

apprenticeship FRAMEWORK

Supporting Teaching and Learning in Physical Education and School Sport

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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Supporting Teaching and Learning in Physical Education and School Sport

Contents

Contents

Framework information.....	4
Information on the Issuing Authority for this framework:.....	4
Short description	4
Contact information	5
Proposer of this framework.....	5
Revising a framework.....	6
Why this framework is being revised	6
Summary of changes made to this framework	6
Qualifications removed.....	6
Qualifications added	6
Qualifications that have been extended.....	6
Purpose of this framework.....	7
Summary of the purpose of the framework	7
Defining Apprenticeships	7
Aims and objectives of this framework (Wales)	7
Entry conditions for this framework	11
Level 3, Pathway 1: Supporting Teaching and Learning in Physical Education and School Sport	14
Supporting Teaching and Learning in Physical Education and School Sport.....	14
Entry requirements for this pathway in addition to the framework entry requirements.....	14
Qualifications	16
Competence qualifications available to this pathway	16
Knowledge qualifications available to this pathway	16
Combined qualifications available to this pathway.....	17
Relationship between competence and knowledge qualifications	17
The learner must achieve 54 credits from 12 mandatory units. Mandatory Units	17
Total credits from knowledge: 23 credits. Total credits from competence: 31 credits.	18
Essential Skills	19
Communication.....	19

Application of Number	19
Inclusion of Digital Literacy (ICT).....	20
Progression routes into and from this pathway	21
PROGRESSION INTO THIS PROGRAMME.....	21
PROGRESSION FROM THIS PROGRAMME.....	21
CERTIFICATION	21
UCAS points for this pathway:	22
Employee rights and responsibilities	23
Delivery and assessment	23
How equality and diversity will be met	25
ISSUES, BARRIERS AND ACTIONS	25
On and off the job training	27
Off-the-job training	27
On-the-job training	28
How this requirement will be met	28
Wider key skills assessment and recognition	29
Improving own learning and performance	29
Working with others	29
Problem solving	29

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: 2	This framework includes:
Framework ID: FR04352	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: DD/MM/YYYY	This framework is for use in: Wales

Short description

This apprenticeship framework is to meet the needs of employers to provide a vocational pathway into the provision of Children's Physical Activity and School Sport delivery and development. The framework will ensure that there are suitably qualified people with the knowledge, understanding and competency to deliver, plan, organise and assess the learning of children in a range of environments including the community and schools.

This apprenticeship can provide a much needed progression opportunity for apprentices on a foundation level programme as well as progression for those already working across the sector, emphasising the sectors commitment to development.

The expectation is that the achievement of this framework will require a minimum duration of 12 months.

Please note it is recommended that apprentices are contracted and employed for a minimum of 30 hours on publicly funded programmes.

Contact information

Proposer of this framework

SkillsActive developed this framework in partnership with JM Recruitment, Education and Training and the following stakeholders: Wrexham County Council, Active Wrexham, Flintshire County Council, Aura Leisure, Sport Wales, Youth Sport Trust.

There has been significant support from the sector for this fit for purpose framework which included a vast and diverse consultation.

Developer of this framework

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Who is making this revision

Your organisation

Your email address:

Revising a framework

Why this framework is being revised

Summary of changes made to this framework

Qualifications removed

UPDATED 26 April 2023

Qualifications added

UPDATED 26 April 2023

Qualifications that have been extended

Purpose of this framework

Summary of the purpose of the framework

Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with essential and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

This apprenticeship framework is to meet the needs of employers and provides a vocational pathway into the provision of Children's Physical Activity and School Sport delivery and development. The framework will ensure that there are suitably qualified people with the knowledge, understanding and competency to deliver, plan, organise and assess the learning of children in a range of environments including the community and schools.

This apprenticeship can provide a much needed progression opportunity for apprentices on an intermediate level programme as well as progression for those already working across the sector, emphasising the sectors commitment to development.

This programme is also suitable for those who wish to change their careers and retrain to enter the sector at this level. Many people working with children co-ordinating and delivering physical activity and school sport will be expected to hold a degree level qualification. This framework provides a clear pathway into the sector for situations where the vocational route is appropriate and could be particularly useful for apprentices who have been former recipients of activity leadership, coaching awards before striving to progress to a physical activity, school sport role.

Aims and objectives of this framework (Wales)

This Apprenticeship has been developed to provide the opportunity for learners to

deliver/support the delivery of low risk activities that contribute to a physical education and school sport programme through curriculum based and/or extra-curricular activities (including holidays).

This programme prepares learners for employment in a school sport setting through providing an introduction to opportunities for them to work as a physical education and school sport professional e.g. as a higher level teaching assistant (HLTA), teaching assistant (TA), sports coach, sports development officer, sports volunteer or sports leader.

There are a number of deficiencies in the school sports provision arena, which this framework will address:

- Primary School teachers receiving less than 10 hours training in delivering Physical Education during their teacher training
- The OECD recognises that Wales is the most economically deprived of the UK nations and that this lower income per head has "likely impacts" on health and wellbeing, and demand for NHS services. Long term problems with obesity are well publicised issues and relative health needs are higher in Wales than in all other home nations
- Almost a quarter of children are overweight or obese by the time they start primary school, and more than a third are unhealthily heavy by the time they leave.
- Well-being of Future Generations (Wales) Act 2015 has created an environment in Wales for sectors such as Education, Health and Leisure to work together and take action by using sport as a tool for positive lifestyle choices for the long term benefits of the population.
- Success of Young Ambassador programme in schools throughout Wales means there should be an appropriate vocational pathway for young people wanting a career in education, leisure and/or health. To be an advocate of school sport, provide positive experiences and promote the physical, mental and social benefits that sport and physical activity can have for young people making positive lifestyle choices having had a positive experience of PE and school sport.
- Sport Wales and Welsh Government want every child in Wales to be 'hooked on sport for life' and be happy, healthy and confident. Their Physical literacy initiative aims to improve the FUNdamentals of sport delivery throughout life and is underpinned by children gaining the physical skills, confidence and motivation to enjoy sport and providers offering a wider range of appropriate and diverse opportunities to reflect the needs of their communities.
- Sport Wales School sport survey 2015, found that pupils were twice as likely to be 'hooked on sport' if they had a positive experience and were confident. Five times more likely to be 'hooked on sport' if they enjoy extra-curricular sport and nine times more likely to enjoy P.E. 'a lot' if their ideas about school sport are always listened to.

Employer groups and technical experts were consulted and carried out research with over 5,000 employees through which identified the following challenges relating to the sector:

- A poor range of existing qualifications to meet the current role requirements hence the development of a new Children's Activity Professional Apprenticeship framework.
- An industry commitment to ensuring career progression, formalised management training or succession planning, to ensure the workforce can react and deliver to the wider remit of the sector supporting key agendas around health, education, changes to school sport and participation.

There is currently a high demand for qualified and skilled workers within this growing industry and without this apprenticeship framework there would be a significant gap.

This framework aims to ensure that the workforce can support Children and Young People to participate in School Sport and Physical Activity. It is also seen as the role of this framework to ensure the workforce can develop and deliver high quality physical activity sessions for children including: the following

- Supporting Gifted and Talented children/young people
- Facilitating community-based sport and physical activity
- Deliver physical education and school sport programmes with clear curriculum links and progression
- Understand child and young people development
- Understanding of schools and how physical activity influences education
- Support the assessment of children in learning through physical activity
- Providing those contributing to physical education and school sport activity programmes with a greater understanding of the National Curriculum for Physical Education and the environment in which they operate
- Improve the quality of delivery of physical education and school sport activity programmes
- Provide Key Stage 1 and 2 pupils with a better experience/engagement of physical education and school sport activities
- Ensure Physical Education and school sport activity programmes (including curricular and extra-curricular activities) are delivered to meet the low risk areas of the National Curriculum for Physical Education
- Provide Physical Education and School Sport Professionals, such as sports coaches, with an opportunity to be supported to develop their knowledge and understanding of how to effectively plan, conduct and evaluate a physical education and school sport programme that includes curriculum and extra curriculum activities
- Have an understanding of the role Physical Education and School Sport Professional have in ensuring all sessions and schemes both in curriculum and extracurricular time are underpinned by the physical literacy approach. ALL children should have lots of opportunities for positive experiences in sport and physical activity, with an emphasis on improving their physical skills, confidence and motivation

In addition, all learners will fully understand how to safeguard the well-being of children and young people in their environment.

- The Apprenticeship also provides progression beyond the delivery of physical activity sessions in a range of environments: it covers communication and professional relationships with children, young people and adults and organising sports events and competitions.
- The framework clearly addresses the need for fit for purpose training programmes in providing and up skilling current workforce as well as supporting participating organisations with capacity building to meet the sector requirements.

Entry conditions for this framework

This Apprenticeship framework provides a vocational pathway in to the profession of children's activity and specifically the role of Senior Children's Activity Professional.

This programme is suitable for those who wish to gain new skills by changing their careers and retrain to enter the sector at this level. Many people working with children co-ordinating and delivering physical activity and school sport will be expected to hold a level 2 NGB coaching qualification or equivalent but may also have a degree level qualification in related field, therefore this framework provides a pathway in to the sector for situations where the vocational route is appropriate and could be particularly useful for apprentices with the passion, enthusiasm and fun factor to engage children, young people in physical activity, to become senior professionals.

This framework provides a clear pathway into the sector for situations where the vocational route is appropriate and could be particularly useful for apprentices who have been former recipients of activity leadership, coaching awards before striving to progress to a physical activity, school sport role.

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

This framework supports the minimum standards and good practice to work with children in schools, out of school and community environments.

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. 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. It is an important aspect of the programme that the apprentices actually have the opportunity to do real sports development tasks; they are not just coaches doing a bit of organising, they are deciding and influencing strategy and policy which is what sports development is all about.

There is no minimum age requirement set for this framework as it is at the discretion of the employer and the provider to ensure that apprentices recruited have the necessary level of maturity to meet the requirements of the job role.

Apprentices will be given the opportunity to gain literacy and numeracy qualifications alongside

their industry related skills and qualifications.

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

Level 3

Title for this framework at level 3

Apprenticeship in Supporting Teaching and Learning in Physical Education and School Sport

Pathways for the framework at level 3:

Pathway 1: Supporting Teaching and Learning in Physical Education and School Sport

Level 3, Pathway 1: Supporting Teaching and Learning in Physical Education and School Sport

Description of this pathway

Supporting Teaching and Learning in Physical Education and School Sport

Apprentices on this programme will achieve a minimum of 74 credits in total made up of the components of this framework.

- 54 credits for competence - Level 3 (NVQ) Diploma in Supporting the Delivery of Physical Education and School Sport
- 12 credits for Essential Skills Wales - 6 credits for Application of Number and 6 credits for Communication
- 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 no further entry requirements in addition to those listed earlier in the main entry requirements for the framework.

Job title(s)	Job role(s)
Young Ambassador	Plan, coordinate, promote and be an advocate for sport with young people. Highlight gaps in provision, promote links between school and community sport / physical activity in partnership with the school sports lead. Provides platform for young peoples voice on strategic decision making in sport.
Children's Activity Professional	Plan, deliver, assess and evaluate out of school activities, lunchtime and playtime activities and curriculum PE/physical activity in partnership with the school sports leads. Assist curriculum support and manage ESTYN early years setting.
Children's Senior Activity Professional	Plan, deliver, assess and evaluate out of school activities, lunchtime and playtime activities and curriculum PE/physical activity in partnership with the school sports leads. Assist curriculum support and manage ESTYN early years setting.
School Sports Instructor	Plan, deliver, assess and evaluate out of school activities, lunchtime and playtime activities and curriculum PE/physical activity in partnership with the school sports leads. Assist curriculum support and manage ESTYN early years setting.

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 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	610/1624/X	1 st 4sport	54	283	X.
B1b	601/8035/3	Focus Awards	50	283	

B2 – Level 3 Diploma in Supporting the Delivery of Physical Education and School Sport

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/1247/5	Active IQ	54	283	X.

Relationship between competence and knowledge qualifications

The learner must achieve 54 credits from 12 mandatory units.

Mandatory Units

- Communication and professional relationships with children, young people and adult (knowledge – 2 credits)
- Schools as organisations (knowledge – 3 credits)
- Understand how to safeguard the wellbeing of children and young people (knowledge – 3 credits)
- Understand child and young person development (knowledge – 4 credits)
- Support assessment for learning (competence– 4 credits)
- Plan a physical education and school sport programme (competence - 5 credits)
- Deliver a physical education and school sport programme (competence – 4 credits)
- Review the delivery of a physical education and school sport programme (competence – 3 credits)
- Organise and lead a sport event or competition (competence – 3 credits)
- Preparing for the mentoring role (knowledge – 3 credits)
- Support gifted and talented learners (competence – 4 credits)

- Facilitate community-based sport and physical activity (competence – 8 credits) and knowledge – 8 credits)

Total credits from knowledge: 23 credits.

Total credits from competence: 31 credits. |

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, A levels, vocational training routes, vocational qualifications and work experience.

Learners can progress into this apprenticeship after having completed an apprenticeship programme in Activity Leadership or Coaching.

Learners can also progress into this apprenticeship if they are already employed in the sector and wish to develop their knowledge and skills to progress their careers.

Learners can also progress into this programme from employment in a different sector as a career change.

PROGRESSION FROM THIS PROGRAMME

Progression from this apprenticeship framework include providing an introduction to opportunities for them to work as a physical education and school sport professional e.g. as a higher level teaching assistant (HLTA), teaching assistant (TA), sports coach, sports development officer, sports volunteer or sports leader.

This framework also provides learners with guidance on further opportunities including how to:

- Contribute to physical education and school sport programmes as a sports coach, sports leaders and teaching assistant roles
- Make informed choices about an appropriate career in physical education/activity and school sport including potential of becoming a PE Teacher or Support staff within education (Primary & Secondary)

This framework can also provide progression into Management and Assessing roles within the sector and across sectors including Sport, Health and Fitness and Leisure.

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

|

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 sector the employment 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 employment rights and responsibilities.

The nine national outcomes of employment rights and responsibilities are 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 and Equality and Diversity training must be an integral part of the apprentice's learning programme;
- The range of sources of information and advice available 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 employment rights and responsibilities listed above:

- YMCA Awards Level 3 Award in Employment Awareness in

- Active Leisure and Learning 500/6535/x
- Pearson BTEC Level 3 Award in Employment Awareness in Active Leisure and Learning 500/9274/1
- 1st4sport Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7423/4
- 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
- IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4710/0
- 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.

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

How equality and diversity will be met

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

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

The selection and recruitment of apprentices for the programme must be inclusive and available to all people regardless of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, and sexual orientation and socio-economic disadvantage.

ISSUES, BARRIERS AND ACTIONS

Within the Sport and Active Leisure sector, the employers that deliver physical activity to young people and children across Wales face significant skills gaps across four main themes:

1. There is a lack of suitably-qualified, work-ready young people entering the industry for vacant roles that already exist and which will continue to be created during an anticipated period of significant growth during the next three years
2. There is a lack of structured vocational progression pathway for new entrants and existing employees in the industry to skill-up and progress within the sector from level 2 upwards.
3. Provision of mentoring is insufficiently relevant and failing to support sector professionals to combine the physical activity aspect of roles with the need for pastoral support such as managing challenging behaviour
4. There is a leadership and management skills gap for realising the potential of promising talent within the industry to meet the operational and strategic needs of organisational change and expansion

A recent consultation and research project conducted with over 5,000 employees identified the following four challenges:

- Lack of suitably-qualified, work-ready young people entering the industry with existing vacancies remaining unfilled
- No structured vocational progression pathway for employees in the industry to skill-up and progress within the sector
- Insufficient professionalisation of mentoring to support sector professionals bridge the physical activity aspects of roles with the professional challenges of managing behaviour and pastoral issues faced by young people

- A leadership and management skills gap for realising the potential of promising talent within the industry to meet the operational and strategic needs of organisational change and expansion

These above mentioned challenges and skills gaps exist due to rapid sector growth through increased funding into Primary school sport and Olympic legacy requirements.

There is also a lack of a good range of existing qualifications to meet the current role requirements hence the the development of this new Physical Activity Apprenticeship framework.

In the past the sector also struggled with a lack of industry commitment to ensuring career progression, formalised management training or succession planning, which is now unsustainable with both legislative changes and the wider remit of the sector supporting key agendas around health, changes to school sport and participation.

By having an open access, prejudice and discrimination free recruitment process to our apprenticeship programmes, we are encouraging anyone interested from any race, religion and ethnicity to enter the sector, and this way we can make a small contribution to trying to ensure the ethnicity balance will improve over a period of time. |

On and off the job training

Summary of on- and off-the-job training

Legal Requirement

The Specification of Apprenticeship Standards Wales (SASW) states that apprentices must complete a minimum of 280 Guided Learning Hours (GLH) per year when undertaking a Foundation Level Apprenticeship. A minimum of 100 GLH (or 30% of the total GLH whichever is greater) must be completed each year of the programme away from the apprentices' immediate area and pressure of work (off the job).

Definition:

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 484 training hours and we advise the framework to be completed in no less than 12 months.

The 484 total training hours for this framework is made up from the components of this framework as follows:

- training hours associated with the competence element of the combined qualification (130 hours)
- training hours associated with the knowledge element of the combined qualification (153 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 293 hours for this framework. This is made up of the following components of the framework:

- the knowledge component of the combined qualification (153 hours)
- transferrable skills (90 hours)
- 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 element of the combined qualification and Essential Skills assessment will also contribute to the achievement of off the job training hours.

The provider will be required to gather evidence of this achievement where it occurs outside of formal certification of a qualification and be able to produce this evidence on request to the certifying body.

It is proposed that the provider evidences this via the systems they have in place to track learner achievements and progression.]

On-the-job training

[The total on the job training hours will be set at 191 hours for this framework.

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

- competence element of the combined qualification (130 hours)
- remainder of the employee rights and responsibilities qualification (11 hours)
- additional mentoring time (50 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 the time they spend acquiring knowledge and skills to achieve the competence requirement set out by the apprenticeship programme / framework.

The provider will be required to gather evidence of this achievement where it occurs outside of formal certification of a qualification and be able to produce this evidence on request to the certifying body.

It is proposed that the provider evidences this via the systems they have in place to track learner achievements and progression.]

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

[Give examples - signpost to specific units in framework qualifications that would meet these requirements]

Working with others

[Give examples - signpost to specific units in framework qualifications that would meet these requirements]

Problem solving

[Give examples - signpost to specific units in framework qualifications that would meet these requirements]

apprenticeship FRAMEWORK

For more information visit-
www.acwcerts.co.uk/framework_library