

apprenticeship FRAMEWORK

Sports Development

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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Wales

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Sports Development (Wales)

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Framework information

Information on the Issuing Authority for this framework:

SkillsActive

The Apprenticeship sector for occupations in sports coaching, active leisure, hairdressing and beauty (also includes fitness, stewarding, outdoors, playwork and sporting excellence).

Issue number: 5	This framework includes:
Framework ID: FR03873	Level 2 <input type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: DD/MM/YYYY	This framework is for use in: Wales

Short description

This apprenticeship framework provides a vocational pathway into the profession of sports development.

Contact information

Proposer of this framework

SkillsActive has developed this framework via consultation with stakeholders such as Powys County Council, Welsh Rugby Union, Pembrokeshire College, Swansea National Pool, Sports Leaders UK and Cardiff SDU.

Developer of this framework

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Revising a framework

Why this framework is being revised

This framework has been revised to ensure all qualifications offered within this framework are up to date and available in England for delivery

Summary of changes made to this framework

This framework has been updated with newly accredited competence and knowledge qualifications.

Qualifications removed

April 2023

- Sports Leaders Level 3 Qualification in Sports Leadership 601/8586/7

March 2021

The following qualifications have been removed from the framework:

- Pearson BTEC Level 3 Certificate in Sports Development 600/4081/6 (no new starts after 31/8/20)
- Pearson Edexcel Level 3 NVQ Diploma in Sports Development 600/1420/9 (no new starts after 31/8/20)

The following qualification has been removed from the framework:

- VTCT Level 3 NVQ Diploma in Sports Development 600/2432/x
- OCR Level 3 NVQ Diploma In Sports Development 600/2862/2
- OCR Level 3 Award in Employment Awareness in Active Leisure and Learning 600/2423/9
- VTCT Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7395/3
- IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4710/0
- City& Guilds Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6580/4
- SQA Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4938/8
- EDI Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4425/1
- NCFE CACHE Level 3 Award in Employment Awareness in Active Leisure and Learning 600/1310/2
- City & Guilds Level 3 Award in Increasing Participation in Sport and Active Leisure in Community Settings 500/9519/5
- City & Guilds Level 3 Certificate in Increasing Participation in Sport and Active leisure in Community Settings 500/9644/8
- City & Guilds Level 3 Diploma in Increasing Participation in Sport and Active Leisure in

Community Settings 500/9643/6

- Sports Leaders UK Level 3 Certificate in Higher Sports Leadership 501/0085/3

Qualifications added

July 2023

- Certificate in Effective Coaching & Mentoring 603/3738/2

April 2023

- Sport Leaders Level 3 Qualification in Sports Leadership 603/7400/7

March 2021

The following qualifications have been added to the framework:

- Pearson BTEC Level 3 National Diploma in Sports Coaching and Development 603/0460/1
- Pearson Level 3 National Extended Certificate in sports Coaching 603/4930/X

The following qualifications have been added to the framework:

- Focus Awards Level 3 NVQ Diploma in Sports Development 601/5373/8
- Focus Awards Level 3 Certificate in Sports Development 601/6256/9
- Focus Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 601/4969/3
- Sports Leaders UK Level 3 Qualification in Sports Leadership 601/8586/7
- YMCA Level 3 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings 603/1454/0
- YMCA Level 3 Certificate in Increasing Participation in Sport and Active leisure in Community Settings 603/1446/1
- YMCA Level 3 Award in Increasing Participation in Sport and Active Leisure in Community Settings 603/1445/X

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

This apprenticeship framework provides a vocational pathway into the profession of sports development. The framework will ensure there are people with the organisational skills and political and social awareness to succeed in this important part of the sport and active leisure industry.

This apprenticeship can provide a progression opportunity for apprentices on a Foundation Apprenticeship or Pathways to Apprenticeship programme as well as progression for those already working in the sector.

This programme is also suitable for those who wish to change their careers and retrain to enter the sector at this level. Many people who work in sports development will be expected to hold a degree level qualification. This framework provides a pathway in to the sector for situations where the vocational route is appropriate and could be particularly useful for apprentices who have been former recipients of sports development services and become leaders or coaches before wishing to progress to a sports development role.

Aims and objectives of this framework (Wales)

The active leisure, learning and well-being sector as a whole had an estimated UK gross value added (GVA) output of £8.7 billion in 2008, accounting for 0.9% of the whole UK economy. The SkillsActive sector impacts on tourism (a new Welsh Government priority sector through their Economic Renewal Programme), events, retailing, manufacturing and construction, and outperformed the UK four-fold in direct employment from 1999 to 2004. The GVA output of sport, fitness, the outdoors and the caravan industry in Wales in 2008 equalled £225 million, accounting for 0.9 per cent of total Wales output. The Welsh Government's Economic Renewal Programme (2010) cites sport as a vibrant sector within the Welsh economy. Estimates suggest that the SkillsActive sector employs circa 32,000 people in Wales. The workforce in Wales accounts for four per cent of the sector's UK employment. Sport, fitness and the outdoors is by far the largest of the sub-sectors, accounting for 62 per cent of sector GVA and 71 per cent of employment.

Welsh Government's Economic Renewal Programme highlights a commitment to the continuous development of the apprenticeship model as a flagship vocational training option. A Vision for Sport in Wales published by Sport Wales also cites the need to grow a skilled and passionate workforce as a key driver. Apprenticeships can contribute to delivering this vision. The provision of recreational, sport and fitness facilities is a key element in the drive to improve the active lifestyles of individuals across all strata of the population. As outlined in Creating an Active Wales, the Welsh Government action plan for sport and physical activity, regular engagement with physical activity has additional benefits to the wider economy. The action plan highlights that those who are physically active have as much as a 50 per cent reduced risk of developing major health related diseases in later life. Improvements to the number of people engaged in physical activity could therefore have long term bearings on health expenditure. Estimates suggest that physical inactivity costs the Welsh economy around £650 million per year.

The Welsh Health Survey 2009 suggests that around 57 per cent of adults are classified as overweight or obese (21 per cent are obese). Additionally, Wales records the highest levels of childhood obesity compared with the other Home Countries at 19 per cent. There is continued commitment to improve participation in sport and physical activity in Wales. Creating an Active Wales is the Welsh Government's plan for improving levels of physical activity in Wales (launched in 2009). The report outlines the need to increase participation in physical activity to ensure improvements in health and wellbeing and sets out a range of targets to increase activity levels.

It is estimated that there are between 4000 and 5000 people working in the sports development sector in the UK. Sports development aims to improve access to sport and physical activity for people of all ages and abilities, develop communities through the use of sport and physical activity and address wider social inclusion agendas. The work is challenging and varied and may include the development of performance sport, community sport and physical activity and /or participation for particular target groups. Sports development involves organising projects, programmes, information and training to encourage people to increase their activity and have a healthier lifestyle or participate in their community.

Sports development may have one or more of the following aims or missions:

- Social justice
- Sustainable communities
- Community development
- Community safety
- Crime reduction
- Equitable practice
- Health promotion
- Social inclusion
- Social Control
- Empowerment
- Success in sport
- Personal/character development
- Rehabilitation
- Self help
- Devolution
- Self determination
- Inclusion in a specific faith or community agenda
- Ethical practice
- Working and learning together
- Collective action Social education Empowerment

The most common job in sports development is the sports development officer and that job correlates with the level of this framework. Sports development officers will typically be responsible for:

- working with local communities to identify the need and demand for new activities improving access to sport for young people, people with disabilities and people from disadvantaged communities

- supporting Community amateur sports clubs
- organising National Governing Body qualification courses organising sport and physical activity events
- supporting initiatives to reduce crime and rehabilitate offenders.

Typical tasks involved in sports development can include:

- making sure resources are used and all available funding is accessed putting local and national policies into practice
- identifying opportunities for funding organising, promoting and running projects monitoring and evaluating projects
- attending meetings, seminars and conferences
- finding and training suitable staff, coaches and volunteers for projects managing resources and budgets.

These are all reflected in the National Occupational Standards for sports development and the qualifications derived from the standards.

Sports development officers sometimes promote sport in general, working for a local authority, or concentrate on a specific sport, working for a national governing body (NGB) as a sports specific development officer.

This framework contributes towards:

- meeting the generic skills priorities for the sector including communication, team working, customer services and employability skills
- ensuring sports development professionals understand and can apply social and political knowledge to organise and manage effective sports services
- bringing about a more diverse workforce which reflects the community where sports development services are delivered
- allowing, where fundable, for graduates to demonstrate on the job competence
- providing a progression pathway to those who hold activity leadership or coaching qualifications but whose role has broadened beyond session delivery to encompass organisation, influencing policy and managing

How will the framework achieve the above objectives?

- The framework will address the issue of generic skills priorities as all of these skills from customer services to communication and team working are essential parts of the framework and apprentices will be required to learn, use and practice these skills both by obtaining functional skills qualifications and studying for both the competence and knowledge element of the programme.
- The qualifications contributing to a better skilled workforce within the sector will not only be the competence and the knowledge elements but also the additional employer's requirement which will give a great opportunity to tailor the apprentices' training programme to the employers' / customers' particular needs and for apprentices to gain additional technical skills.
- Due to the recession, it is important that the sector recognises the value of apprenticeship programmes in up skilling the sports development workforce and the value of apprentices to their businesses. Having a workforce grown internally by apprenticeship programmes ensures that businesses are supplied with a workforce who

will have not only the soft skills but also the specific technical skills to work and progress within the industry making it a successful business for the employer and a quality experience for the customers.

- The framework will provide clear progression to further specialist courses allowing continuing professional development, particularly in sports management areas.
- The apprenticeship will build further confidence in our sector from other professions such as youth work and community development.

Entry conditions for this framework

This apprenticeship framework provides a vocational pathway in to the profession of sports development.

The framework will ensure there are people with the organisational skills and political and social awareness to succeed in this important part of the sport and active leisure industry. This apprenticeship can provide a progression opportunity for apprentices on Foundation Apprenticeships or Pathways to Apprenticeship programmes as well as progression for those already working in the sector.

This programme is also suitable for those who wish to change their careers and retrain to enter the sector at this level. Many people who work in sports development will be expected to hold a degree level qualification. This framework provides a pathway in to the sector for situations where the vocational route is appropriate and could be particularly useful for apprentices who have been former recipients of sports development services and become leaders or coaches before wishing to progress to a sports development role.

It is good practice that apprentices are interviewed by both their employer and training provider and undergo a centre devised initial assessment, testing their literacy and numeracy skills as well as their attitude to the workplace and customers.

Potential apprentices should have a positive, motivating, can do attitude and be willing to work both as part of a team or on their own. They should be motivated to succeed. Potential apprentices are expected to have the skills to work with and motivate a variety of different clients they will work with. Apprentices might also need to undergo police checks for example when working with vulnerable adults and children. It is an important aspect of the programme that the apprentices actually have the opportunity to do real sports development tasks; they are not just coaches doing a bit of organising, they are deciding and influencing strategy and policy which is what sports development is all about.

Apprentices will be given the opportunity to gain essential skills qualifications alongside their industry related skills and qualifications.

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

Level 3

Title for this framework at level 3

Apprenticeship in Sports Development

Pathways for the framework at level 3:

Pathway 1: Sports Development

Level 3, Pathway 1: Sports Development

Description of this pathway

Apprentices completing this framework will achieve a minimum of 96 credits:

- 64 credits for competence
- 12 for knowledge (based on selecting the smallest size knowledge qualification)
- 8 credits for Employee Rights and Responsibilities
- 12 credits for Essential Skills Wales Communication and Application of Number

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

There are none in addition to those listed in the entry requirement section of this document.

Job title(s)	Job role(s)
Community Sports Development Officer / Sports Specific Development Officer	Working with local communities, National Governing Bodies and a variety of sports partnerships, organising courses, events and running a variety of projects.

Qualifications

Competence qualifications available to this pathway

C1 – Level 3 NVQ Diploma in Sports Development

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
**C1a	600/1420/9	Pearson Education Ltd	64	277	N/A
** WITHDRAWN TO NEW STARTS 31/8/20 **					
C1b	601/1152/5	Active IQ	64	277	N/A
C1c	601/5373/8	Focus Awards	64	277	N/A
C1d	600/4301/5	1st4sport	64	288	N/A

C2 – Level 3 National Diploma in Sport

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	603/0460/1	Pearson	90	720	N/A

Knowledge qualifications available to this pathway

K1 – Level 3 Award in Increasing Participation in Sport and Active Leisure in Community Settings

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	603/1445/X	YMCA Awards	12	103	120

K2 – Level 3 Certificate in Increasing Participation in Sport and Active leisure in Community Settings

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	603/1446/1	YMCA Awards	29	222	290

K3 - Level 3 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	603/1450/0	YMCA Awards	42	329	420

K4 - Level 3 Qualification in Sports Leadership

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	603/7400/7	Sports Leaders UK	13	60	126

K5 - Level 3 Certificate in Managing Sports Volunteers

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	600/0374/1	1 st 4sport	14	60	N/A

K6 - Level 3 Edexcel BTEC Certificate in Sports Development - ** WITHDRAWN TO NEW STARTS FROM 31/8/20 **

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	600/4081/6	Pearson Education Ltd	20	120	N/A

K7 - Level 3 Edexcel BTEC Diploma in Sports Development

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K7a	600/4083/x	Pearson Education Ltd	50	300	N/A

K8 - Level 3 Certificate in Sports Development

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K8a	601/6256/9	Focus Awards	20	120	N/A

K9 - Level 3 National Extended Certificate in Sports Coaching

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K9a	603/4930/X	Pearson	48	360	N/A

K10 - Certificate in Effective Coaching & Mentoring

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K10a	603/3738/2	City & Guilds	16	40	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

K1 – K9 provides the underpinning knowledge to C1-2.

A range of qualifications with a variety of credit values are available, the learner and employer could choose the qualifications most suited to the learners' needs and specific job roles. For example, for an apprentice working in a setting where they are responsible for not only managing relationships with partners but also for managing volunteers, the most appropriate selection would be the Level 3 Certificate in Managing Volunteers.

For advice and guidance on selecting the most appropriate knowledge qualification, providers and employers are welcome to contact SkillActive on an individual learner basis / case.

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? **YES** ☐ **NO** ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

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

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? **YES** ☐ **NO** ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

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

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** ☐ **NO** ☒

Progression routes into and from this pathway

PROGRESSION INTO THIS APPRENTICESHIP PROGRAMME

There are no pre-defined entry routes, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with a variety of qualifications.

These might include diplomas, GCSEs, Welsh Baccalaureate qualifications, A levels, vocational training routes or foundation apprenticeships such as the Foundation Apprenticeship in Activity Leadership or Coaching as well as Pathways to Apprenticeship programmes.

This apprenticeship can provide a progression opportunity for apprentices on a foundation level programme as well as progression for those already working in the sector. To gain progression in to the framework potential apprentices need access to work at the organizational/ policy (local policy) level in sport as that is what sports development essentially is.

This programme is also suitable for those who wish to change their careers and retrain to enter the sector at this level. Many people who work in sports development will be expected to hold a degree level qualification. This framework provides a pathway in to the sector for situations where the vocational route is appropriate and could be particularly useful for apprentices who have been former recipients of sports development services and become leaders or coaches before wishing to progress to a sports development role.

PROGRESSION FROM THIS APPRENTICESHIP PROGRAMME

On completion of this programme, apprentices can work in the sector as Sports Development Officers covering a wide range of roles ranging from working with local communities to supporting amateur sports clubs or working with a variety of partners in organising and supporting initiatives to reduce crime and rehabilitate offenders.

Apprentices can also progress in to level 4 qualifications and job roles such as senior sports development officer or sports development manager.

Horizontal progression would include progression into management and leadership roles and further qualifications in this area, such as Sports Development, Marketing, Business or even Social Sciences or Social Policy.

It is also possible for apprentices to progress onto a variety of vocational qualifications allowing them to further their portfolio of skills, these could come from the sport sector or other sectors with links to sports development such as health, youthwork or justice.

Please also check the SkillsActive Careers site for further information on progression opportunities and more detailed information on available job roles in the sector:
www.skillsactive.com/careers

CERTIFICATION

On completion of all components of this apprenticeship programme and meeting the full framework

... Sports Development (Wales)
..... level 3
..... Pathway 1

requirement, learners or training providers/employers on the learners' behalf and authorized by the learner must apply to the relevant Certifying Body to request the overarching apprenticeship certificate. For further information on this process please contact apprenticeships@skillsactive.com.

UCAS points for this pathway:

N/A

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** ☐ **NO** ☐

Delivery and assessment

In the Active Leisure and Learning sector the employee rights and responsibilities requirement of the apprenticeship programme will be met by all apprentices completing an externally assessed and verified qualification covering all nine national outcomes listed below:

- Employer and employee statutory rights and responsibilities under Employment Law;
- Procedures and documentation in their organisation which recognises and protects their relationship with their employer / health & safety and equality & diversity training must be an integral part of the apprentice's learning programme;
- The range of sources of information and advice available on employment rights and responsibilities;
- The role played by this occupation within the organisation and industry;
- Types of career pathways open to the apprentice;
- Types of representative bodies and an understanding of the relevance to their industry and organisation and their main roles and responsibilities;
- How and where to get information and advice on the industry, occupation, training and careers;
- The organisation's principles and codes of practice;
- Issues of public concern that affect the organisation and industry.

It is a mandatory outcome of the apprenticeship programme that all apprentices complete one of the qualifications listed below covering all nine of national outcomes of the employee rights and responsibilities:

- YMCA Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6535/x
- Pearson Education Ltd. Edexcel BTEC Level 3 Award in Employment Awareness in Active Leisure and Learning 500/9274/1
- 1st4sport Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7423/4
- Active IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7410/6
- IAO Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7401/5 NCFE Level 3 Award in Employment Awareness in Active Leisure and Learning 501/1812/2 Focus Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 601/4969/3

Please note all of the above qualifications account for 8 credits towards the framework.

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

How equality and diversity will be met

This apprenticeship programme aims to promote diversity, opportunity and inclusion by offering a high quality learning experience. The delivery of this programme must be in a setting free from prejudice and discrimination where all learners can contribute fully and freely and feel valued.

Employers/providers must be able to demonstrate their selection, recruitment and employment practices are in line with the Equality Act 2010 and there are no overt or covert discriminatory practices in relation to any of the following protected characteristics: age; disability; gender reassignment; marriage and civil partnerships; pregnancy and maternity; race; religion or belief; sex; sexual orientation; and socio-economic disadvantage.

ISSUES, BARRIERS AND ACTIONS

The current economic climate has affected every aspect of sports and recreation, including community focused roles as well and staff working in these areas have experienced reduced support in training and development due to the cost. However, this is where an apprenticeship programme can contribute, by ensuring that those interested in entering the sector or those who are already employed in the sector are given the opportunity to gain and develop their knowledge and skills despite the current economic difficulties to ensure they stand out and succeed.

A significant proportion of the sports development workforce is female and although they have a presence across all roles, this decreases as the roles become more senior. Having apprenticeship programmes on offer in our sector makes it possible for all members of staff to develop their skills and knowledge. Therefore the framework can contribute to encouraging more women to develop their skills to enable them to fill more senior roles.

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

On and off the job training

Summary of on- and off-the-job training

ON THE JOB TRAINING HOURS = Learning/training which encourages and enables the apprentice to demonstrate practical job-related skills and to practise and apply these skills in the context of the job. This type of learning will be delivered in the workplace and through practical experience of doing the job.

OFF THE JOB TRAINING HOURS = Learning/training which encourages and enables the apprentice to develop the technical skills of the job and to develop their knowledge of theoretical concepts across a range of contexts and the wider market. This type of guided learning will be delivered away from the immediate pressures of the job. It may be delivered in the workplace, in a college or training provider premises.

The total training hours for this framework is set at 538 hours and we advise the framework to be completed within 18 months.

The 538 total training hours for this framework is made up from the components of this framework as follows:

- Training hours associated with the competence element of the combined qualification (277 hours)
- Training hours associated with the knowledge element of the combined qualification (60 hours)
- Training hours associated with the employee rights and responsibilities qualification (61 hours))
- Training hours associated with the transferrable skills qualifications (90 hours - 45 hours per skill)

Off-the-job training

The total off the job training hours will be set at 200 hours for this framework.

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

- part of the knowledge qualification (60 hours)
- transferrable skills (90 hours)
- part of the employee rights and responsibilities qualification (50 hours)

How this requirement will be met

This requirement will be met via debriefing sessions, supervision, team sessions, shift handovers and activities similar to the above listed where the learner / apprentice is away from the pressures of the workplace and is supported and mentored by fellow workers and management.

In addition to the above list, completion of the knowledge part of the combined qualification and Essential Skills assessment will also contribute to the achievement of off the job guided learning hours.

On-the-job training

The total on the job training hours will be set at 338 hours for this framework.

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

- competence qualification (277 hours)
- additional time needed for apprentices to ensure they understand and can apply social and political knowledge to organise and manage effective sports services (50 hours)
- remainder of the employee rights and responsibilities qualification (11 hours)

How this requirement will be met

This requirement will be met by the apprentices delivering their daily job roles, gaining technical experience as well as time spent acquiring knowledge and skills to achieve the competence requirement set out by the apprenticeship programme / framework.

We propose that this will be evidenced through apprentices holding an Activepassport, which is an online skills passport supported by leading employers and training providers. It allows learners to easily build and maintain a verified record of their skills, qualifications and achievements and keeps track of an individual's progress and commitment to their career and professional development.

For more information and guidance on Activepassports, providers and employers can visit the Activepassport website <http://www.activepassport.com> and also contact SkillsActive. |

Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

Enter Qualification Names

Improving own learning and performance

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

Working with others

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

Problem solving

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

apprenticeship FRAMEWORK

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