

apprenticeship FRAMEWORK

Social enterprise (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?

For any previous versions of this framework: www.acwcerts.co.uk/framework_library

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Framework information

Information on the Issuing Authority for this framework:

Instructus

The Apprenticeship sector for occupations in air conditioning, building services engineering, business and administration, cleaning, customer service, digital/information technology, 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: 1	This framework includes:
Framework ID: FR02882	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 Social Enterprise framework is designed to meet the skills needs of the diverse range of social enterprises in the public, private and third sectors, in terms of stage of development, size and nature of business activities. It will support the development of both understanding of the nature and value of social enterprises and enterprising skills amongst new and/or existing members of staff, to address the challenges and opportunities faced by social enterprises in ensuring stability and growing. Given the focus on the development of enterprising skills, social enterprise apprentices will work in a variety of job roles, ranging from fundraising and business development to operations and people development. The Apprenticeship in a minimum of 78 credits.

Contact information

Proposer of this framework

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Who is making this revision	Name
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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

There is widespread agreement around the contribution of enterprise development to the productivity and economic competitiveness of the United Kingdom, as with the majority of other developed market economies. Enterprise development is not only a source of jobs and wealth, but also stimulates innovation, competition, market diversification and is the seedbed of future business activity. Therefore, enterprise development has a key role in stimulating economic growth.

Enterprise can take many forms. One form which is receiving increasing recognition is social enterprise, given its role in bringing forward economic development through social change. Social enterprise is now higher on the political agenda than it has been for many years (Ridley-Duff and Bull, 2011). There is a great deal of discussion about the potential role of social enterprise in delivering public services and in contributing to the wider Big Society agenda. The sector is important not only because it employs significant numbers of people, but also because it delivers vital services, often those that other providers find difficult to do. The sector is also an important source of innovation and creativity (Eggers and MacMillan, 2013).

The latest publicly available data shows that there at least 70,000 social enterprises in the UK, employing almost a million people and contributing £18.5 billion to the UK economy (ONS, 2012). The People's Business report – recently published by Social Enterprise UK – reveals a significant rise in social enterprise start-ups over the last three years and outstripping small to medium-sized enterprises (SMEs) for growth in the UK. In Wales, a recent mapping of social enterprises identified:

- approximately 3,000 social enterprises
- 29,000 full-time and 20,000 part-time employees working in the sector representing four per cent of the workforce
- a turnover for the sector of £2.2 billion representing nearly three per cent of the turnover of all enterprises in Wales
- a large range of organisations within the sector, with a number of social enterprises with hundreds of employees and levels of turnover in the millions, to social enterprises with one or two members of staff and turnover of less than £25,000.

In many disadvantaged areas, social enterprises are emerging to offer much needed products and services in areas of market failure. There is much scope to harness this entrepreneurial and social culture to expand into new markets, develop products and services and create employment and co-operative models of self-employment. In many cases the culture is there but a range of provision is needed that is focused on supporting the development of the leaders of social enterprises (commonly identified as social entrepreneurs) (Cabinet Office,

2011).

One of the key challenges to the development of social enterprises is the recruitment and development of people, particularly young people (Ashton, 2010; Welsh Assembly, 2010). A number of recent research reports have highlighted that recruitment is a particularly difficult area for social enterprises. One of the main reasons for this is that the job role requires not only practical skills related to the post but a fundamental understanding of the values base which underpins the business operations of the enterprise. The articulation of this values base is a crucial element in many social enterprises marketing and sales strategy and uniquely this requires the 'buy in' of all staff within the business. The individual point of entry into a social enterprise is an employee owner rather than just an employee - so any learning and skills development needs to give staff a sense of ownership in terms of how the business operates as well as a specific trade. In addition, there is a need to consider the value of the enterprise in terms of economic, social and environmental impact (i.e. triple bottom-line accounting) which will not necessarily be addressed by businesses out with of the social enterprise sector.

Against this context, an apprenticeship model of employment will provide social enterprises with an appropriate recruitment and growth strategy. In turn, the apprenticeship framework will make an important contribution to development of the sector, through assisting in identifying and supporting the development of people who can bring forward opportunities plans for sustainability and growth.

Unlike a number of other sectors of the economy, there are no formal Apprenticeship programmes to develop understanding of the role and value of social enterprises and develop the enterprising skills of new or existing members of staff in social enterprises. However, research undertaken in the development of this framework has highlighted a latent demand amongst social enterprises for an apprenticeship programme to assist in developing the skills required to meet the challenges and opportunities which will be faced by social enterprises in the near to mid-term, particularly in an ever more challenging task environment.

The tasks undertaken by apprentices will vary depending upon the age/maturity of the apprentice and the enterprising posture of the social enterprise. Smaller, less enterprising social enterprises suggested that the apprentice could be involved in supporting the enterprise to secure funding and other resources, as part of sustainability strategies. More enterprising organisations noted that an apprentice would have a key role to play in supporting new market and product/service development and bringing forward new ideas in terms of managing and running the business.

It is distinct from other frameworks within business administration and management leadership by its focus on the development of understanding of specific aspects of working in a social enterprise (e.g. notions of employee ownership) and enterprising skills, as opposed to more functional management knowledge and skills. For example, within this framework, individuals will be supported to develop skills which enable them to create and implement

solutions to challenges and opportunities through gaining resources from external stakeholders. Similarly, individuals will be exposed to situations where there is a need to be innovative and creative, to support in moving from ideas to action.

Therefore, the development of enterprising skills is distinct from other management frameworks where there is a focus on developing more functional skills related to: allocating and monitoring the work of the team, giving feedback, briefing teams, supporting team members, managing conflict, procuring supplies, improving customer service.

Aims and objectives of this framework (Wales)

The overall aim of this framework is:

To provide social enterprises in the private, public and third sectors with a workforce that has the understanding of the nature and value of social enterprise and the enterprising skills required to thrive in an uncertain and dynamic business environment. By developing the knowledge and competencies required, Social Enterprise apprentices will be able to enhance the productivity, profitability and competitiveness of the enterprise in which they are working.

The key objectives are:

- develop the understanding of the nature and value of social enterprises in bringing forward economic development through social change
- develop the enterprising skills of new and existing members of staff so they can contribute to the productivity, profitability and competitiveness of the business
- equip individuals with the skills, knowledge and experience needed to assist social enterprises in addressing internal and external challenges and opportunities which support future sustainability and development
- provide apprentices with an opportunities to develop the skills, knowledge and experience they can apply in different employability and enterprising contexts, whether starting their own social enterprise, progressing to higher level roles in a social enterprise or further or higher education.

Entry conditions for this framework

There are no mandatory entry requirements for this Apprenticeship framework. However, consultations undertaken with social enterprises and stakeholders in developing this framework highlighted that they are looking for apprentices primarily with enthusiasm and passion, not only for being in business but also addressing social change through being enterprising. It is expected that applicants will be able to demonstrate a basic understanding of how business works, particularly smaller enterprises, and the ways of doing business, as well as having basic numeracy, literacy and communication skills.

It is likely that entrants will come from a diverse range of backgrounds and will vary in terms of age, experience, personal achievements and personal experiences. In some cases, apprentices may have prior qualifications and awards which may count towards achievement of an Apprenticeship.

Examples may include having:

- held a position of responsibility at school or college (e.g. run a society or a club); OR
- organised and undertaken work experience, work placement or an internship; OR
- engaged in some form of enterprise education (e.g. Young Enterprise, Students in Free Enterprise, a tailored enterprise education programme); OR
- engaged in some form of enterprising activity (e.g. started their own business or voluntary activity in a social enterprise); OR
- achieved GCSEs, A levels or BTEC Diplomas; OR
- achieved the Welsh Baccalaureate Principal Learning Qualification; OR
- achieved QCF Awards, Certificates or Diplomas.

Providers and employers are encouraged to accept alternatives to qualifications when entering on to this apprenticeship to ensure equality of access for people with different learning styles. These alternatives include volunteering, employment, portfolios of evidence and completion of non-accredited courses. This is particularly important given the overall aim of the framework.

Successful recruitment practices will ensure that social enterprise apprentices with the potential to complete the apprenticeship are placed on the programme.

Initial assessment

Initial assessment must be used to ensure that applicants have a fair opportunity to demonstrate their abilities and skills, as well as the enterprising mindset needed to achieve the apprenticeship. Whilst the framework does not prescribe the use of any particular assessment tools, those used must be fit for purpose in terms of assessing the key enterprising skills and mindset required. 'Competence-based' interview approaches, where the apprentice can demonstrate enterprising and innovative behaviours, will be highly appropriate.

Learning programmes can then be tailored to meet a range of abilities and skills and to recognise prior knowledge and experience. This will be important given the diversity of potential entrants.

Level 3

Title for this framework at level 3

Apprenticeship in Social enterprise

Pathways for the framework at level 3:

Pathway 1: Social enterprise

Level 3, Pathway 1: Social enterprise

Description of this pathway

Apprenticeship in Social Enterprise - Minimum of 78 credits

Combined qualification - 60 credits

Essential Skills (Wales) Communication, Application of Numbers and ICT - 18 credits

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 officer/project support officer	In smaller enterprises, this role will encompass a variety of activities in supporting project delivery including: researching markets and products, marketing, dealing with customers, procuring supplies and reviewing approaches to undertaking business activities
Fundraiser/Fund raising officer	These roles develop, or support the development of, fundraising initiatives including identifying targets and sources of funding; writing grant applications; building and maintaining relationships with supporters and stakeholders of their organisations and researching suitable donors
Business development officer/Engagement officer	In larger enterprises, the role would involve identifying and progressing business development opportunities, developing and maintaining external relationships and identifying how to convert opportunities into action in the organisation

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 Diploma in Using Enterprising Skills in a Social Enterprise

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/5408/1	SFEDI Awards	60	312	N/A

Relationship between competence and knowledge qualifications

The combined qualification (B1a) includes both competence and knowledge units. The split between knowledge and competence credits for each unit is shown below:

F/503/7505 - Developing the Mindset and Skills Required for Enterprise (5 credits knowledge)

J/503/7506 - Developing the Innovative Intrapreneur (1 credit knowledge, 4 credits competence)

D/503/7575 – Planning and Pitching a New Business Opportunity (2 credits knowledge, 13 credits competence)

R/503/7508 – Using Enterprise Skills in the Workplace (1 credit knowledge, 9 credits competence)

A/503/7499 – Achieve Work Objectives and Personal Needs (1 credit knowledge, 3 credits competence)

T/506/9268 - Understand Social Enterprise (5 credits knowledge)

K/506/9266 – Developing and growing a social enterprise (10 credits competence)

M/506/9267 – Reviewing the impact and sustainability of a social enterprise (1 credit knowledge, 5 credits competence) |

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

Progression into the Social Enterprise Apprenticeship

Progression into the Social Enterprise Apprenticeship may be from a wide number of routes due to the varying background and past academic and work related experiences of apprentices. Such routes will include having:

- achieved a Level 2 Foundation Apprenticeship in a sector-specific area (e.g. IT, retail, catering)
- achieved QCF Awards, Certificate or Diplomas
- achieved a Welsh Baccalaureate Principal Learning Qualification at Foundation or Higher
- achieved GCSEs or A levels.

Learners may also progress into the Apprenticeship without prior qualifications, although they would need to show evidence of engagement with prior enterprising activity.

Progression from the Social Enterprise Apprenticeship

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

- other Higher Level Apprenticeships such as Business Innovation and Growth and Leadership Management
- further or higher education to undertake enterprise or other related business and management degrees
- a range of enterprise and entrepreneurial management undergraduate programmes
- a range of relevant professional qualifications at Level 4 and above.

With additional training, apprentices may be able to progress their careers into a variety of roles, which will be influenced by the size of the business (e.g. as a successor to the

owner-manager in a small business or a wide range of managerial roles within larger social enterprises) or starting their own social enterprise.

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

[Framework Developer to complete with relevant info]

[

]

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

How equality and diversity will be met

A review of publicly-available data highlights that enterprise is becoming increasingly diverse with a number of recent developments reflecting changes in the economy, including an increase in the number of women-owned businesses, an increase in people over 50 starting their own business, and individuals from minority backgrounds exploring business start-up as a way of engaging with the labour market. Given its focus on bringing forward social change, social enterprise is characterised by diversity, not only in terms of the type of individuals starting the enterprise but also the groups they work with and support.

Whilst there is evidence of differences in the development and use of enterprise skills amongst different groups of individuals and communities, reflecting a number of factors, there are opportunities to use enterprising skills to effectively harness the increasing diversity of the population within the UK. This requires not only sensitivity to issues such as ethnicity, culture, gender and disability, but also an awareness of the potential for different and more creative approaches that diversity in general brings.

Apprenticeships are perceived as a vital route to encouraging and facilitating a diverse set of individuals to pursue enterprising opportunities/outcomes. Entry conditions to this framework do not discriminate against any individuals, with the framework being open and accessible to all potential apprentices, regardless of age, gender, ethnicity, disability or sexual orientation. Enterprise mentoring is also promoted within the Apprenticeship programme to provide additional support and increase the retention of apprentices within the business. Recent research by SFEDI has highlighted the potential impact of enterprise mentoring, not only in terms of the performance of the business being mentored but also the personal learning and skills development of the mentor.

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
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- gender reassignment
- sexual orientation.

As this is the first time that the Social Enterprise Apprenticeship is being offered, there are no previous statistics on the uptake of Social Enterprise Apprenticeships across different groups of individuals. Accordingly SFEDI, in partnership with Skills CFA, will monitor take-up and achievement of the Apprenticeship through its Advisory Groups and Awarding Body Forums, to assist in generating any responses required to address emergent barriers in the take-up and achievement as part of its Qualification Strategy. |

On and off the job training

Summary of on- and off-the-job training

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

Total on the job and off the job training hours is 555 hours.

Off-the-job training

Level 3 Advanced Social Enterprise Apprenticeship

The total off-the-job training for the Social Enterprise Apprenticeship is 195 hours, made up as follows:

- 60 hours for Essential Skills Wales (20 hours per Skill)
- 96 hours (minimum) for the knowledge based qualification
- 15 hours for activities including inductions and the ERR national outcomes
- 24 hours of off-the-job coaching and mentoring to support the apprenticeship.

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 achievements within the QCF; or through recording certificated learning outside of the QCF, for example Principal Learning qualifications. For apprentices who have already achieved the relevant qualifications, they must have been certificated within five 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 uncertificated learning experience, the off-the-job learning must have been acquired within five 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.

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.

Evidence of off the job hours

The Apprenticeship Certificate Claim Form must be completed by the learner and employer or training provider, stating that the minimum required levels of on an off the job training, as set out in the apprenticeship framework document, have been met.

Please see the Skills CFA website for the relevant documents and for further information (www.skillsca.org).

On-the-job training

Level 3 Social Enterprise Apprenticeship

The total on-the-job training for the Social Enterprise Apprenticeship is 360 hours, made up as follows:

- 120 hours for Essential Skills Wales (40 hours per skill)
- 216 hours (minimum) for the competence based qualification
- 24 hours of on-the-job coaching and mentoring to support the apprentice.

How this requirement will be met

On-the job training is defined as skills, knowledge and competence gained within normal work duties. These hours may vary depending on previous experience and attainment of the apprentice. Where a learner enters an Apprenticeship agreement having previously attained or acquired the appropriate competencies or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or RPL procedures (as off-the-job above). The amount of on-the-job training required to complete the Apprenticeship under the Apprenticeship agreement may then be reduced accordingly, provided the total number of on-the-job hours for this framework can be verified for Apprenticeship certification.

Apprentices who commence training under a new Apprenticeship agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim 25 per cent or more hours towards the on-the-job framework total through prior learning acquired from previous full-time education, employment or other vocational programmes, then the

apprentice's learning programme should include 'customisation'.

Training providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace. Customisation programmes may include:

- selecting appropriate additional Unit(s) from QCF qualifications, or relevant units recognised as Quality Assured Lifelong Learning (QALL) through a CQFW recognised body
- following Essential Skills at a level higher than that specified in the framework
- including one or more Wider Key Skills or other competency-based qualifications/units relevant to the workplace.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within five years from the date of application for the Foundation Apprenticeship/Apprenticeship Certificate or have been continuously employed in the industry for three years.

On-the-job learning 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 learner and assessor.

Evidence of on the job training hours

The Apprenticeship Certificate Claim Form must be completed by the learner and employer or training provider, stating that the minimum required levels of on an off the job training, as set out in the apprenticeship framework document, have been met.

Please see the Skills CFA website for the relevant documents and for further information (www.skillscfa.org). |

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:

<div>Enter Qualification Names</div>

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