

apprenticeship FRAMEWORK

Project Management (Wales)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

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

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

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03910

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CHANGES TO REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 14TH 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 2016. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

Alternatives for Essential Skill qualifications

Foundation apprenticeships (Level 2): Where Essential Skills qualifications are specified in a foundation apprenticeship framework (Level 2), the apprenticeship framework must specify as a Welsh certificate requirement, the acceptance of one of the following recognised proxy qualifications.

For Communication:

- a. GCSE or iGCSE qualification in English language or literature to at least grade G (Level 1 equivalent); or
- b. O Level qualification in English language or literature to at least grade E; or
- c. A/AS Level qualification in English language or literature to at least grade E; or
- d. SCQF Level 4 – Communication Core Skills (Oral communication and written communication); or
- e. SQA National 4 English; or
- f. Functional Skills or Key Skills literacy qualifications in English provided the proxy qualification(s) attained are at Level 1 or above.

For Application of Number:

- a. GCSE or iGCSE qualification in Mathematics to at least grade G (Level 1 equivalent); or
- b. O Level qualification in Mathematics to at least grade E; or
- c. A/AS Level qualification in Mathematics to at least grade E; or
- d. SCQF Level 4 – Numeracy Core Skill (Graphical Information and using number); or
- e. SQA National 4 Mathematics ; or
- f. Functional Skills or Key Skills numeracy qualifications in Mathematics provided the proxy qualification(s) attained are at Level 1 or above.

Apprenticeships (Level 3): Where Essential Skills qualifications are specified in an apprenticeship framework (Level 3), the apprenticeship framework must specify as a Welsh certificate requirement, the acceptance of one of the following recognised proxy qualifications.

For Communication:

- a. GCSE or iGCSE qualification in English language or literature to at least grade C (Level 2 equivalent); or
- b. O Level Qualification in English language or literature to at least grade C; or
- c. A/AS Level qualification in English or literature to at least grade E; or
- d. SCQF Level 5 – Communication Core Skills (Oral communication and written communication); or
- e. SQA National 5 English; or
- f. Functional Skills or Key Skills literacy qualifications in English provided the proxy qualification(s) attained is at Level 2 or above.

For Application of Number:

- a. GCSE or iGCSE qualification in Mathematics to at least grade C (Level 2 equivalent); or
- b. O Level Qualification in Mathematics to at least grade C; or
- c. A/AS Level qualification in Mathematics to at least grade E; or
- d. SCQF Level 5 – Numeracy Core Skill (Graphical information and using number); or
- e. SQA National 5 Mathematics; or
- f. Functional Skills or Key Skills numeracy qualifications in Mathematics provided the proxy qualification(s) attained are at Level 2 or above.

Higher Apprenticeships (Levels 4-7): Essential Skills requirements are as for an apprenticeship frameworks at Level 3.

CHANGES TO REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 14TH OCTOBER 2016

Employer Rights and Responsibilities (ERR)

The final modification to SASW is to Employer Rights and Responsibilities (ERR) which is no longer compulsory in frameworks. Please refer to the Employer Rights and Responsibilities section within the framework document to confirm specific requirements.

Additional Information

It should be noted that SASW has also been modified to reflect existing improvements to Essential Skills Wales Qualifications. These improvements to ESW qualifications were signalled by the revised names:

- Essential Skills Wales Communication is now Essential Communication Skills (still 6 credits in size)
- Essential Skills Wales Application of Number Skills is now Essential Application of Number Skills (still 6 credits in size)
- Essential Skills Wales Information Communication Technology Skills is now Essential Digital Literacy Skills (still 6 credits in size)

Whilst there have been some amendments to the content of ESW qualifications, the most significant change has been to the assessment methodology for these qualifications.

From 1 January 2016, all new starts have had to follow the revised Essential Skill qualifications.

The updated version of SASW, and guidance documents, can be accessed here:

<http://gov.wales/topics/educationandskills/skillsandtraining/apprenticeships/providers/?lang=en&dgd>

Over the coming months, the Essential Skills section within AFO will be amended to reflect the SASW modifications and all current frameworks will be updated and reissued to incorporate these changes. In the meantime, if you are in any doubt as to the requirements of any framework then please contact the relevant Issuing Authority.

Project Management (Wales)

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Framework summary

Project Management

Higher Apprenticeship in Project Management

Pathways for this framework at level 4 include:

Pathway 1: Project Management

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 4 Diploma in Project Management (QCF)

This pathway also contains information on:

- Employee rights and responsibilities
- Essential skills

Framework information

Information on the Publishing Authority for this framework:

Instructus

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

Issue number: 4	This framework includes:
Framework ID: FR03910	Level 4
Date this framework is to be reviewed by: 30/09/2015	This framework is for use in: Wales

Short description

To provide employers of all sizes, and across all sectors, in Wales with a high-quality, nationally-recognised programme which will attract new talent into project management positions and up-skill the existing workforce to make projects and businesses more productive, efficient and profitable.

The apprenticeship is suitable for various project management roles, including Project Manager, Project Co-ordinator, Project Executive and Project Support Officer.

Contact information

Proposer of this framework

Skills CFA

Developer of this framework

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Revising a framework

Contact details

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Why this framework is being revised

This framework was revised by Skills CFA in July 2016 in order to make amendments to the framework, as detailed below.

Summary of changes made to this framework

This framework was revised by Skills CFA in July 2016 in order to amend the following section:

- Relationship between competence and knowledge qualifications

Qualifications removed

N/A

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

Projects deliver beneficial change in a world increasing in pace and complexity. With scarce resources and infinite opportunity, society demands greater effectiveness, competency, accountability and, increasingly, a zero tolerance of project failure.

With the right capability in initiation, sponsorship, governance and delivery, all projects can succeed in benefitting those whose lives they touch. A formal project management career structure will contribute greatly to achieving far greater project success.

The Higher Apprenticeship in Project Management has been designed to provide greater access to the provision of competent project professionals to the employment market. There remains huge scope for the development of education in the project management sector, which will be accelerated through the introduction of a Higher Apprenticeship in the discipline.

The existing marketplace for knowledge-based project management qualifications and training courses is highly developed. Whilst valuable in their own right, the knowledge gained through these qualifications is only part of what is required to manage projects effectively. The Higher Apprenticeship in Project Management provides an alternative to such courses and will help increase project success rates by:

- providing structure
- developing greater competence earlier in people's careers.

The Higher Apprenticeship in Project Management provides progression routes for those wishing to enter the project management profession or further their career in other disciplines using project management skills. As such, it provides a clear opportunity to increase competency and fill identified skills gaps. Skills gaps identified in the profession include stakeholder management skills, dealing with complexity, communication skills and technical competences such as project scheduling, risk management, earned value, planning and estimating.

Although it is difficult to accurately estimate the size of the project management workforce due to variations in how project management is classified across different industries, it is estimated that in 2011 there were 80,000 project professionals in the UK (Source: Arras People Project Management Benchmark report, 2011)

Project management is growing as a career of first choice. Traditionally, a significant number of people move into managing projects after several years' work in different sectors and functions. The perception that project management is a mid-career choice means that access to talented and competent young project professionals remains limited. Many control functions

within major projects can provide opportunities for younger professionals that can be developed into more senior project roles over time. The availability of Higher Apprenticeships will formally recognise the value of this, laying firm foundations for the next generation of competent project management professionals.

Aims and objectives of this framework (Wales)

The objectives of this framework are to:

- build a competent project management workforce, providing organisations of all sizes across all sectors with the staff needed to increase productivity and efficiency
- tap into the skills and talents of a diverse population by providing flexible entry routes into a career in project management
- equip individuals with the skills, knowledge and experience needed to undertake project management roles in a range of business settings
- provide apprentices with an opportunity to develop the skills, knowledge and experience they will need to progress to higher level roles with additional responsibilities and onto further and higher education, if they wish to do so.

Entry conditions for this framework

There are no mandatory entry requirements for this Higher Apprenticeship framework. However employers are looking to attract apprentices who have a strong interest in, or practical experience of, a career in project management. In addition, they expect applicants to demonstrate a "can do" attitude and have good numeracy, literacy and communication skills on which the Apprenticeship will build.

Entrants will come from a diverse range of backgrounds and will have a range of experience, age, personal achievements and, in some cases, prior qualifications and awards which may count towards achievement of an Apprenticeship. Examples may include learners who have:

- held a position of responsibility at school or college
- achieved QCF Awards, Certificates or Diplomas
- achieved GCSEs or A levels
- achieved a Welsh Bacculaureate, including any of the Principal Learning Qualifications at foundation and higher level
- completed Level 3 Apprenticeships from a wide range of sectors including Construction, Engineering, IT, Telecoms, and Retail
- holders of existing project management qualification such as APMP, PMP and PRINCE2®

RULES TO AVOID REPEATING QUALIFICATIONS

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

Key Skills Qualifications

Key skills are viewed as acceptable alternatives to Essential Skills Wales if they have already been achieved at the same level(s) as those specified for Essential Skills Wales.

Prior experience

Applicants already working in the sector may be able to have their prior experience recognised by the Awarding Organisation and this will count towards the competence and the knowledge qualifications in this framework.

Initial Assessment

An initial assessment must be used to ensure that applicants have a fair opportunity to demonstrate their ability. Learning programmes can then be tailored to meet a range of abilities and to recognise prior knowledge and experience.

Level 4

Title for this framework at level 4

Higher Apprenticeship in Project Management

Pathways for this framework at level 4

Pathway 1: Project Management

Level 4, Pathway 1: Project Management

Description of this pathway

Project Management - Minimum of 138 Credits:

120 credits for the combined competence and knowledge qualification, made up of:

- a minimum of 30 credits of knowledge
- a minimum of 90 credits of competence

18 credits for the Transferrable Skills in Communication, Application of Numbers and IT.

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

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

Job title(s)	Job role(s)
Project Manager	A Project Manager oversees project development from planning to completion, performing various tasks, including: defining project scope and timescales, budget management, managing resources, quality assurance, risk management, engaging stakeholders, managing project change and analysis of results.
Project Co-ordinator / Project Executive / Project Support Officer	A Project Co-ordinator, Executive or Support Officer supports project development and delivery, through such tasks as: quality assurance, fulfilling organisational and project aims, project coordination, assessing and controlling risks, accurate reporting, managing budgets and research and analysis.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 4 Diploma in Project Management (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/6034/7	Excellence, Achievement & Learning Limited	120	605	N/A
B1b	601/8407/3	Agored Cymru	120	605	N/A

Relationship between competence and knowledge qualifications

B1a and B1b provide both the underpinning knowledge and the competency elements within this pathway.

Both combined qualifications include competence and knowledge units. A minimum of 30 credits of knowledge and a minimum of 90 credits of competence will be achieved from undertaking the mandatory and optional units within the combined qualification. The split between knowledge and competence units is shown below:

EAL Level 4 Diploma in Project Management:

Mandatory Units:

R/504/1364 - Principles of project management (knowledge unit, 30 credits)

D/504/1366 - Project stakeholder management (competence unit, 10 credits)

H/504/1367 - Project communications (competence unit, 10 credits)

Optional Units (all competence units; minimum of 70 credits):

H/504/1370 - Business case, project structure and progress monitoring (competence unit, 10 credits)

K/504/1371 - Managing project scope (competence unit, 10 credits)

A/504/1374 - Managing project schedule (competence unit, 10 credits)

L/504/1377 - Managing project finances (competence unit, 10 credits)

R/504/1378 - Managing project risk (competence unit, 10 credits)

D/504/1383 - Managing project quality (competence unit, 10 credits)

H/504/1384 - Managing project resources (competence unit, 10 credits)

K/504/1385 - Managing project contracts (competence unit, 10 credits)

T/600/9601 - Provide leadership and direction for own area of responsibility (competence unit, 5 credits)

H/600/9674 - Plan, allocate and monitor work in own area of responsibility (competence unit, 5 credits)

Agored Cymru Level 4 Diploma in Project Management:

Mandatory units:

T/508/0898 - Principles of project management (knowledge unit, 30 credits)

A/508/0899 - Project stakeholder management (competence unit, 10 credits)

H/508/0900 - Project communications (competence unit, 10 credits)

Optional Units (all competence units; minimum of 70 credits):

K/508/0901 - Business case, project structure and progress monitoring (competence unit, 10 credits)

M/508/0902 - Managing project scope (competence unit, 10 credits)

T/508/0903 - Managing project schedule (competence unit, 10 credits)

A/508/0904 - Managing project finances (competence unit, 10 credits)

F/508/0905 - Managing project risk (competence unit, 10 credits)

J/508/0906 - Managing project quality (competence unit, 10 credits)

L/508/0907 - Managing project resources (competence unit, 10 credits)

R/508/0908 - Managing project contracts (competence unit, 10 credits)

J/508/0968 - Provide leadership and direction for own area of responsibility (competence unit, 5 credits)

L/508/0969 - Plan, allocate and monitor work in own area of responsibility (competence unit, 5 credits)

Transferable skills (Wales)

Essential skills (Wales)

	Minimum level	Credit value
Communication	2	6
Application of numbers	2	6
IT	2	6

Progression routes into and from this pathway

Progression into the Project Management Higher Apprenticeship

Progression into this Higher Apprenticeship may be from a wide number of routes due to the varying backgrounds and past academic and work related experiences of apprentices. Such routes might include having:

- achieved a Level 3 Apprenticeship in a range of sectors including Construction, Engineering, IT, Telecoms, and Retail. Indeed, there are 36 existing Apprenticeships that could lead into the Higher Apprenticeship in Project Management.
- achieved QCF Awards, Certificates or Diplomas in a sector specific or business-related area
- achieve GCSEs or A Levels
- achieved a Welsh BaccaLaureate, including any of the Principal Learning Qualifications at foundation and higher level
- achieved a project management qualification such as APMP, PMP and PRINCE2©

Learners may also progress into the Higher Apprenticeship without prior qualifications.

Progression from the Project Management Higher Apprenticeship

Higher apprentices, with support and opportunities in the workplace, can progress onto:

- a range of Project Management and other qualifications, including those at level 5 and above, and those accredited internationally
- higher education to undertake Project Management or other qualifications, including Degrees or Masters in Project Management
- Further employment opportunities within their current job role/alternative job roles
- Associate membership of professional bodies, including the Association for Project Management (APM)

With additional training, higher apprentices may be able to progress in their careers into more senior Project Management roles.

UCAS points for this pathway: N/A

Employee rights and responsibilities

Within the Higher Apprenticeship, employee rights and responsibilities must be delivered through either:

a) the Skills CFA ERR workbook, available from the Skills CFA website (www.skillsca.org)

OR

b) the Level 2 Award in Employee Rights and Responsibilities (QCF) (for a full list of Awarding Bodies offering this qualification please see the Apprenticeship FAQ on our website <http://www.skillsca.org/faq.html>)

OR

c) through recorded professional discussion, presentations or a project

The following ERR national outcomes must be covered within the Higher Apprenticeship and are all contained within the Skills CFA ERR workbook:

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. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers
2. Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. 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 and understands their relevance 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

Evidence of achievement of ERR

If a learner has completed the ERR workbook, both the learner and the training provider will be required to sign a declaration when claiming the Apprenticeship certificate indicating that the ERR workbook has been satisfactorily completed and that the ERR requirements have been met. This declaration is included at the back of the ERR workbook and must be signed and returned to CFA when claiming the Apprenticeship certificate.

If a learner has completed the ERR national outcomes through professional discussion, a presentation or project, training providers are required to complete a declaration listing the 9 ERR outcomes, which must be signed by the apprentice and training provider and returned to Skills CFA when claiming the Apprenticeship certificate.

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

How equality and diversity will be met

Equality and diversity

According to the Office for National Statistics, approximately 30% of the UK's Project Management professionals are female and 70% are male. 25% of project managers are aged 18-34, 49% are aged between 35 and 49 years old, 26 % are aged 50 or above (Source: Arras People Project Management Benchmark report, 2012). No current data is available to indicate an imbalance (or otherwise) of employees from minority backgrounds or with disabilities.

Apprenticeships are seen as a vital route to encourage and facilitate a diverse set of individuals entering into Project Management. Entry conditions to this framework do not discriminate against any individuals, with the framework being open and accessible to all potential apprentices. Mentoring is also promoted within the Apprenticeship to provide additional support and increase the chances of apprentices staying. Training providers and employers must also comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the Industry, using the protected characteristics of:

- age
- disability
- gender
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or Belief
- sexual orientation.

Although it is difficult to accurately estimate the size of the project management workforce due to variations in how project management is classified across different industries, it is estimated that in 2011 there were 80,000 project managers in the UK (Source: Arras People Project Management Benchmark report, 2011). It is anticipated that the demographic of Project Management Apprentices will bear similarity to Management Apprentices, given the similarities in the target audiences and the pan sector nature of both Apprenticeships. Recent statistics produced by the Institute for Employment Studies shows that Management Apprenticeship starts in England are dominated by women (63.3% of all starts). The number of apprentices from ethnic minority backgrounds is 9.8%, which is roughly in line with the population as a whole, although there is over-representation of learners from Asian

backgrounds (4.3% of starts) and a slight under-representation of learners from Chinese of mixed ethnic backgrounds (1.2% of starts). 10.3% of Management apprentice starts are recorded as having a disability (above national representative numbers), whilst 3.4% of apprentices record having a learning difficulty, which shows some under-representation when compared to the population as a whole.

CFA continues to monitor take up and achievement of all Apprenticeships through its Advisory Groups and continues to take steps to address any barriers to take up and achievement as part of its Qualification Strategy.

On and off the job training (Wales)

Summary of on- and off-the-job training

Training time for the Project Management Higher Apprenticeship programme is split into on the job training hours and off the job training hours, as described below.

The minimum training hours for the Project Management Higher Apprenticeship is 853 hours. It is expected that the Apprenticeship will last a minimum of 24 months, but a flexible approach to learning is encouraged for learners who have prior learning or experience.

Regardless of how long the Higher Apprenticeship takes, the minimum 853 hours of Guided Learning must be met.

On and off the job training must either have been received:

(a) Whilst working under an apprenticeship agreement; OR

(b) In the 5 years preceeding the date of application for an apprenticeship certificate (the qualifying period)

Off the job training undertaken before the apprentice starts the apprenticeship may count towards the off the job training required if it is undertaken in relation to the Level 4 Diploma in Project Management (QCF).

Off-the-job training

The total off-the-job training hours for the Project Management Higher Apprenticeship is 264 hours, made up as follows:

- 60 hours for Essential Skills Wales (20 hours per Skill)
- 160 hours (minimum) to cover the knowledge content within the Level 4 Diploma in Project Management (QCF)
- 20 hours for activities including initial assessments, inductions and ERR
- 24 hours of off-the-job coaching and mentoring to support the apprentice

How this requirement will be met

Off-the-job training hours refers to the time taken to develop the technical skills and to develop knowledge of theoretical concepts across a range of contexts. It can be seen as time

away from "the immediate pressures of the job", and may include all of the following (non-exclusive) activities:

- individual and group teaching
- coaching
- distance learning
- e-learning
- feedback and assessment
- guided study
- learning with peers/networked or collaborative learning
- mentoring.

Off-the-job training hours must:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours.

Evidence of off-the-job training hours will include:

- a completion certificate for the Level 4 Diploma in Project Management (QCF)
- a completion certificate for the Essential Skills Wales

The training hours attached to the Essential Skills Wales and the Level 4 Diploma in Project Management (QCF) are split between off-the-job and on-the-job learning hours. The expectation is that Apprentices will undertake some learning off-the-job to achieve the underpinning knowledge attached to each qualification, supported by on-the-job learning to embed this knowledge and practice its application whilst learning on-the-job.

On-the-job training

The total on-the-job training for the Project Management Higher Apprenticeship is 589 hours, made up as follows:

- 120 hours for Essential Skills Wales (40 hours per Skill)
- 405 hours (minimum) to cover the competence content within the Level 4 Diploma in Project Management (QCF)
- 40 hours (minimum) to cover the knowledge content within the Level 4 Diploma in Project Management (QCF)

- 24 hours of on-the-job coaching and mentoring to support the apprentice

How this requirement will be met

On-the-job training hours must:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours.

Evidence of on-the-job Guided Learning Hours will include:

- a completion certificate for the Level 4 Diploma in Project Management (QCF)
- a completion certificate for the Essential Skills Wales

The training hours attached to the Essential Skills Wales and the Level 4 Diploma in Project Management (QCF) are split between off-the-job and on-the-job learning hours. The expectation is that Apprentices will undertake some learning off-the-job to achieve the underpinning knowledge attached to each qualification, supported by on-the-job learning to embed this knowledge and practice its application whilst learning on-the-job.

Wider key skills assessment and recognition (Wales)

Improving own learning and performance

The Wider Key Skills are already covered within the core elements of the Apprenticeship qualifications. No additional Wider Key Skills delivery is required.

Working with others

The Wider Key Skills are already covered within the core elements of the Apprenticeship qualifications. No additional Wider Key Skills delivery is required.

Problem solving

The Wider Key Skills are already covered within the core elements of the Apprenticeship qualifications. No additional Wider Key Skills delivery is required.

Additional employer requirements

There are no additional employer requirements.

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For more information visit
www.afo.sscalliance.org