely available and all provide a good basis for entry to this Paper pathway. GCSEs and A Levels also provide a solid base to build on, with subjects such as Art, Science and Design and Technology all seen as useful by employers, along with English, Mathematics, IT and Business Studies.

Applicants who have successfully completed an Intermediate Level 2 Foundation Apprenticeship in Process and Manufacturing would be considered suitable for progression to an Apprenticeship at Level 3. A Foundation/Higher or Advanced Diploma in Manufacturing and Product Design will provide an excellent route into the sector. In addition, the Construction and Built Environment Diplomas also provides an excellent start for individuals interested in a career in the Paper industry. The principal learning from these qualifications has been incorporated into the Welsh Baccalaureate and could form a suitable route.

There is a possibility that many of these may be considered as counting towards completion of an Apprenticeship programme as acceptable forms of Accredited Prior Learning (APL) or via Credit Transfer, where this is possible.

Some career pathways within the industry can be offered without qualifications, if a good impression is created at interview. Showing enthusiasm, good communication skills, providing proof of a mature attitude and problem solving skills can all help your chances. Many skills can be developed while you are employed if you have the right attitude. Previous work experience in a production industry, or a related discipline, is also a valuable foundation for entry into this Paper pathway.

## PROGRESSION FROM THIS PATHWAY INCLUDE:

- Continuing to develop your technical skills and experience in Paper Manufacture and strive to "be the best" in your chosen occupational route and have pride in your work.
- Participating in relevant in-house company training or external learning, where available and/or offered.
- Broadening and developing your skill base by progression into other job roles within the Paper industry - "horizontal progression"
- Progressing to a related Engineering Apprenticeship.
- Undertaking a Higher/Advanced Diploma in Manufacturing and Product Design, Construction and the Built Environment or Creative and Media.
- Progressing into higher level jobs within the Paper industry such as Production Manager, Quality Manager, Engineering Manager or Environmental and Compliance Manager.
- Undertaking Assessor and Verifier qualifications.
- Undertaking further training in Management & Leadership, Lean Manufacturing or Business Improvement Techniques.
- Progressing to an industry related undergraduate programme e.g. Engineering, Science or Business Studies. **Entry may require additional training/learning.**

Take a closer look at your career options and progression opportunities in the Paper Industry by visiting: [www.prospect4u.co.uk](http://www.prospect4u.co.uk)

## UCAS points for this pathway:

*(no information)*

# Employee rights and responsibilities

It is important that all employees understand and can demonstrate an understanding of their rights and responsibilities as an employee.

**The 9 required national outcomes/standards for ERR are that an Apprentice:**

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well.
2. Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer.
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities.
4. Knows and understands the role played by their occupation within their organisation and industry.
5. Has an informed view of the types of career pathways that are open to them.
6. Knows the types of representative bodies relevant to their industry and organisation, and their main roles and responsibilities.
7. Knows where and how to get information and advice on their industry, occupation, training and career.
8. Can describe and work within their organisation's principles and codes of practice.
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

As part of this framework, ERR is required to be formally delivered and assessed. However, this does not need to be by the achievement of an accredited QCF unit. Employer Induction processes will play a central role in the delivery of ERR and this can be supported, and evidenced by, the use of an ERR workbook.

Completed workbooks will be formally signed off by the Apprentice, their Employer and Provider and can be used as a mode of assessment to confirm an Apprentice's knowledge and understanding of their employee rights and responsibilities.

A copy of a suitable ERR workbook for the Print & Printed Packaging Industry is available to

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

Successful achievement of all 9 ERR national standards must be demonstrated and evidenced at the point of certification by the Assessor's completion of a verification sign off sheet confirming that all 9 ERR outcomes have been successfully achieved, demonstrated and evidenced by the Apprentice. If the Proskills ERR booklet is used, there is a suitable sign off sheet at the back of the booklet which, once appropriately signed and dated, is acceptable evidence for certification purposes. Alternatively, a separate ERR completion declaration form is available to download from: [www.proskills.co.uk/qualifications/apprenticeships](http://www.proskills.co.uk/qualifications/apprenticeships)

**Time spent on ERR contributes towards meeting the minimum Learning Hours (LH) per year requirement for this pathway.**

Note: If a Provider wishes to deliver and demonstrate achievement of ERR by an Apprentice's completion of an accredited QCF unit, then the following unit would be suitable:

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

Unit Ref: F/602/3940

Credit Value: 3

GLH: 18

**NOTE: QCF units for ERR are also available from other Awarding Organisations**



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

# How equality and diversity will be met

## OVERVIEW

The delivery of an Apprenticeship framework must be in environments that are free from prejudice and discrimination where all learners can contribute fully and feel that their contribution to the industry is valued. There must be no discriminatory practices in the selection and recruitment of Apprentices to this programme. It is available to all people, regardless of age, gender, ethnic origin, religion/belief, sexual orientation or disability, who meet the stated selection criteria. This Process and Manufacturing Industries Apprenticeship aims to promote diversity, opportunity and inclusion by offering a high-quality learning opportunity to all who meet the required entry conditions.

## ISSUES

A recent Labour Force Survey shows that almost three quarters the current Process and Manufacturing Industries workforce is male and only around 10% are under the age of 25. Workers in the Process and Manufacturing Industries tend to be full-time and directly employed. Work is often shift based, especially at lower levels. The Process and Manufacturing Industries operate an open recruitment policy but are currently not attracting, in sufficient numbers, female applicants, those from black and minority ethnic groups or those with a difficulty or disability. The industry recognises that it is not making the most of this pool of untapped talent, which could help the industries to meet their current and future skills gaps and shortages.

Another key challenge for the Process and Manufacturing Industries is that the current workforce is ageing. 69% of workers are over the age of 35 and there is a particular shortfall of employees aged 16-24. Effective succession planning needs to start now in order to meet future gaps in the workforce as older workers leave the industry - attracting younger people into the industry now will be key to addressing this issue.

## BARRIERS

The reasons for the imbalances in the current make up of the Process and Manufacturing Industries workforce are largely down to its historical poor image and a misconception that jobs in these industries are carried out in dark, dirty and potentially dangerous environments. On the contrary, nowadays Process and Manufacturing Industries industries are very high tech and largely controlled by sophisticated computer technology.

The wide range of challenging and varied career opportunities within the Process and Manufacturing Industries are not widely known. It is not currently a career of choice for many first time job seekers or for those considering a career change. This is especially so in the case of young people. However, Process and Manufacturing Industries of the 21st Century are very dynamic and progressive and have undergone major changes in working practices as a result of the introduction of cutting edge technologies and processes. The industries need to raise awareness of their innovativeness and diversity and to overcome current misconceptions.

## ACTIONS

Entry to careers in Process and Manufacturing Industries are non-exclusive and there are no significant barriers to entry and progression within any of its occupational roles.

As a way of addressing the issue of attracting young people into the industry, Proskills has developed a number of Schools Into Industry Programmes. These are industry-backed programmes designed to educate and engage young people in the world of process manufacturing and to raise awareness of the exciting and challenging career opportunities available within these industries.

PrintIT! was the first of the industry-based project for schools and has been running very successfully in England for over 5 years. It is an industry-based project and competition for schools, mapped to the national curriculum and Diplomas. It aims to encourage learners to consider a career path related to the UK printing and paper industries as students plan a print-based campaign and, in the process, gain an understanding of a range of careers available in the modern, high-technology printing and related industries. For more information on PrintIT! please visit: [www.proskills.co.uk/schools-competitions](http://www.proskills.co.uk/schools-competitions)

The schools into industry programmes are currently running very successfully in England and, following a number of pilot schemes, there are plans to make them available to schools in Wales.

The Proskills career website [www.prospect4u.co.uk](http://www.prospect4u.co.uk) has been developed to help raise the profile and set the skills standards and qualifications for the process and manufacturing sector and ensures that the skills system delivers against the current and future needs of the industries it represents. The process and manufacturing sector, which includes Paper manufacture, is full of exciting and rewarding career opportunities and this website helps individuals to find all the information they need about getting started in any of these

innovative industries.

Proskills regularly attend regional and national careers fairs and skills events to promote Apprenticeships. This provides an ideal opportunity to actively address equality and diversity issues within all of their industries.

This Combined Manufacturing Processes Apprenticeship framework is seen as a vital route to encourage and facilitate a greater diversity of individuals into the industry and a current marketing plan is in place to widely promote Apprenticeships and to increase take-up figures by raising awareness of the opportunities available within these exciting and developing industries.

This framework is also suitable for those already working in the industry and offers an opportunity for individuals to develop and expand their skills and knowledge, facilitate and encourage their progression within the industry and to contribute to workforce retention and succession planning.

# On and off the job training (Wales)

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

### LEGAL REQUIREMENT

The Specification of Apprenticeship Standards for Wales (SASW) states that an Apprenticeship framework must specify the minimum number of on-the-job training hours and the minimum number of off-the-job training hours an Apprentice must receive to complete the framework and how these are to be evidenced.

An Apprenticeship framework must specify that on-and off-the-job training must either have been received:

a. Whilst working under an Apprenticeship Agreement;

or

b. During a qualifying period ending on the date of application for an Apprenticeship Certificate. A qualifying period of five years is recommended, but to meet the needs of their sector, frameworks may set a shorter or longer timescale than five years as the qualifying period.

Within Wales no distinction is made between whether the on-the-job or off-the-job training hours relate to the competencies qualification or the technical knowledge qualification: what is important is that a framework gives both the prospective Apprentice and the employer an accurate indication of the nature of the learning commitment required to complete the framework and become fully competent.

### All On and Off The Job training should:

- Be planned, reviewed and evaluated jointly between the Apprentice and a tutor, teacher, workplace supervisor or manager and, where relevant, the Apprentice's coach or mentor.
- Allow the Apprentice access to support from a tutor, teacher, mentor or manager, as and when required by the Apprentice.
- Be completed while working under an Apprenticeship Agreement and delivered during contracted working hours.

- Be delivered through one or more of the following methods: individual and group teaching, distance learning, e-learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study.
- Be systematically and formally recorded. For example, in a log book or diary, completed attendance records or on an electronic/online recording system, witness testimonies or video recordings.

The **minimum** recommended **total learning hours** (includes both on and off the job learning) per year for the **Level 2 pathways** in the Foundation Combined Manufacturing Processes framework are:

Pathway 1 Paper Manufacture: **575 or 608 LH** (depending on which knowledge qualification is taken)

*Please note that these totals include both on and off the job learning and that all Apprentices will be assessed on their own abilities and previous experience and some of the learning hour requirements may need to be altered to take account of prior learning, existing qualifications and an individual's experience.*

The **minimum** recommended **total learning hours** (includes both on and off the job learning) per year for the **Level 3 pathways** in the Combined Manufacturing Processes framework are:

Pathway 1 Paper Manufacture: **637 LH**

*Please note that these totals include both on and off the job learning and that all Apprentices will be assessed on their own abilities and previous experience and some of the learning hour requirements may need to be altered to take account of prior learning, existing qualifications and an individual's experience.*

## Off-the-job training

### OFF THE JOB TRAINING HOURS

**OFF THE JOB** training is defined as time for learning activities which take place outside of normal work duties. Off-the-job training may include any activity where an Apprentice receives any form of instruction, tuition, assessment or progress reviews. For example, (but not exclusively) private study, coaching, mentoring, e-learning, distance learning or classroom training may count as off-the-job training.

An Apprenticeship framework may specify that off-the-job training undertaken before the

Apprentice started their Apprenticeship may count towards the off-the-job training required for the Apprenticeship if it was undertaken in relation to an accredited qualification contained in the framework for which an Apprenticeship Certificate is to be applied for.

For the Level 2 Foundation Combined Manufacturing Processes Framework the **minimum** required amount of **off the job** training hours for the Foundation **Level 2** Paper Manufacture pathway is: **321 or 354 hours** (depending on which knowledge qualification is taken).

For the Level 3 Combined Manufacturing Processes Framework the **minimum** required amount of **off the job** training hours for the **Level 3** Paper Manufacture pathway is: **332 hours**.

## How this requirement will be met

**OFF THE JOB** training hours delivered under an Apprenticeship Agreement may vary depending on the previous experience and attainment of the individual Apprentice. As such, the stated minimum requirement of hours for off the job learning may be reduced accordingly. However, the minimum hours required in total for off the job training for this framework must still be able to be verified as part of the certification process.

### PREVIOUS ATTAINMENT

If a learner enters an Apprenticeship Agreement having previously attained part, or all, of the relevant qualifications contained therein, then this prior learning can be recognised using either a QCF Credit transfer (where appropriate) or through recording of exemptions for certificated learning that is outside of the QCF. For example, Principal Learning qualifications. For learners that have previously achieved the relevant qualifications, they must have attained these within 3 years of applying for either the Level 2 Foundation or Level 3 Apprenticeship Certificate. This is to ensure the relevance and currency of their previous attainment.

### PREVIOUS EXPERIENCE

If a learner enters an Apprenticeship Agreement with previous work-related experience, this prior learning needs to be recognised but, in order to count towards an Apprenticeship certification, it does need to be recorded using the correct procedures. Please contact the appropriate Awarding Body for details of their "Recognition of Prior Learning" procedures. For more information on QCF Guidance on Claiming Credit please visit :

[www.qcda.gov.uk/resources/4374.aspx](http://www.qcda.gov.uk/resources/4374.aspx)

For learners with prior uncertificated learning experience, the off the job learning must have been attained within 3 years of applying for either the Level 2 Foundation or Level 3 Apprenticeship Certificate. Alternatively, they should have been continuously employed in the relevant job role in the industry for 3 years duration.

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

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

- Level 2 Certificate in Paper Technology (140 LH) or Level 2 Certificate in Corrugated Fibreboard Technology (107 LH)
- ERR (18 LH)
- Level 1 or Level 2 Essential Skill Wales in Communication (alternatively Key Skill Level 1 or Level 2 Communication)\* (60 LH)
- Level 1 or Level 2 Essential Skill Wales in Application of Number (alternatively Key Skill Level 1 or Level 2 Application of Number)\* (60 LH)
- Company training - this will include induction, ERR, Health & Safety and any relevant practical and technical training. Attendance on any training or instructional learning sessions away from the Apprentice's workstation - this could be on or off site (30 LH)
- Mentoring (approx 1 hour per week for the duration of the framework). (40 LH)
- Appraisal/Assessment relating to the Apprentice's participation and progress in the framework (approx 2 hrs quarterly, dependent on individual support needs) (6 LH)

**\* NB: Key Skills qualifications can be accepted as alternatives to Essential Skills Wales qualifications, where they have been achieved before 31st August 2011.**

#### EVIDENCE FOR OFF THE JOB LEARNING - LEVEL 2

- Copy of Level 2 Certificate in paper Technology (knowledge qualification)
- Copies of certificates for Essential Skills Wales Communication and Application of Number (or qualifying Key Skills certification)
- Copy of completed and signed ERR booklet (if used). Alternatively, verified evidence that all 9 national ERR outcomes have been achieved.
- Log book, diary, portfolio evidence recorded by the Apprentice documenting off the job coaching, mentoring and support received. This can include evidence of where off the job

learning opportunities and/or activities have been met.

- Course attendance records for both on-site and off site training/learning interventions (records may be held electronically)
- Witness testimonies, video footage or any other authorised and valid mode of supporting evidence that required off the job training hours have been carried out.
- Verification from Providers that they are satisfied that the recommended minimum requirements for off the job learning hours for company training, mentoring, review and appraisal have been fulfilled and details of how any additional types of off the job training has been achieved (e.g. mentoring, appraisal, assessment , off workstation instruction etc).

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

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

- Level 3 Certificate in Paper Technology (80 LH)
- ERR - (18 LH)
- Level 2 Essential Skill Wales in Communication (alternatively Key Skill Level 2 Communication)\* (60 LH)
- Level 2 Essential Skill Wales in Application of Number (alternatively Key Skill Level 2 Application of Number)\* (60 LH)
- Company training - this will include induction, ERR, Health & Safety and any relevant practical and technical training. Attendance on any training or instructional learning sessions away from the Apprentice's workstation - this could be on or off site (45 LH)
- Mentoring (approx 1 hour per week for the duration of the framework) (60 LH)
- Appraisal/Assessment relating to the Apprentice's participation and progress in the framework (approx 2hrs quarterly, dependent on individual support needs) (9 LH)



**\* NB: Key Skills qualifications can be accepted as alternatives to Essential Skills Wales qualifications, where they have been achieved before 31st August 2011.**

### **EVIDENCE FOR OFF THE JOB LEARNING - LEVEL 3**

- Copy of Level 3 Certificate in Paper Technology (knowledge qualification)
- Copies of certificates for Essential Skills Wales Communication and Application of Number (or qualifying Key Skills certification)
- Copy of completed and signed ERR booklet (if used). Alternatively, verified evidence that all 9 national ERR outcomes have been achieved.
- Log book, diary, portfolio evidence recorded by the Apprentice documenting off the job coaching, mentoring and support received. This can include evidence of where off the job learning opportunities and/or activities have been met.
- Course attendance records for both on-site and off site training/learning interventions (records may be held electronically).
- Witness testimonies, video footage or any other authorised and valid mode of supporting evidence that required off the job training hours have been carried out.
- Verification from Providers that they are satisfied that the recommended **minimum** requirements for off the job learning hours for company training, mentoring, review and appraisal have been fulfilled and details of how any additional types of off the job training has been achieved (e.g. mentoring, appraisal, assessment, off workstation instruction etc).

All **Off the Job learning** must be formally recorded in either a diary, workbook, portfolio, course attendance records or by an electronic recording system. This evidence needs to be checked, verified and signed off as valid by all relevant parties. For example, the Apprentice, their Employer, the Provider and Assessor. It can also be checked by the External Verifier.

Evidence of the off the job learning hours **may** be requested when applying for an Apprenticeship Completion Certificate.

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

**ON THE JOB** training includes workplace activity where skills, knowledge and competencies are being gained and applied in the course of an Apprentice's normal work duties.

For this Process & Manufacturing framework the annual minimum required amount of on the

job learning hours are:

### **LEVEL 2 Foundation Apprenticeship Pathways:**

**Pathway 1 Paper Manufacture:** For this, an Apprentice will need to complete an annual **minimum of 254 LH** on the job made up of the Level 2 Diploma in Combined Working Practices (214-261 LH) and receiving regular on the job support, feedback, reviews, mentoring etc (40 LH).

### **LEVEL 3 Apprenticeship Pathways:**

**Pathway 1 Paper Manufacture:** For this, an Apprentice will need to complete an annual **minimum of 305 LH** on the job made up of the Level 3 Diploma in Combined Working Practices (245-247 LH) and receiving regular on the job support, feedback, reviews, mentoring etc (60 LH).

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

**ON THE JOB** training may include any activity where an Apprentice receives any form of instruction, tuition, guidance, support or feedback whilst carrying out their day-to-day job role. Typically, it consists of an Apprentice successfully meeting and demonstrating all of the skills and competencies contained in the competency qualification relevant to their chosen pathway and any time spent receiving regular, constructive on the job support, feedback and review on their job related performance.

On the job training hours delivered under an Apprenticeship Agreement may vary depending on the previous experience and attainment of the individual Apprentice. As such, the stated minimum requirement of hours for on the job learning may be reduced accordingly. However, the minimum hours required in total for on the job training for this framework must still be able to be verified as part of the certification process and an Apprentice's occupational competence demonstrated and evidenced.

## **PREVIOUS ATTAINMENT**

If a learner enters an Apprenticeship Agreement having previously attained part, or all, of the relevant qualifications contained therein, then this prior learning need can be recognised using either a QCF Credit transfer (where appropriate) or through recording of exemptions for certificated learning that is outside of the QCF. (Same as above for off the job) For learners that have previously achieved the relevant qualifications, they must have been certified within 3 years of applying for either the Level 2 Foundation or Level 3 Apprenticeship Certificate.

## **PREVIOUS EXPERIENCE**

Apprentices who commence training under an Apprenticeship Agreement with an employer

may bring a range of prior experience with them. When an Apprentice can claim 30% (or more) of the total on the job training hours required for their chosen pathway then their learning programme should be tailored accordingly. Prior learning could have been acquired from previous education, employment or other vocational programmes. Training Providers are encouraged to identify specific on the job training opportunities that customise and contextualise the Apprentice's prior learning to their new workplace and job role. This may include selecting appropriate additional units from QCF qualifications relevant to the workplace or Essential Skills at a higher level than that specified in the framework.

All of the job roles within the pathways of the the Level 2 and 3 Process and Manufacturing Apprenticeship framework require a thorough level of technical skills, competence and knowledge and this will be gained through on the job, work based training, practice and experience and reinforced by regular feedback, review and support from an Apprentice's work based mentor or identified support network.

**The ON THE JOB learning for the Level 2 Foundation framework could consist of the following:**

- Level 2 competency qualification that relates to the Apprentice's chosen pathway. For Paper, this is the L2 Diploma in Combined Working Practices.
- Regular on the job support, feedback, reviews, mentoring etc

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

- Copy of Certificate for the relevant Level 2 competency qualification that relates to the Apprentice's chosen pathway. For Paper, this is the L2 Diploma in Combined Working Practices.
- Log book, diary, portfolio evidence recorded by the Apprentice documenting on the job coaching, mentoring and support received. This can include evidence of where on the job learning opportunities and/or activities have been met.
- Course attendance records for any "at workstation" training/learning interventions (records may be held electronically).
- Witness testimonies, video footage or any other authorised and valid mode of supporting evidence that required on the job training hours have been carried out.
- Verification from Assessors that they are satisfied that the recommended minimum requirements for on the job learning hours for company training, mentoring, review and appraisal have been fulfilled and details of how any additional types of on the job training has been achieved (e.g. mentoring, appraisal, assessment , at workstation instruction etc)

### The ON THE JOB learning for the Level 3 framework could consist of the following:

- Level 3 competency qualification that relates to the Apprentice's chosen pathway. For Paper, this is the L3 Diploma in Combined Working Practices.
- Regular on the job support, feedback, reviews, mentoring etc

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

- Copy of Certificate for the relevant Level 3 competency qualification that relates to the Apprentice's chosen pathway. For Paper, this is the L3 Diploma in Combined Working Practices.
- Log book, diary, portfolio evidence recorded by the Apprentice documenting on the job coaching, mentoring and support received. This can include evidence of where on the job learning opportunities and/or activities have been met.
- Course attendance records for any "at workstation" training/learning interventions (records may be held electronically).
- Witness testimonies, video footage or any other authorised and valid mode of supporting evidence that required on the job training hours have been carried out.
- Verification from Assessors that they are satisfied that the recommended minimum requirements for on the job learning hours for company training, mentoring, review and appraisal have been fulfilled and details of how any additional types of on the job training has been achieved (e.g. mentoring, appraisal, assessment , at workstation instruction etc)

All **On the Job learning hours** must be formally recorded in either a diary, workbook, portfolio, course attendance records or by an online system. This evidence needs to be checked, verified and signed off as valid by all relevant parties. For example, the Apprentice, their Employer, Provider and Assessor. It can also be checked by the External Verifier.

Evidence of the on the job learning hours **may** be requested when applying for an Apprenticeship Completion Certificate.

*In order to facilitate the recording and evidencing of On The Job learning hours an organisation may choose to nominate an "Accountable Manager" (such as the company Training Manager, or someone who is part of the company management team) to take responsibility for regularly checking that an Apprentice has completed at least the recommended minimum number of On The Job learning hours.*



# Wider key skills assessment and recognition (Wales)

## Improving own learning and performance

There is currently no requirement for the Wider Key Skill of **"Improving own Learning and Performance"** as it is felt that this is adequately covered by an Apprentice's completion of the other component parts of the Level 2 Foundation and Level 3 Combined Manufacturing Processes Apprenticeship framework.

For example, the achievement of the relevant competency and knowledge qualifications (including ERR) and participation in employer specific induction programmes and all on and off the job learning experiences should all provide opportunities for Apprentices to improve their own learning and performance.

## Working with others

There is currently no requirement for the Wider Key Skill of **"Working with Others"** as it is felt that this is adequately covered by an Apprentice's completion of the other component parts of the Level 2 Foundation and Level 3 Combined Manufacturing Processes Apprenticeship framework.

For example, the achievement of the relevant competency and knowledge qualifications (including ERR) and participation in employer specific induction programmes and all on and off the job learning experiences should all provide opportunities for Apprentices to work with others.

## Problem solving

There is currently no requirement for the Wider Key Skill of **"Problem Solving"** as it is felt that this is adequately covered by an Apprentice's completion of the other component parts of the Level 2 Foundation and Level 3 Combined Manufacturing Processes Apprenticeship framework.

For example, the achievement of the relevant competency and knowledge qualifications (including ERR) and participation in employer specific induction programmes and all on and off the job learning experiences should all provide opportunities for Apprentices to problem solve.



# Additional employer requirements

There are no additional employer requirements.



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apprenticeship  
FRAMEWORKS ONLINE

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