

apprenticeship FRAMEWORK

Mineral Products Technology

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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**Apprenticeship Certification
Wales**

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Mineral Products Technology

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Framework information

Information on the Issuing Authority for this framework:

Proskills

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

Issue number: [1]	This framework includes:
Framework ID: [FR02495]	Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input checked="" type="checkbox"/>
Date this framework is to be reviewed by: [30/04/2014]	This framework is for use in: Wales

Short description

The Higher Apprenticeship framework for Mineral Products Technology at Level 4 has been designed to provide the Extractives, Cement, Concrete, Asphalt, Clay, and Deep Mining Industry sector with high grade technicians, managers and leaders of the industry for the future, combining practical skills with higher education qualifications and facilitate progression to Level 6 qualifications and beyond. Where appropriate it will interface with professional qualifications and recognition providing people with professional and transferable skills recognised across the industry and globally. Higher Apprentices graduating from the programme will, as they gain experience and further qualifications, have the opportunity to fulfill senior roles in management, operations and research within the sector.

Contact information

Proposer of this framework

Proskills worked with the following organisations to develop this framework; The Hills Group, Brett Aggregates, Mines Rescue Service, UK Coal Mining, The Institute of Asphalt Technology, Mineral Products Association, Confederation of UK Coal Producers, Hanson UK, Quarry Products Association, Aggregate Industries, Lafarge, Cemex, The Institute of Quarrying, Concrete Society, Tarmac, Cleveland Potash, Breedon Aggregates, The Mining Association of the UK, IOM3, British Aggregates Associations, Mineral Products Qualifications, Council and Sibelco.

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Contact Details

Who is making this revision [Name]

Your organisation [Organisation Name]

Your email address: [Email address]

Revising a framework

Why this framework is being revised

[Framework Developer to complete with relevant info]

Summary of changes made to this framework

[Framework Developer to complete with relevant info]

Qualifications removed

[Framework Developer to complete with relevant info]

Qualifications added

[Framework Developer to complete with relevant info]

Qualifications that have been extended

[Framework Developer to complete with relevant info]

Purpose of this framework

Summary of the purpose of the framework

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 functional 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. 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.

The Higher Apprenticeship framework for Mineral Products Technology (Wales) at Level 4 has been designed to provide the Extractives, Cement, Concrete, Asphalt, Clay, and Deep Mining Industry sector with high grade technicians, managers and leaders of the industry for the future, combining practical skills with higher education qualifications and facilitate progression to Level 5 and 6 qualifications and beyond.

Where appropriate it will interface with professional qualifications and recognition providing people with professional and transferable skills recognised across the industry and globally. Higher Apprentices graduating from the programme will fulfil senior roles in management, operations and research within the sector.

There are currently six sectors represented in this framework covering a wide range of job roles in the Mineral Products Technology industry and which broadly fit into the higher-level skills requirements for the following sectors:

- Extractives
- Asphalt
- Cement
- Concrete
- Clay
- Mining

For an overview of these various sectors within the industry go to the following websites:

Institute of Quarrying (IQ)

Institute of Asphalt Technology (IAT)
The Concrete Society (CS)
International Clay Technology Industry Association (ICTa)
UK Coal

The industry's primary role is to extract minerals from the ground for use in their natural form or to process them into added value products such as bricks, concrete and asphalt. These products are basic, but essential. They help to build our houses, hospitals and schools and our roads, railways and airports. It's an exciting and stimulating environment in which to work, offers excellent pay, job opportunities, travel, on-going training and cutting-edge technology, plus the chance to work in a variety of disciplines.

The Mineral Products Technology sector is diverse covering for example:

- Deep coal mines and opencast coal working
- Mining and agglomeration of lignite
- Extraction and agglomeration of peat
- Manufacture of solid fuel
- Mining of iron ore, uranium, thorium and other non-ferrous metal ores
- Quarrying of ornamental and building stone, limestone, gypsum, chalk and slate
- Operation of sand and gravel pits
- Mining of clays, kaolin, chemical and fertilizer minerals
- Production of salt
- Manufacture of cement, lime, plaster, ready-mixed concrete and mortars
- Cutting, shaping and finishing of ornamental and building stone

With the world's population predicted to increase from 6.5 billion to 9 billion by 2050, the demand for minerals is likely to increase. The Mineral Products Technology industry is challenged with satisfying this growing demand in a sustainable way, which requires science, engineering, technical and management skills of the highest quality and at a variety of levels.

Expertise in these areas is becoming scarce and the industry is facing a global shortage of skilled professionals. This means our higher level apprentices who successfully complete their programme of study will be in demand.

The sector, with a turnover in excess of £2.5bn, is a key contributor to the construction sector and UK economy, representing some seven per cent of GDP or £110bn a year of expenditure.

Over the last couple of decades the sector has experienced substantial consolidation, mainly through acquisition. Five major multinational companies – Lafarge/Tarmac, Hanson (part of Heidelberg Cement), Aggregate Industries (part of the Holcim Group) and Cemex – account for the majority of sales in each of these markets.

This apprenticeship framework is the culmination of collaborative work between the companies

of the industry it represents, the professional bodies, such as the Institute of Quarrying, which support it, and the higher education institution with which it works. It is a reflection of the importance the industry and its partners place on the continuous up-skilling and development of its personnel to ensure the industry is in a position to make the most of future opportunities and the challenges presented within a complex and dynamic global economy.

The main occupations within the higher-level occupations within the industry are:

- Technicians - engineering technicians, draughts persons, laboratory technicians, electrical and electronics technicians and quality assurance technicians.
- Professionals – mechanical engineers, design and development engineers, production and process engineers and planning and quality control engineers.
- Managers – production, works and maintenance managers, research and development
- Process and Quality Assurance Managers.

Only a small proportion of this workforce is qualified to Level 4 or equivalent and above, which leaves a significant body of the workforce over half with qualifications below Level 4 or their equivalent.

The workforce is predominantly white, male, with around 86% aged in the 25 – 60 range, which means that the workforce is aging.

In order to meet the challenges to fill higher-level occupational skills gaps, the sector's employers have increased training activity/spend or they are increasing and expanding trainee programmes, such as apprenticeships. The sector's employers are supporting this higher apprenticeship in Mineral Products Technology because it provides a cost effective, comprehensive package of qualifications with recognised progression routes to meet their higher-level skills needs.

Aims and objectives of this framework (Wales)

[Our aim is the provision within the Mineral Products Technology sector of high grade technicians, engineers and managers who possess practical skills combined with a higher education qualification to meet the skills needs of employers within the sector and to help them to improve productivity and remain competitive.

Objectives:

1. Provide apprentices with the technical knowledge, skills and competence at Level 4 in one framework to operate at higher supervisory and technical levels, in the first instance, in Mineral Products Technology.
2. Attract high quality learners who wish to gain a higher education qualification while receiving a salary through a work based learning route;
3. Attract learners from diverse backgrounds to help address the equality and diversity

challenges faced by the sector, including those of an ageing workforce;

4. Develop apprentices employability skills making them more attractive to all employers whichever career they choose;
5. Help improve recruitment and retention rates within the industry by offering appropriate career progression into high level jobs and training
6. Act as essential preparation for those who will eventually operate at Level 4, 5, 6 and beyond (Middle and Senior Management and Leadership roles)

Entry conditions for this framework

This apprenticeship will suit enthusiastic individuals keen to learn and develop technical and supervisory skills in the 'hands-on' environment of an exciting and innovative industry. This programme is designed to develop the industry's future leaders and managers. The programme is challenging, but developmental and rewarding.

The Higher Apprenticeship is open to all people employed and who can demonstrate that they have the aptitude and potential to achieve the relevant Higher National Certificate in a technical/supervisory discipline.

Whilst the framework does not prescribe the entry qualifications for the Higher Apprenticeship, as a general guide to the level of the Higher National Certificate the applicants should be:

- Progressing from an Advanced Level Apprenticeship in "Extractives and Mineral Processing Occupations" or
- At the start of their Apprenticeship have achieved at least 200 points at A/AS level and at least 5 GCSE's including Maths, English and Science and 2 other subjects at grade C or above;
- or Have qualifications such as Welsh Baccalaureate, Diploma, NVQ at Level 3 or Scottish Highers, or
- A portfolio of evidence which includes details of non-accredited courses and demonstrates previous experience of working at level 4.

The programme shall allow equal access to all applicants. Due to the competition for places the following skills and attributes relevant to working within the Mineral Products Technology industry may be considered as part of the application process.

The skills and attributes, which are relevant to the Industry footprint:

- Motivation to succeed within the industry.
- Willingness to adhere to employer/training provider terms and conditions of employment.
- Demonstrable commitment and awareness of the demands of the Higher Apprenticeship.
- Willingness to learn and apply that learning in the workplace.
- Ability to demonstrate that they have the potential to complete the qualifications which are part of the Higher Apprenticeship.
- Willingness to work with due regard to Health and Safety of self and others.
- Willingness to communicate effectively with a range of people.

It is likely too, that higher apprentices within the Mineral Products Technology industry, recognising that they have the potential to become its managers and leaders of the future, will be expected to undertake and experience a wide a range of job roles and consequently may be required to

undertake shift work and work unsocial hours.

Apprentices must meet the specific entry requirements of the employing company and those required to embark on a course of learning at an Institution of Higher Education.

|

Level 4

Title for this framework at level 4

Mineral Products Technology (Wales)

Pathways for the framework at level 4:

Pathway 1: Technical and Managerial

Level 4, Pathway 1: Technical and Managerial

Description of this pathway

This pathway describes a generic programme of learning of 120 Higher Education credits at Level 4 and 79 QCF Credits at Level 4 designed to prepare apprentices for more specialist technical and managerial roles within the Mineral Products Technology industry.

Additional credits are included for Functional Skills, Mathematics, English and Information and Communication Technology (total of 45c).

The Higher National Certificate contains a HE 20c module in Personal, Learning and Thinking Skills (PLTS)

Total Credit value for this pathway is therefore:

- Underpinning Knowledge and Understanding 120 HE credits
- Competence 90 QCF credits

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

As described within the general framework requirements; but in addition:

- An ability and willingness to work outside, possibly in inclement weather conditions and in remote locations.
- The ability to move safely in an outside environment with, in certain circumstances, no provision of constructed or asphalted pathways or roadways.
- In some sectors of the industry there is a requirement to work safely at heights and in enclosed spaces, perhaps below ground.

Job title(s)	Job role(s)
Trainee Technical Supervisor	To gain experience and relevant qualifications in the operational and supervisory aspects of the Mineral Products Technology Industry

Qualifications

Competence qualifications available to this pathway

C1 – C1 – Level 4 Diploma in Health, Safety and Environmental Management for Extractive and Mineral Processing Industries (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0737/0	MPQC	79	309-371	X
C1b	600/1244/9	PAAVQSET	79	309-371	

Knowledge qualifications available to this pathway

K1 – Higher National Certificate: Mineral Products Technology

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	CAAFL	University of Derby	120	1200	X

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

"Diploma in Health, Safety and Environmental Management for Extractive and Mineral Processing Industries" (known in the industry as SHE4) is a QCF (90 credit) qualification. It is a requirement within the industry for operatives at this level and forms the competency qualification and is undertaken in parallel with the HNC.

The "Higher National Certificate: Mineral Products Technology" is Higher Education work-based qualification: validated at level 4 of 120 credits providing the underpinning knowledge and understanding required to operate at this level within the industry and comprises the following modules:

Year 1 (generic)

Mineral Products Technology (M) 40 credits

Personal Learning and Thinking Skills (M) 20 credits

Year 2

All Apprentices undertake the following modules:

First Line Supervisory Management (20c)

Work-based Study (20c)

Then select one module from the following electives:

- Introduction to Extractives Technology (20c)
- Introduction to Cement Technology (20c)
- Introduction to Deep Mining Technology (20c)
- Introduction to Asphalt Technology (20c)
- Introduction to Clay Technology (20c)
- Introduction to Concrete Technology (20c) |

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**

Digital Literacy (ICT)

Please note that there are currently no acceptable proxy qualifications for Digital Literacy (ICT).

For the current **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 Digital Literacy (ICT) achievement above the minimum SASW requirement? **YES** **NO**

If YES, please state the grade/level required for **Digital Literacy (ICT)** and give a brief **REASON** as to why this is required:

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

Progression routes into and from this pathway

The entry conditions described earlier, in this document indicate the requirements necessary for entry into this programme and should be read alongside the brief description of additional entry requirements.

The various websites of the companies supporting this framework in Mineral Products Technology will advertise when they have positions available which will describe in detail the person specification they are looking for and outline further details.

These should be explored and researched by potential apprentice candidates. All of the companies involved will be happy to receive enquiries and will be more than willing to answer questions, either by telephone, mail or email. The professional bodies also provide information about working in the industry and the opportunities available.

As a Higher Apprentice within the Industry, graduation from the apprenticeship may lead to a range of job-roles, including (and this list is not exhaustive, but intended to provide a flavour of the opportunities available):

- Site Supervisor
- Plant Supervisor
- Technical Manager
- Quality Manager
- Commercial: including Field Sales

The Mineral Products Technology industry is global and many of the larger companies operate sites across the world and opportunities for travel and to gain international experience may be possible. This Higher Level Apprenticeship provides nationally recognised qualifications and excellent work experience designed to prepare apprentices for successful futures within the industry. The Industry, including the professional bodies are working with the University of Derby to ensure that suitable qualification progression routes exist which complement and support career development within the industry; this includes. Progression to a Higher National Diploma in Mineral Product Technology (240 HE Credits: 120 at level 4 [HNC] and a further 120 credits at level 5). From the HND a progression route will be available allowing progression to an Honours Degree. The sky is then the limit, progression into senior management positions, post-graduate work including MBA and other post-graduate work including research.

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

[This Employee Rights and Responsibilities (ERR) section has no QCF Credit or HEI Value.

It is important that all employees within the Mineral Products Technology Industry understand and can demonstrate an understanding of their rights & responsibilities as an employee.

All apprentices will complete an Employee's Rights and Responsibilities (ERR) Workbook and Assessment Document prepared by Proskills. This document has been designed to assist employers and training providers and should be used to deliver this mandatory element of this Apprenticeship Framework.

The content is as follows: -

Statutory rights and responsibilities under Employment Law.
Procedures and documentation that affect the relationship between employee and employer. Sources of information and advice on employment rights and responsibilities.

The role played by an apprentice's occupation in the organisation and industry. Career pathways open to an apprentice.

The types of representative bodies relevant to the industry and organisation and their main roles and responsibilities.

Where and how to get advice on the industry, occupation, training and careers. Organisational principles and codes of practice.

Issues of public concern that affect the organisation and industry.

It is essential that the apprentice can demonstrate competence in ERR and, as a result, is required to provide documentary evidence confirming their achievements. Examples of how the evidence can be

gathered by individuals include;

- completing a company induction.
- attending relevant taught off-
- the-job training sessions. on-
- the-job assessment.

When applying for the Higher Apprenticeship Certificate, the training provider or employer will provide evidence that ERR has been achieved by submitting a copy of the completed assessment document, signed by both the apprentice and assessor.

Time spent on ERR will contribute towards meeting the minimum 280 GLH per year

]

[

]

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

How equality and diversity will be met

The Higher Apprenticeship in Mineral Products Technology aims to promote diversity, opportunity and inclusion by offering high quality learning and work experience opportunities. The delivery of this framework must be in environments free from prejudice and discrimination and where all learners can contribute freely and feel valued. There must be no overt or covert discriminatory practices in the selection and recruitment of apprentices to the programme, which is available to all regardless of gender, ethnic origin, religion or belief, sexual orientation or disability and who meet the stated selection criteria.

Barriers

A significant proportion of the industry employers comprises micro or small to medium sized enterprises and many of these employers cannot cover the full range of services of the few larger employers. Career advice regarding entry into the industry is often poor and ill-informed. The industry is dispersed and in some instances often in remote locations. The workforce is predominantly white, male and with around 86% aged 25- 60 with a skew toward the higher end.

Actions

Introduction of the Higher Apprenticeship. Whilst this in itself cannot solve all of these issues, its introduction is a positive step by the industry which seeks to address them over time. The industry invests heavily in training including that in equality and diversity and alongside the actions below hopes to make significant inroads into any imbalances and perceptions.

The industry will, with its partners:

- Challenge its employers large and small, in adopting this framework think beyond traditional entry routes to jobs:
- Be as flexible as possible when considering entry conditions to the framework to encourage applications from a wide range of applicants.

Mentoring both academic and of apprentices is considered an important part of this framework. Development of clear career pathways delineating progression and opportunities.

These are to be:

- made available through sector companies, professional bodies and issuing authority web-sites
- designed to encourage people from whatever background to consider the exciting opportunities for rewarding and satisfying careers within the Mineral Products Technology industry.

Representatives of these bodies and companies will regularly attend regional and national career fairs and skills events to promote apprenticeships, providing an ideal opportunity to present the industry and to address perceived issues faced by women and ethnic minorities. Representatives of the industry also participate in a range of activities, at which such issues can be addressed and where career opportunities within the industry can be promoted, such as STEM and Women into Science and Engineering.

It is hoped that the apprentices themselves will be able to contribute positively to this work. |

On and off the job training

Summary of on- and off-the-job training

Pathway 1 Technical and Managerial
Minimum 1509 on and off the job training hours

Off-the-job training

Pathway 1 – Technical and managerial

Minimum 1200 off the job training hours

How this requirement will be met:-

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, provided the total number of off-the-job hours for this framework can be verified for apprenticeship certification.

Previous attainment

Where a learner enters an apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievement within the QCF; or through recording of exemptions for certified learning outside of the QCF.

For apprentices who have already achieved the relevant qualifications, they must have been certified within three years of applying for the Apprenticeship Certificate.

Previous experience

Where a learner enters an apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised (See QCF guidance on claiming credit for further details). To count towards apprenticeship certification, previous experience must be recorded using the appropriate awarding organisation's CQFW 'Recognition of prior learning' (RPL) procedures and the hours recorded may then count towards the off-the-job hours required to complete the apprenticeship.

For apprentices with prior uncertified learning experience, the off-the-job learning must have been acquired within three years of application for the apprenticeship certificate or have been continuously employed in the relevant job role in the industry for three years duration.

Off-the-job training needs to:

- 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;
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study and induction;

Mentoring often increases the chances of apprentices completing the programme, therefore as a guide, it is recommended that about one hour a week is included, although some apprentices will need more time at the beginning of the programme and less time as they progress.

Off-the-job training must be formally recorded, either in a diary, workbook, portfolio, or be verified by attendance records. This evidence needs to be checked and signed by the assessor and employer.

How this requirement will be met

Pathway 1 - Technical and Managerial: minimum training hours for the knowledge

Qualification 1200 hours and 180 training hours for the three Essential Skills Wales.

Evidence of off the job training hours for pathway 1

- Certificate for the knowledge qualification which shows this as having been completed
- Level 2 Essential Skills Wales certificates for Communication, Application of Numbers and IT

On-the-job training

Pathway 1 – Technical and Managerial

Minimum 309 on the job training hours

How this requirement will be met. On the job training hours should;

- 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;
- be delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study

How this requirement will be met

Pathway 1 – Technical and managerial minimum 309 training hours for the competency qualification.

Evidence for on the job training hours for Pathway 1

Certificate for the competence qualification which shows this as having been completed.

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

[Whilst employers consulted did not feel that this Wider Key Skill should be mandatory, the evidence for achievement of these Skills would naturally occur as part of the achievement of the competence, knowledge and Essential Skills Wales qualifications. Providers are encouraged to introduce these Wider Key Skills as part of induction so that apprentices learn to recognise when they are achieving these Skills.]

Working with others

[Whilst employers consulted did not feel that this Wider Key Skill should be mandatory, the evidence for achievement of these Skills would naturally occur as part of the achievement of the competence, knowledge and Essential Skills Wales qualifications. Providers are encouraged to introduce these Wider Key Skills as part of induction so that apprentices learn to recognise when they are achieving these Skills.]

Problem solving

[Whilst employers consulted did not feel that this Wider Key Skill should be mandatory, the evidence for achievement of these Skills would naturally occur as part of the achievement of the competence, knowledge and Essential Skills Wales qualifications. Providers are encouraged to introduce these Wider Key Skills as part of induction so that apprentices learn to recognise when they are achieving these Skills.]

apprenticeship FRAMEWORK

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