apprenticeship FRAMEWORK

Master Craftsperson Level 4 Recognition Scheme (Wales)

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Prentisiaethau Apprenticeships

Master Craftsperson Level 4 Recognition Scheme

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Framework information

Information on the Issuing Authority for this framework:

SEMTA

The Apprenticeship sector for occupations in science, engineering and manufacturing technologies.

Issue number: 7	**This framework includes:**
Framework ID: FR005006	Level 2 ☐ Level 3 ☐ Level 4-7 ☒
Date this framework is to be reviewed by:	**This framework is for use in: Wales**

Short description

Currently around half of the companies operating in the AM&M sector in Wales have well-trained, experienced craftspeople in a leadership/coaching/mentoring role. These roles vary greatly between organisations. The Master Craftsperson qualification at Level 4 provides individuals with more effective mobility within the sector and organisations with a common reference point and language when considering the skills and attributes of their workforce.

This framework has 1 pathway which leads to the award of the Master Craftsperson Level 4 Recognition Scheme:

Pathway 1 - Master Craftsperson
This pathway is for candidates that would like to have the opportunity to gain a coaching and mentoring qualification in the workplace plus a Level 4 or Level 5 engineering knowledge qualification at college or university

Contact information

Proposer of this framework

This scheme is based on several discussions with the Welsh government and a research document produced by ColegauCymru on the subject of introducing the recognition of a Master Craftsperson role in Wales.

Following a positive response from the survey, Semta has held physical and online employer and stakeholder consultations throughout Wales and used the feedback to develop this Master Craftsperson recognition scheme. Participants included Tata Steel, Thomas Cook, Business Nuts and Bolts, along with providers representing other companies in their area such as Gower College Swansea, Coleg Gwent, Bridgend College, Coleg Menai, Coleg Cymoedd, Coleg Sir Gar, Pembrokeshire College, Coleg Cambria, Merthyr College, and Cardiff & Vale College.

Developer of this framework

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Revising a framework

Why this framework is being revised

To add a new qualification as requested by a provider

Summary of changes made to this framework

Pathway 1: Master Craftsperson

- One competency qualification has been added

Qualifications removed

- N/A

Qualifications added

Pathway 1: Master Craftsperson

- C4 – ILM Level 3 Certificate In Effective Mentoring 603/3737/0

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

Semta, in association with ColegauCymru and Welsh Government, was asked to research into the feasibility of adopting the Master Craftsperson recognition scheme within the Advanced Materials and Manufacturing (AM&M) sector in Wales, focussing on the existing role of experienced craftspeople, the potential demand for the scheme and the scheme content or structure

Data was gathered from companies operating in the AM&M sector in Wales via an online survey promoted by Semta through their various communication networks.

Using the survey results, Semta has developed a Master Craftsperson recognition scheme within Wales. Primarily, the scheme is aimed at the engineering and manufacturing sectors, although there is an option to roll it out to other sectors if it is successful.

Master Craftspeople are highly trained technical employees with vocational accreditation. The high quality of vocational training required to achieve this accreditation (particularly in Germany) has led to an increase in demand for Master Craftspeople across the European Union. This is due to the trend that many German-based companies prefer to hire master craftsmen rather than university graduates as technical managers (mostly mid-level management) as the education is more practical, and because these craftsmen also acquire some theoretical skills and business knowledge during their training.

This Master Craftsperson recognition scheme is for craftspeople (technicians and engineers) with a number of years experience to undertake training to achieve coaching and mentoring qualifications, so that they can provide support to new employees, trainees and apprentices.

Employers in the Welsh AM&M sector support the scheme because accreditation brings value to both their employees and their business. They will actively recruit personnel who have achieved the standard as the skillset of individuals is enhanced enabling them to add increased value to their organisation.

The Welsh Master Craftsperson framework has parity with European standards and attainment of the framework is linked to professional recognition via the qualifications and the experience achieved.

Aims and objectives of this framework (Wales)

The aim of this scheme is to give craftspeople (technicians and engineers) with a number of years' experience the opportunity to undertake training to achieve coaching and mentoring qualifications; so that they can provide support to new employees, trainees and apprentices.

Additional benefits include:
Providing a structured training programme to develop and upskill the workforce
helping to improve recruitment and retention rates within the industry by offering appropriate career progression

Entry conditions for this framework

The scheme will lead to recognition at Level 4.

To qualify for entry on to the Level 4 scheme, candidates will be required to have:
• previously completed an engineering related apprenticeship (at Level 3) in the area they wish to coach/mentor in or
• may have a variety of relevant qualifications such as STEM A Levels (eg Maths, Science, Design Technology), Certificate/ Diploma in Engineering, Apprenticeship in Engineering or
• if they do not have formal qualifications, they will be required to provide evidence that shows they are currently working at a Level 3 standard (perhaps through a portfolio of experience).

In addition to Level 3 qualifications or experience, the candidates have to:
• undergo an employer interview process prior to acceptance onto the scheme
• have at least five years industry experience of working in the sector
• have the ability/potential to, or be carrying out the role of mentor, supervisor or leader in their company.

Although the qualifying experience does not need to be focussed on a higher role, the candidates should undergo an interview process to formally demonstrate their experience of the scheme requirements prior to their acceptance onto the framework. However, participants will be judged on their ability, not by the length of time they have worked in the sector.

On completion of the scheme the candidates will receive a coaching and/or mentoring qualification. They will also receive either a knowledge based qualification or further competence units in engineering manufacture, or an assessor qualification. As part of the scheme candidates can choose to undertake qualifications which may lead to professional recognition as an Incorporated Engineer (*IEng).

* The IEng (Incorporated Engineer) status can be sought after the completion of the EngTech or higher formal qualification. Candidates must demonstrate technical and commercial management skills, commitment to professional standards and obligations, the use of technical/engineering knowledge to apply technology to their work and the application of theoretical and practical methods to a process, system, service or product.

http://www.theiet.org/membership/profreg/ieng/requirements/
http://www.imeche.org/membership-registration/become-a-member

Rules to avoid the need to repeat qualifications

To avoid the need to repeat qualifications, processes exist to ensure applicants with prior knowledge, qualifications and/or experience are not disadvantaged. Colleges, Training Providers and Awarding Organisations will be able to advise applicants on the current rules for accrediting prior learning (APL) and experience.

Essential Skills Qualifications
The new set of Essential Skills Qualifications (ESQ): Essential Communication Skills, Essential

Application of Number Skills and Essential Digital Literacy Skills must be achieved at Level 2 for this recognition scheme.

Recognised proxies for the new ESQ qualifications are accepted - these are listed in the front of this framework document. Essential Skills Wales or ESQ qualifications achieved in the context of the Welsh Baccalaureate Qualification (WBQ) can be accepted, provided the specific certification of the title(s) and level(s) of those ESW/ESQ qualifications is provided. The WBQ certificate itself does not provide this specific evidence.

Knowledge qualifications

If applicants have already achieved one of the knowledge qualifications listed (see qualifications pages) before starting their apprenticeship, they may count this and will not have to repeat the qualification, providing they have achieved this within five years of starting the apprenticeship.

The training hours that were spent gaining the qualification may be counted towards the total training hours for the apprenticeship.

Competence qualifications

If applicants have already achieved one of the competence qualifications at Level 4 or units at Level 4 (see competence qualifications pages) before starting their apprenticeship, they may count this and will not have to repeat the qualification providing they have achieved this qualification within five years of starting their apprenticeship. The hours that were spent gaining the competence qualification may be counted towards the total hours for the apprenticeship.

It is important that there is agreement between the employer and the apprentice that the applicant is currently competent.

Prior experience in the sector

Applicants that are already working in the sector or who have recently worked in the sector, can apply to have their experience formally recognised by an awarding organisation and this will count towards the qualification(s) in this framework.

Level 4

Title for this framework at level 4

Master Craftsperson Recognition Scheme

Pathways for the framework at level 4:

Pathway 1:   Master Craftsperson

Level 4, Pathway 1: Master Craftsperson

Description of this pathway

Master Craftsperson (Coaching/mentoring)

This pathway is for candidates that would like to have the opportunity to gain a coaching and mentoring qualification in the workplace plus a Level 4 or Level 5 engineering knowledge qualification at college or university.

The duration depends on the qualification and unit options selected.

Topics covered:
• Management
• Leadership
• People management
• HR
• Finance
• Skills transfer
• Coaching and mentoring qualification

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

There are no additional requirements other than the general entry conditions

Job title(s)	Job role(s)
Training Manager	Organise and manage training programmes within an organisation. Make sure staff gain and develop the skills they need to carry out their jobs effectively. Also work with the employees to establish the company's present and future needs
Course Leader	Responsible for managing a group of people and will spend time delegating tasks, negotiating workloads, assessing performance and reporting on developments
Trainer	Responsible for ensuring that the apprentice or trainee has access to the full range of work required to develop the skills and industry knowledge they need on the job. You also need to observe their progress and confirm that they are developing the required skills and knowledge to progress
Coach	Targets high performance and improvement at work and usually focuses on specific skills and goals to develop a more junior or inexperienced individual's skills, knowledge or work performance
Mentor	Using experience, knowledge and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff

Qualifications

Competence qualifications available to this pathway

C1 – CMI Level 3 Certificate in Coaching and Mentoring

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/9464/3	Chartered Management Institute	15	50	130

C2 – City & Guilds Level 3 Certificate in Mentoring

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	600/5785/3	City & Guilds	13	27	130

C3 – Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C3a	501/1680/0	City & Guilds	17	115	170
C3b	600/2616/9	Agored Cymru	17	115	170
C3c	501/0826/8	Active IQ	17	115	170
C3d	501/2177/7	Future (Awards and Qualifications Ltd)	17	115	170
C3e	501/0890/6	NCFE	17	115	170
C3f	501/0462/7	VTCT	17	115	170
C3g	601/5404/3	BIIAB	17	115	170
C3h	501/1733/6	Ascentis	17	115	170
C3i	600/0730/8	NOCN	17	115	170
C3j	501/0949/2	IMI	17	115	170
C3k	600/2326/0	WAMITAB	17	115	170
C3l	500/9943/7	OCR	17	115	170

C4 – ILM Level 3 Certificate in Effective Mentoring

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C4a	603/3737/0	Institute of Leadership & Management	13	31	130

Knowledge qualifications available to this pathway

K1 – Pearson BTEC Level 4 HNC Diploma in Manufacturing Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/8829/4	Pearson	120	480	1200

K2 – Pearson BTEC Level 4 HNC Diploma in Aeronautical Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/8992/4	Pearson	120	480	1200

K3 – Pearson BTEC Level 5 HND Diploma in Manufacturing Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/8828/2	Pearson	240	980	2400

K4 – - Pearson BTEC Level 5 HND Diploma in Aeronautical Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	500/8991/2	Pearson	240	980	2400

K5 – Pearson BTEC Level 4 HNC Diploma in General Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	500/8827/0	Pearson	120	480	2400

K6 – Pearson BTEC Level 5 HND Diploma in General Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	500/8825/7	Pearson	240	980	2400

K7 – Pearson BTEC Level 4 HNC Diploma in Mechanical Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K7a	500/8824/5	Pearson	120	480	1200

K8 – Pearson BTEC Level 5 HND Diploma in Mechanical Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K8a	500/8826/9	Pearson	240	980	2400

K9 – HNC Operations Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K9a	N/A	University of Wales, Newport	150	750	N/A

K10 – HNC Mechanical Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K10a	N/A	University of Wales: Trinity St Davids	160	1600	N/A

K11 – HNC Mechanical Technology

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K11a	N/A	Glyndwr University via Coleg Cambria	150	576	N/A

K12 – HNC Mechanical Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K12a	N/A	University of South Wales	120	N/A	N/A

K13 – HND Mechanical Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K13a	N/A	University of South Wales	240	N/A	N/A

K14 – Pearson BTEC Level 4 HNC Diploma in Electrical and Electronic Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K14a	500/8831/2	Pearson	120	480	1200

K15 – Pearson BTEC Level 5 HND Diploma in Electrical and Electronic Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K15a	500/8834/8	Pearson	240	980	2400

K16 – Pearson BTEC Level 4 HNC Diploma in Electrical Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K16a	500/8257/7	Pearson	120	480	1200

K17 – Pearson BTEC Level 5 HND Diploma in Electrical Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K17a	500/8255/3	Pearson	240	980	2400

K18 – Pearson BTEC Level 4 HNC Diploma in Electronic Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K18a	500/8830/0	Pearson	120	480	1200

K19 – Pearson BTEC Level 5 HND Diploma in Electronic Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K19a	500/8833/6	Pearson	240	980	2400

K20 – HNC Electrical / Electronic Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K20a	N/A	University of Wales: Trinity St Davids	160	1600	N/A

K21 – HNC Electrical / Electronic Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K21a	N/A	Glyndwr University via Coleg Cambria	150	576	N/A

K22 – HNC Electrical and Electronic Technology

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K22a	N/A	Glyndwr University via Coleg Menai	150	576	N/A

K23 – HNC Electrical and Electronic Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K23a	N/A	University of South Wales	120	N/A	N/A

K24 – HNC in Electrical and Electronic Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K24a	N/A	University of Wales: Trinity St David	120	1200	N/A

K25 – Pearson BTEC Level 4 HNC Diploma in Automotive Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K25a	500/8601/7	Pearson	120	480	1200

K26 – Pearson BTEC Level 4 HNC Diploma in Operations Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K26a	500/8960/2	Pearson	120	480	1200

K27 – Pearson BTEC Level 5 HND Diploma in Operations Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K27a	500/8959/6	Pearson	240	980	2400

K28 – HNC Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K28a	N/A	University of Wales, Newport	160	640	N/A

K29 – HND Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K29a	N/A	University of Wales: Trinity St Davids	160	420	N/A

K30 – HNC Instrumentation Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K30a	N/A	University of Wales: Trinity St Davids	160	420	N/A

K31 – HND Power Systems Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K31a	N/A	University of Wales: Trinity St Davids	160	420	N/A

K32 – Pearson BTEC Level 4 HNC Diploma in Marine Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K32a	600/2080/5	Pearson	240	980	2400

K33 – Pearson BTEC Level 5 HND Diploma in Marine Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K33a	600/2081/7	Pearson	240	980	240

K34 – Pearson BTEC Level 4 HNC in Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K34a	603/0450/9	Pearson	120	480	1200

K35 – Pearson BTEC Level 4 Higher National Certificate in Aeronautical Engineering (Aerospace pathway)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K35a	603/0485/6	Pearson	120	480	1200

K36 – Foundation Degree FdEng in Aeronautical Engineering (Manufacture)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K36a	N/A	Glyndwr University	240	N/A	N/A

K37 – Foundation Degree FdEng Aircraft Maintenance

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K37a	N/A	Glyndwr University	N/A	N/A	N/A

K38 – Foundation Degree FdEng in Aeronautical and Manufacturing Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K38a	N/A	Swansea Univeristy via Coleg Cambria	N/A	N/A	N/A

K39 – Foundation Degree FdEng in Mechanical Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K39a	N/A	Swansea University via Gower College	240	N/A	N/A

K40 – Foundation Degree FdEng in Industrial Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K40a	N/A	Glyndwr University	N/A	N/A	N/A

K41 – Foundation Degree in Mechanical Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K41a	N/A	University of Wales via Pembrokeshire college	160	40	N/A

K42 – Foundation Degree in Process Operations Maintenance

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K42a	N/A	University of Wales via Pembrokeshire college	N/A	N/A	N/A

K43 – Foundation Degree in Electrical / Electronic Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K43a	N/A	Swansea University via Gower College Swansea	240	N/A	N/A

K44 – Foundation Degree in Automotive Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K44a	N/A	University of South Wales	N/A	N/A	N/A

K45 – EAL Level 4 NVQ Extended Diploma in Engineering Manufacture

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K45a	600/9576/3	EAL	107	461	1070

K46 – EAL Level 4 NVQ Diploma in Engineering Manufacture

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K46a	600/9486/2	EAL	80	635	800

K47 – EAL Level 4 Award in the Internal Quality Assurance of Assessment Process and Practice

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K47a	501/2056/6	EAL	12	90	120

K48 – HND Electrical and Electronic Engineering

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K48a	.	University of South Wales	240	X	X

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

To gain recognition as a Master Craftsperson at Level 4, learners have to:

- achieve one relevant competence qualification from C1 – C4

and

- achieve one knowledge qualification from K1- K47

Delivery methods for knowledge based qualifications may vary, from a conventional college based environment, to delivery through a combination of this and written/web-based/distance learning materials.

NOTE: Qualifications that are not on the Qualifications in Wales (QiW) database will not be eligible for funding.

If you wish to receive funding for a particular qualification, please check if it is on the database using this link https://www.qiw.wales/qualifications/search?lang=en

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 <u>above</u> 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 <u>above</u> 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 <u>above</u> 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

While significant numbers of candidates will seek internal progression to team leader or supervisory or further coaching/mentoring roles within their companies, some will want to progress to a Higher Apprenticeship in Engineering.

More generally, most participants aspire to a combination of internal promotion while at the same time undertaking company sponsored qualifications.

To further assist apprentices plan their careers we recommend they visit the following websites:

http://www.apprenticeships.org.uk/be-an-apprentice/the-benefits.aspx

https://nationalcareers.service.gov.uk/job-categories/engineering-and-maintenance

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

Employee Rights and Responsibilities (ERR) is no longer compulsory, but Semta recommends that all Master craftsperson's have knowledge and understanding of the ERR when inducting, coaching and mentoring others in the workplace.

There are two methods of achieving ERR as set out below:

Method 1 - Qualifications

- EAL Level 2 Award in Employment Rights and Responsibilities for new Entrants into the Science, Engineering and Manufacturing Sectors 600/0290/6
- Agored Cymru Level 2 Award In Employment Rights and Responsibilities 600/7776/1

Method 2 - Workbook

Semta has produced an Apprentice ERR workbook that is available from: customercare@eal.org.uk

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

How equality and diversity will be met

Semta recognises the training and business benefits of having apprentices from a wide variety of diverse backgrounds. We are committed to ensuring equality and diversity drives all aspects of apprentice selection and recruitment. Equal opportunity and diversity refers to the active elimination of unlawful or unfair discrimination against any person or group on the grounds of gender, race, colour, nationality, ethnic origin, religion, age, sexual orientation, marriage and civil partnership, pregnancy and maternity, political belief, disability and where appropriate, prison/offender background where this is deemed irrelevant.

Despite the encouraging numbers of both female participants and ethnic minorities on the Engineering Manufacturing framework at Level 3 and similar frameworks, the engineering sector still has a significant way to go to encourage women into engineering and manufacturing careers.

Semta wishes to make a Gender Equality Commitment. Semta has signed the United Kingdom Resource Centre (UKRC) CEO's charter in a bid to step up female recruitment in its key sectors and programmes. Due to impending skills gaps it is estimated that 187,000 people will be required to be recruited and trained between 2010-2016 within Semta's sectors of aerospace, automotive, composites, electrical, electronics, maintenance, marine, mathematics, metals and engineered metal products, renewables and science.

The UKRC is the Government's leading body for advanced gender equality in science, engineering and technology (SET) and the CEO's charter is a formal commitment to the UKRC's agenda to challenge the under-representation of women in SET. Women make up 50% of the labour market, yet they make up less than 20% of the labour market in science, engineering and technology.

The UKRC believes that only a concerted effort by the SET industry will break down the gender barriers that exist in traditionally male-dominated environments and we want to be part of a new consensus which will create an inclusive working environment for women. The manufacturing industries in which this scheme operates are traditionally dominated by a white, male workforce. However, faced with an aging workforce and the probability of skill shortages we must look to attract new entrants from a much more diverse recruitment pool. This means that all young people and adults considering engineering and manufacturing as a career are welcome, provided they meet the entry requirements.

Employers and Providers must be able to demonstrate there are no overt or covert discriminatory practices in the selection and employment of participants. This can be demonstrated by implementing a Single Equality Scheme (SES). The new Equality Duty (part of the Single Equality Bill) introduced to the public sector requires all public

sector bodies to produce a SES combining their current race, disability and gender schemes and should be recognised by all providers of apprenticeship training. The implementation of a SES demonstrates the organisation's commitment to equality and diversity by identifying new and improved ways of working to ensure the organisation is more efficient and effective in meeting the diverse needs of both staff and customers.

All those who recruit participants on this scheme must comply with the Equality act of 2010 and apply the Equality and Diversity legislation taking full account of the following:

• The Sex Discrimination Act 1975 and Code of Practice

• The Race Relations Act 1976 and Code of Practice

• The Disability Discrimination Act 1995 and Code of Practice

• Employment Equality (Religion or Belief) Regulations 2003

• Employment Equality (Sexual Orientation) Regulations 2003

• Employment Equality (Age) Regulations 2006

• The Equality Act 2010

Employers and training providers must also actively monitor equality of opportunity and diversity procedures and take positive action where necessary to ensure equal access and treatment for all.

Download the guidance on the Equality Act here: https:// www.equalityhumanrights.com/en/equality-act/equality-act-2010

On and off the job training

Summary of on- and off-the-job training

The time taken to complete the scheme may vary depending on previous experience and attainment of the candidate. Where a candidate enters the scheme agreement having previously attained or acquired some or all of the appropriate competence or knowledge, this prior learning needs to be recognised and documented using the relevant Recognition of Prior Learning (RPL) procedures.

Both on and off-the-job training hours need to be planned, reviewed and jointly evaluated between the coach/mentor, training instructor, tutor or lecturer and workplace supervisor and where relevant the coach/mentors' mentor. The coach/mentor should have access to training support at all times, whether on or off-the job training.

On and off-the job training hours should be delivered through a variety of learning methods, such as individual and group teaching, team-working, e-learning, distance learning, coaching, mentoring, feedback and assessment.

Off-the-job training

Off-the-job training is defined as time for learning activities away from normal work duties or away from the immediate pressures of the workplace.

The training hours required to undertake the chosen coaching/mentoring or knowledge qualifications will vary according to the qualification and units selected.

How this requirement will be met

Off-the-job training needs to:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the scheme and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the candidate and a tutor, teacher, leader or manager
- allow the participant access as, and when required to tutors, teachers, leaders or manager
- 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.

It is recommended that a manager/supervisor is appointed for each candidate to review their progress on a regular basis. It is estimated that a manager/supervisor will have up to 2 hours per week contact time with each candidate and this activity will take place off-the-job.

On-the-job training

Pathway 1

The hours required to undertake the chosen competence qualification will vary according to the qualification and units selected.

How this requirement will be met

This must be assessed in a work environment and must be assessed in accordance with specific Awarding Organisation's guidelines and assessment criteria.

On-the-job training should:

• achieve clear and specific outcomes which contribute directly to the successfulachievement of the scheme and this may include accredited and non-accredited elements of thescheme

• be planned, reviewed and evaluated jointly between the candidate and the tutor, teacher, mentor or manager

• allow access as and when required by the candidate either to a tutor, teacher, mentoror manager

• be delivered during contracted working hours

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

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