

apprenticeship FRAMEWORK

Outdoor Programmes

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

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Outdoor Programmes

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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: [3]	This framework includes:
Framework ID: [FR03877]	Level 2 <input type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: [31/12/2017]	This framework is for use in: Wales

Short description

[The aim of this apprenticeship is to meet the needs of employers for an expansion of funded training programmes, to widen recruitment and improve retention, to improve the experience base at lower levels of the sector as well as to provide progression opportunities to and within the outdoors sector at level 3.
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Revising a framework

Why this framework is being revised

[This framework has been revised to ensure all qualifications offered within this framework are up to date and available in Wales for delivery.]

Summary of changes made to this framework

[This framework has been revised to ensure all qualifications offered within this framework are up to date and available in Wales for delivery.]

Qualifications removed

[The following qualifications have been removed from the framework:

- Laser Level 3 NVQ Diploma in Outdoor Programmes 600/1699/1
- Pearson Edexcel Level 3 NVQ Diploma in Outdoor Programmes 600/3255/8
- 1st4sport Level 3 Certificate in Employment Awareness in the Outdoors 600/1329/1
- EDI Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4425/1
- OCR Level 3 Award in Employment Awareness in Active Leisure and Learning 600/2423/9]

Qualifications added

[The following qualifications have been added to the framework:

- HABC Level 3 Award in Employment Awareness in Active Leisure and Learning 600/6501/1
- Focus Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 601/4969/3]

Qualifications that have been extended

[N/A]

Purpose of this framework

Summary of the purpose of the framework

[The aim of this apprenticeship is to meet the needs of employers for an expansion of funded training programmes, to widen recruitment and improve retention, to improve the experience base at lower levels of the sector as well as to provide progression opportunities to and within the outdoors sector at level 3.

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 a Foundation Apprenticeship and is also suitable potential career changers.

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.

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.

The outdoors is difficult to define economically. Widely accepted figures suggest the sector contributes a gross value added output of £430million; this number is believed to be conservative. 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 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 apprenticeship is to meet the needs of employers for an expansion of funded training programmes, to widen recruitment and improve retention, to improve the experience base at lower levels of the sector as well as to provide progression opportunities to and within the outdoors sector at level 3.

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 level 3 qualifications;
 - Offering clear progression pathways beyond level 3 within the outdoors as well as across the whole of the active leisure and learning sector;
 - Offering the opportunity for level 3 staff to further develop their skills by engaging in further training at level 3 and above.
 - 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.

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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 is also possible at an intermediate level. Sector experience would be advantageous but a passion for the outdoor adventure sector will naturally be required. 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.

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Level 3

Title for this framework at level 3

Apprenticeship in Outdoor Programmes

Pathways for the framework at level 3:

Pathway 1: Outdoor Programmes

Level 3, Pathway 1: Outdoor Programmes

Description of this pathway

Outdoor Programmes

Apprentices on this programme will achieve a minimum of 69 credits in total made up of the components of this framework.

- 39 credits for competence - Level 3 NVQ Diploma in Outdoor Programmes
- 10 credits for knowledge - Level 3 Award in Skills and Activities for Sport and Active Leisure (Outdoor Education) (being the smallest size knowledge qualification on offer)
- 12 credits for transferrable skills - 6 credits for each Essential Skills Wales qualification
- 8 credits for ERR - Level 3 Award in Employment Awareness in Active Leisure and Learning

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

There are none in addition to those detailed in the framework entry conditions earlier in the document.

The outdoors adventure sector is a richly diverse one which covers a range of sub-sectors in the overarching outdoor adventure sector. These sub-sectors include: Outdoor Recreation, Outdoor Education, Development Training, Expeditions, Bushcraft, Forest Schools, Adventure Therapy, etc. and the sector is dynamic and 'living' and it is developing and changing constantly.

Similarly, the jobs (titles and roles) that exist in the sector reflect this diversity and changing dynamic. Below is a list of some of the more common titles and related roles. This is not intended to be an exhaustive one as employers are free to give specific roles whatever titles they choose, but the list is intended to give a flavour of the types of jobs and their titles held by employees who would be likely to be suited to and benefit from engagement with this Apprenticeship Framework.

Individual employers may require staff to be flexible in their contracted responsibilities and duties, depending on the individual needs of each organisation. So, in addition to the core roles of activity instruction, there may be other secondary (but never the less important) roles in the jobs overall.

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Job title(s)	Job role(s)
Job Title	Job holders with these roles tend to have some previous experience gained from working in their current organisation or with a previous different one. They are likely to be a confident capable Level 2 instructor now ready to take on some new responsibilities.
Outdoor Instructor	Prepare, lead, conclude and review individual sessions and/or a series of programmed outdoor activity sessions in a safe, engaging and inclusive manner for a range of participants. Understand and meet the needs of participant groups through programmed activity.
	Compared to Level 2 roles in the sector, these Level 3 instructor roles will tend to include working with higher levels of responsibility and accountability, possibly in more demanding activities, in more challenging (often off-site) locations
	or with more complex group and individual participant objectives and needs. The variable components of an activity session that impact on the complexity and demands of the role would include:
	A The technical nature of the activities themselves and the skills to be able to both 'do' the activities and to instruct them, including dealing with equipment, clothing, transport and related details as specific to activities.
	B Activity locations (including accessibility and proximity to assistance) and related dynamic atmospheric/ metrological aspects.
	C The dynamic nature, behaviours and needs of participants as individuals and as a group.
	D The objectives for the session or programme of sessions, including participant expectations and those of related others (e.g. teachers, parents etc.).
Senior / Lead Instructor	In addition to instructing participants at Level 3 in the Outdoor Instructor role, noted above, this role may also include aspects related to the planning and development of outdoor programmes, at a relatively simple level here, and often under supervision from more senior colleagues,
	plus collaborating with more senior colleagues, part leaders and other adults. This role may also include limited supervision and responsibility for the work of others – on a session by session basis (L2 instructors assisting)
	and/or on a more formal first step into supervisory management, typically with a small number of L2 instructors within a larger centre structure.

Team Leader/Head of Activity	Similar to Lead Instructor, but this may be a role where the employee leads on a specific activity ('Head of...') or of a specific team, with an associated range of resource and responsibility implications – e.g. people, equipment, locations/bases and related logistics.
Project Leader	Leader of a specific project (often fixed term) liaising with a range of internal and/or external individuals and organisations.

Qualifications

Competence qualifications available to this pathway

C1 – Level 3 NVQ Diploma in Outdoor Programmes

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/1770/3	1 st 4sport	39	191	N/A
C1b	600/3112/8	NCFE	39	191	N/A
C1c	600/9445/X	Active IQ	39	191	N/A

Knowledge qualifications available to this pathway

K1 – Level 3 Certificate in Basic Expedition Leadership

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/9858/5	Sports Leaders UK	18	127	N/A

K2 – Level 3 Award in Day Walk Leadership

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/9651/5	Sports Leaders UK	12	82	N/A

K3 – Level 3 Certificate in Skills and Activities for Sport and Active Leisure (Outdoor Education)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/8536/0	Pearson Education Ltd. (Edexcel BTEC)	30	180	N/A

K4 – Level 3 Award in Skills and Activities for Sport and Active Leisure (Outdoor Education)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	500/8541/4	Pearson Education Ltd. (Edexcel BTEC)	10	60	N/A

K5 – Level 3 Certificate in Sailing and Watersports

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	500/6527/0	Pearson Education Ltd. (Edexcel BTEC)	20	120	N/A

K6 – Level 3 Diploma in Sailing and Watersports

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	500/6520/8	Pearson Education Ltd. (Edexcel BTEC)	40	240	N/A

K7 – Level 3 Diploma in Skills and Activities for Sport and Active Leisure (Outdoor Education)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K7a	500/8752/6	Pearson Education Ltd. (Edexcel BTEC)	60	360	N/A

K8 – Level 3 Certificate in Coaching Orienteering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K8a	600/2764/2	1 st 4sport	26	140	N/A

K9 – Level 3 Diploma for Outdoor Learning

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K9a	600/3150/5	NCFE	35	171	N/A

K10 – Level 3 Award in Working in the Outdoors

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K10a	601/2596/2	Agored Cymru	12	62	N/A

K11 – Level 3 Certificate in Coaching Water Skiing

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K11a	600/7768/2	1 st 4sport	26	140	N/A

K12 – Level 3 Certificate in Coaching Wakeboarding

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K12a	600/7767/0	1 st 4sport	26	140	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

[K1-K12 provide the underpinning knowledge for C1.

A range of qualifications with a variety of credit values are available, the learner and employer could choose the qualifications most suited to the learners' needs and specific job roles.

Qualifications in this framework vary not only in size but also in the area of specialisms they allow apprentices to further develop their skills and progress their interest and build their future careers in the sector.

For advice and guidance on selecting the most appropriate knowledge qualification, providers and employers are welcome to contact SkillsActive on an individual learner basis / case.]

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. These might include diplomas, GCSEs, Welsh Baccalaureate qualifications, A levels, vocational training routes or foundation apprenticeships such as the Foundation Level Apprenticeship in Activity Leadership.

This apprenticeship can provide a progression opportunity for apprentices on an intermediate level programme as well as progression for those already working in the sector. This advanced 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!

The Apprenticeship in Outdoor Programmes is designed for those individuals who wish to gain a broad, but solid foundation to allow them to follow a career in the outdoor sector. Specifically, it is aimed at those who wish to develop skills and knowledge within the outdoor recreation (and adventure tourism), outdoor education and/or outdoor development training fields. At Level 3, roles will tend to be working with more demanding groups such as corporate teams or the socially disengaged in more hazardous activities and more remote environments.

Other areas of the outdoors such as expeditions, outdoor sport development, adventure therapy and bushcraft are not specifically catered for by this apprenticeship programme, but the skills, knowledge and competences that will be developed are transferable to many areas of the sector.

PROGRESSION FROM THIS PROGRAMME

Successful completion of the Apprenticeship in Outdoor Programmes can open doors to a wide range of progression opportunities within the sector. Typically, employers like to recruit staff with a mix of two or three NGB qualifications plus relevant workplace experience – completion of an apprenticeship is a good stepping stone towards meeting these needs.

With an appropriate level of experience, more advanced people skills and a greater portfolio of technical NGB qualifications, a wider range of roles will become accessible. These are likely to

involve more demanding adventurous activities, working in more remote settings or with more challenging groups of participants. For those looking to work in an educational setting, there is normally a need for appropriate teaching qualifications which can include a degree. The development of facilitation or social work competences can be the key to a wider range of roles within the outdoor learning field.

Looking beyond an outdoor instructor role, career development can often lead to significant elements of leadership and management within roles. Promotion or progression into roles such as a Chief Instructor or Centre Manager is quite possible. Alternatively, progression through to Higher Education may also suit some Apprentices.

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

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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 listed below:

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

It is a mandatory outcome of the apprenticeship programme that all apprentices complete 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
- Pearson 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
- IAO 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
- NCFE CACHE Level 3 Award in Employment Awareness in Active Leisure and Learning 600/1310/2
- SQA Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4938/8
- IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4710/0
- HABC Level 3 Award in Employment Awareness in Active Leisure and Learning 600/6501/1
- Focus Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 601/4969/3

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

Evidence of achievement of ERR will be a copy of the achievement certificate for one of the above listed qualifications.

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[

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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.

ON THE JOB TRAINING HOURS = Learning/training which encourages and enables the apprentice to demonstrate practical job-related skills and to practise and apply these skills in the context of the job. This type of learning will be delivered in the workplace and through practical experience of doing the job.

OFF THE JOB TRAINING HOURS = Learning/training which encourages and enables the apprentice to develop the technical skills of the job and to develop their knowledge of theoretical concepts

across a range of contexts and the wider market. This type of guided learning will be delivered away from the immediate pressures of the job. It may be delivered in the workplace, in a college or training provider premises.

The total training hours for this framework is set at 452 hours and we advise the framework to be completed within 12 months.

The 452 total training hours for this framework is made up from the components of this framework as follows:

- Training hours associated with the competence qualification (191 hours)
- Training hours associated with the knowledge qualification (60 hours)
- Training hours associated with the employee rights and responsibilities qualification (61 hours))
- Training hours associated with the transferrable skills qualifications (90 hours - 45 hours per skill)
- Training hours associated with additional mentoring time (50 hours)]

Off-the-job training

[The total off the job training hours will be set at 200 hours for this framework.

This is made up of the following components of the framework:

- Training hours associated with the knowledge qualification (60 hours)
- Training hours associated with the transferrable skills (90 hours)
- Training hours associated with part of the employee rights and responsibilities qualification (50 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

[The total on the job training hours will be set at 252 hours for this framework.

This is made up of the following components of the framework:

- Training hours associated with the competence qualification (191 hours)
- Training hours associated with the additional mentoring time (50 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]

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

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