

apprenticeship FRAMEWORK

Trade Business Services (England)

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Trade Business Services (England)

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Framework summary

Trade Business Services

Intermediate Apprenticeship in Trade Business Services

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Trade Business Services

Competence qualifications available to this pathway:

- C1 - Pearson Edexcel Level 2 Certificate in Trade Business Services (QCF)
- C2 - Pearson Edexcel Level 2 Diploma in Trade Business Services (QCF)

Knowledge qualifications available to this pathway:

- K1 - Pearson BTEC Level 2 Certificate in Principles of Trade Business Services (QCF)

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Skillsmart Retail UK Ltd

The Apprenticeship sector for occupations in retail.

Issue number: 2	This framework includes:
Framework ID: FR02521	Level 2
Date this framework is to be reviewed by: 31/10/2018	This framework is for use in: England

Short description

The Trade Business Services Intermediate framework at Level 2 has been designed to provide apprentices with the knowledge, skills and understanding they require to carry out their job role and support future progression within the sector. Apprentices taking this framework will train as Trade Business Depot Personnel within in a business-to-business environment usually trading out of depots/warehouses. The role of Depot personnel within Trade Businesses can cover multiple functions which may include elements of: customer services; administration; business development and customer accounts management; sales including counter sales and conducting trade over the telephone and online; warehousing duties and; some design work, in order to build relationships with local trades people, supporting them to meet the needs of their customers.

Contact information

Proposer of this framework

Pearson Education Ltd collaborated with major Trade Business Services employers, including Howdens Joinery, Screwfix and Wolseley UK, to design a framework flexible enough to cover multiple Trade Business roles whilst recognising the core essence of all jobs within the sector. Each employer identified the unique requirements and mix of skills needed in their business based upon existing in-house training programmes. Pearson has continued to work with its partners to ensure the final offer will develop apprentices in each area of the organisation.

Developer of this framework

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Revising a framework

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Who is making this revision: Tara Morris
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Why this framework is being revised

To amend the job roles associated with the framework to better reflect the activities and multi-skilling aspect of personnel employed in Trade Business Services.

Summary of changes made to this framework

The job roles section has been reduced to one role - Trade Business Depot Personnel.

The description of the framework, objectives of the framework and the relationship between the competency and knowledge qualifications have all been updated to reflect the clearer description of the job role.

Qualifications removed

N/A

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

Defining Apprenticeships

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

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

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

The Trade Business Services Industry

Trade business refers to business-to-business selling, normally in bulk. Trade businesses do not sell to the public and are usually membership organisations. Typically, they are multi-channel and usually trade out of depots or warehouses. A significant proportion of trade will be conducted over the telephone and via the internet and not necessarily face to face. Consequently, job roles and functions may differ from those of staff within retail businesses.

The Trade Business Services Apprenticeship framework provides for learners operating in an workplace where the product and services offered are directed towards other businesses. Learners will typically be part of a team working with staff responsible for a variety of activities including stock control, ongoing sales, sales generation, account management or design services.

This sector has traditionally recruited staff with low or no directly relevant skills. It is a sector that has met growth through the development of in house training programmes in the absence of any externally recognised framework. This qualification builds on the established good practices in the sector but also provides rigour and a starting point for all existing employees and new apprentices to attain.

There is a consistent need to adapt to new business methods including technological changes

in the industry that include; stock management and control, on line sales and after care, customer loyalty, design, promotion and business performance management.

Legal changes are numerous and focus on sustainability, employment, development of new sites, business performance and compliance and regulatory practice. Markets changes are affected by external factors including the recession that drives up demand for home improvements, compliance and safety in leased properties and inclusive living. Whilst overall demand may be higher spending power can be reduced.

Demographic changes include the impact of an ageing population that will shape product choice and demand in the future. External demographic change will impact with the need as it could lead to demand for products being greater in areas of greatest population shift e.g. the continued move of people to London and the South East, new build housing programmes being greater in London and the South East, increase in rental properties in London and the South East.

The sector has traditionally not been successful in recruiting young people. The apprenticeship framework will increase the exposure of the trade business sector to school leavers, parents and carers, and careers staff across the UK. The framework provides increasing opportunities to develop staff to meet the sector needs and therefore will reduce performance issues.

The framework contributes to the Government's agenda in upskilling all sectors. The broad range of job roles provides meaningful opportunities to school leavers and those unemployed. The attainment of a full level 2 qualification has been the benchmark of skills agenda and is proven to increase business performance and personal wealth.

Aims and objectives of this framework (England)

Aim of the framework

This apprenticeship framework will :

- contribute to meeting the skills shortages in the sector,
- attract new people in to Trade Business Services and;
- promote the sector as a career of choice to the wider community.

Objectives

This framework:

- Provides Trade Business employers with a flexible and quality framework that meets the needs of Depot Personnel operating across multiple functions
- Contributes to increasing the number of existing staff qualified at Level 2.
- Attracts more applicants in the 16-18 age bracket/new talent into Trade Business Services to contribute to meeting skill shortages.

- Develop skills in business to business selling; customer account management, customer services and customer relationship management, business administration, stock control and elements of design.
- Meets compliance issues and strengthens good working practices
- Raises the profile of this sector as a viable career and working opportunity among young people and their key decision makers.

Entry conditions for this framework

This framework does not impose any entry restrictions as trade business employ individuals from all abilities.

Employers are looking for applicants who have a keen interest in providing high levels of customer service and can be flexible with their skills.

Initial Assessment

Training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs. This process will identify prior qualifications and experience which may count towards achievement of the framework. Where this is the case, apprentices will be encouraged to undertake new learning at a higher level and develop new skills.

Level 2

Title for this framework at level 2

Intermediate Apprenticeship in Trade Business Services

Pathways for this framework at level 2

Pathway 1: Trade Business Services

Level 2, Pathway 1: Trade Business Services

Description of this pathway

Intermediate Level Apprenticeship in Trade Business Service

Total minimum credits: 50 credits, representing:

- Competence: 27 credits;
- Knowledge: 13 credits;
- Functional Skills in English and Maths: 10 credits.

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)
Trade Business Depot Personnel	Servicing and building relationships with local trades people to support them in the design, ordering, purchasing and delivery of materials for trade jobs. Personnel may hold responsibility for a range of functions including opening and maintaining trade accounts, local marketing and sales activity.

Qualifications

Competence qualifications available to this pathway

C1 - Pearson Edexcel Level 2 Certificate in Trade Business Services (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/1292/X	Pearson Education Ltd	27	161-229	N/A

C2 - Pearson Edexcel Level 2 Diploma in Trade Business Services (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	601/1291/8	Pearson Education Ltd	37	229-299	N/A

Knowledge qualifications available to this pathway

K1 - Pearson BTEC Level 2 Certificate in Principles of Trade Business Services (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/1224/4	Pearson Education Ltd	13	108-124	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

All apprentices will undertake one of the following competency qualifications depending on the scope of their role. For example, some learners may not have the design or warehousing elements in their role but will still cover the account management, sales, administration and customer service functions and therefore will be better suited to the Certificate. Learners that have wider scope in their role, such as those that include warehousing and basic kitchen and bathroom layout design may find the Diploma more appropriate, allowing them to achieve credit that recognises the breadth of their job. The Apprentice and their manager/employer should determine which of the qualifications best meets the needs of the Apprentice at the start of the programme.

- Level 2 Certificate in Trade Business Services; or
- Level 2 Diploma in Trade Business Services.

All roles will undertake the **Level 2 Certificate in Principles of Trade Business Services** knowledge qualification.

Employers will select the relevant optional units for both competence and knowledge to reflect the role of the Apprentice.

Apprentices who have already achieved competence and/or knowledge qualifications before entry to the Apprenticeship must select options which will equip them with new skills and learning.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

ICT has not been included. Most of the roles covered by this framework do not require ICT skills in order to perform them. Where ICT is used e.g. in the Business Administration and Design roles, the optional ICT units within the component qualifications provide sufficient scope to hone necessary skills.

Progression routes into and from this pathway

Progression routes into the Intermediate Apprenticeship in Trade Business Services

Examples of progression routes into this pathway include:

- Work experience or experience of working in trade business services; retail; design or customer services;
- Level 1 QCF qualification in Retail, Customer Service, Design;
- GCSEs in English and Maths

Apprentices will undergo an initial assessment to identify prior learning and experience which may count towards the achievement of this apprenticeship.

Progression from the Intermediate Apprenticeship in Trade Business Services

Jobs:

Apprentices can progress onto permanent roles in the apprenticeship post they have followed or they can move sideways into either a Business Development/Administration, Counter Sales or Warehouse role. All employees then have the opportunity to follow the career progression routes in to depot, area and regional management or into central services e.g. training, marketing, HR and credit control.

Qualifications:

- Level 3 Certificate or Diploma in Retail Knowledge;
- Level 3 Diploma in Retail Skills (Visual Merchandising), (Sales Professional) or (Management).
- Level 3 Certificate in Management

Employee rights and responsibilities

Employee Rights and Responsibilities is evidenced through the completion of the ERR unit contained with the knowledge component of the apprenticeship.

- Understanding employment responsibilities and rights' (D/602/4769) is listed as a mandatory unit worth 3 credits within the knowledge qualification included in this framework.
- A copy of the certificate of achievement of the ERR unit must be provided when applying for an apprenticeship completion certificate.
- The declaration form is available at: <https://acecerts.co.uk/web/forms-documentation>

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

How equality and diversity will be met

Trade Business Services is a sub-sector of the Retail Industry. Retail's gender profile is 60:40 women to men and this is even more weighted towards men in the Trade Business subset. Unlike retail in general, employers in the Trade Business Services sector are facing issues due to their ageing workforce as they are struggling to take on new recruits and make the sector attractive enough for school and college leavers. The apprenticeship, through promotion from employers and the awarding organisation, raises the profile of this sector and provides increased opportunities for prospective apprentices to consider entry into a growing sector which does not have a significant presence in the careers curriculum.

Profile of the Retail and Trade Business Services Apprentices

The number of Retail apprenticeships has increased significantly over the years and stands at around 19,500 achievements in England for 2011/2012. This is an increase of approximately 60% on the previous year. The gender profile for Intermediate level 2 retail apprenticeship starts is 68% for females with slightly fewer at the advanced level 3 at 61%.

This is encouraging data for the Trade Business Services Apprenticeship and although the overall uptake will not be as large as the general retail route, the expectation is for a significant number of apprentices to take up this opportunity and benefit from the same impact on equality and diversity trends. One of the employers involved in the development of the framework is making the apprenticeship mandatory for all new recruits to the company and estimates registrations for up to 500 apprentices per annum. From the outset, the focus of this apprenticeship is to spark interest in new recruits and to support succession planning in an ageing sector. There is also a need in some areas to encourage greater numbers of women and men e.g. women into warehouse apprenticeships and men into business administration apprenticeships.

Skillsmart Retail UK will be monitoring the take up of apprenticeships by the under-represented groups to ascertain any barriers and ways of overcoming them.

Actions being taken to address imbalances in the workforce:

- The diversity and distributed nature of trade business services has meant that the component qualifications within the apprenticeship frameworks have had to be developed to ensure flexibility and choice within the rules of combination. Similarly, the units have been written, in collaboration with a selection of trade-based employers to ensure that they are free from bias, accessible to all learners and are applicable to a wide range of roles and businesses within the trade business sector.
- In order to ensure that the major trade-based retailers are also able to engage with the

apprenticeship framework, the developer has worked to develop an Apprenticeship delivery model which is focused on a 'business as usual' approach for trade based retail organisations. This approach is predicated on the use of employers' in-house training programmes being mapped, according to strict quality assurance guidelines, against the competence and knowledge components of the frameworks;

- The component qualifications are designed to be flexible but also ensure that learners are not presented with any unnecessary barriers that would prevent them from undertaking any of the units. Flexibility has been written into the assessment practices to allow for simulation in the competence-based qualification where an unnecessary barrier may be presented
- Use of case studies to inspire employers and employees to engage in apprenticeships
- Apprenticeships are seen as a vital route to attract a greater diversity of individuals into the industry; therefore, entry conditions to this framework have been made extremely flexible.
- Training providers and employers **MUST** 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 9 protected characteristics of:

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnerships
6. Pregnancy and maternity
7. Race
8. Religion and Belief
9. Sexual orientation

Download the guidance on the Equality Act here:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

Skillsmart Retail UK will monitor take up and achievement of all Apprenticeships through its industry expert groups and take steps to address any barriers to take up and achievement.

On and off the job guided learning (England)

Total GLH for each pathway

Pathway 1: Trade Business Services

1. Minimum recommended duration of programme is 12 months;
2. Total of 359 minimum GLH for the duration of the programme;
3. Breakdown for this pathway is as follows:
 - Competence: 161 GLH minimum
 - Knowledge: 108 GLH minimum
 - Functional Skills in English and Maths: 90 GLH

GLH are delivered during contracted working hours and the working week for an apprentice is recommended to be 30 hours, unless the employment pattern in the sector is part-time in which case apprentices must work a minimum of 16 hours per week. If this is the case, the Apprenticeship must be extended in order for the apprentices to complete the GLH.

- Apprentices aged between 16-18, the Apprenticeship must last at least 12 month;
- Apprentices aged 19 and over, the Apprenticeship must be at least 12 months, unless relevant prior learning is recorded. Where this is the case, Apprenticeships will not be less than six months and must include new skills and new learning in order to stretch the candidate.

Where an apprentice has prior learning accredited, the programme must include new skills and learning;

where an apprentice does not have level 2 Functional Skills in maths and English, they are given the opportunity to progress towards this.

General statement about Guided Learning Hours: GLH

- must be planned, reviewed and evaluated jointly between the apprentice and tutor, teacher, mentor or manager;
- must allow access and when required by the apprentice either to a tutor, teacher mentor or manager;
- are 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; refer to "how this

- requirement will be met" in the off the job and on the job GLH sections;
- completed in relation to accredited components of the framework achieved prior to the apprenticeship training may count towards the GLH requirement for the framework;
- where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

Minimum off-the-job guided learning hours

Pathway 1: Trade Business Services

1. Minimum recommended duration of the programme in 12 months;
2. Total of 198 minimum off the job GLH for duration of the programme;
3. Breakdown for this pathway as follows:
 - Knowledge: 108 GLH minimum
 - ERR GLH e.g. 30 GLH (taken as part of knowledge qualification)
 - Functional skills in English and Maths: 90 GLH

How this requirement will be met

Off the job GLH should:

- be away from the immediate pressures of the workplace in order to allow the apprentice to develop the knowledge required for the job
- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a mentor or manager;
- allow access as and when required by the apprentice either to a mentor or manager; equipment (as appropriate) such as computer access during working hours;
- be delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching and mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;
- off the job GLH is typically delivered through the knowledge-based component and the delivery of elements of Functional Skills qualifications. However, in addition to the delivery of retail Knowledge and Functional Skills, there are a wide range of other opportunities for the apprentice to meet the minimum off the job GLH requirement. For example through company training, CPD programmes, personal objective setting and mentoring sessions, health and safety presentations and induction programmes. This is

by no means an exhaustive list and employers and providers are encouraged to identify opportunities for the delivery of off-the-job GLH within their own schemes of learning or training programmes.

- mentoring often increases the chances of apprentices completing the programme, therefore, as a guide, it is recommended that apprentices receive about one hour a week mentoring, although some apprentices will need more than this at the beginning and this will decrease as they progress;
- progress reviews related to this Apprenticeship programme (at least one hour every 12 weeks for the duration of the programme)

Evidence of off the job GLH

- Level 2 Knowledge certificate
- Level 1 Functional Skills certificates for Maths and English or equivalent;
- Declaration signed by the apprentice and provider that the off-the-job GLH has been completed. Download from: <https://acecerts.co.uk/web/forms-documentation>

Minimum on-the-job guided learning hours

Pathway 1: Trade Business Services

1. minimum recommended duration of the programme is 12 months
2. Total of 161 minimum on the job GLH for duration of the programme;
3. Breakdown for this pathway as follows:
 - Competence: 161 GLH minimum

How this requirement will be met

On the job GLH should:

- allow the apprentice to demonstrate occupational competence and understanding of the workplace;
- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a mentor or manager;
- allow access as and when required by the apprentice either to a mentor or a manager and equipment needed to do the job
- be delivered through one or more of the following methods: individual and group

teaching; embedding knowledge into workplace activities, coaching sessions and performance reviews; assessment of competence; the building of portfolios, keeping diaries/logs, peer review discussions.

Evidence for on-the-job GLH

- Certificate for one of the Level 2 Competence qualifications;
- Declaration signed by the apprentice and provider that the on-the-job GLH has been completed. Download from: <http://acecerts.co.uk/web/forms-documentation>

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Apprentices must be introduced to all Personal Learning and Thinking Skills (PLTS) during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Learners can achieve PLTS by one of the following methods:

1. Embedded in the Trade Business Services qualifications

The PLTS have been mapped against the mandatory units within the competence based qualifications.

- Communicate with customers in a Trade Business workplace allows the opportunity for learners to provide evidence against Creative Thinking and Team Working PLTS.
- Reduce the risks to health and safety in a Trade Business workplace allows evidence to be generated against Independent Enquirers, Self Managers and Effective Participators PLTS.
- Deliver reliable customer service in the Trade Business workplace allows evidence to be generated against all six PLTS.
- Contribute to the provision of customer service in the Trade Business workplace provides the opportunity for evidence to be generated against Independent Enquiry, Creative Thinking, Team Working and Effective Participator PLTS.

Achievement of the PLTS is recognised by a completion certificate for the knowledge and competency qualifications which must be submitted when applying for an Apprenticeship completion certificate.

2. Apprentice log book or diary

Apprentices may record when and how they have used PLTS to complete tasks in the workplace. The PLTS reference and an example of how it has been covered must be stated.

A declaration signed by the apprentice and the provider that all 6 PLTS have been achieved must be submitted as evidence when claiming the Apprenticeship completion certificate. This declaration can be combined with the declaration for on and off the job GLH in the same document.

Creative thinking

Creative thinking involves:

- generating ideas and exploring possibilities;
- asking questions to extend thinking;
- connecting own and others' ideas and experiences in inventive ways;
- questioning own and others' assumptions;
- trying out alternatives or new solutions and following ideas through;
- adapting ideas as circumstances change.

Independent enquiry

Independent Enquiry involves:

- Identifying questions to answer and problems to resolve;
- planning and carrying out research, appreciating the consequences of decisions;
- exploring issues, events or problems from different perspectives;
- analysing and evaluation information, judging its relevance and value;
- considering the influence of circumstances, beliefs and feelings on decisions and events;
- supporting conclusions, using reasoned arguments and evidence.

Reflective learning

Reflective Learning involves:

- assessing yourself and others, identifying opportunities and achievements;
- setting goals with success criteria for your personal development and work;
- reviewing progress, acting on outcomes;
- inviting feedback and dealing positively with praise, setbacks and criticism;
- evaluation experiences and learning to inform your future progress;
- communicating your learning in relevant ways for different audiences.

Team working

Team Working involves:

- collaborating with others to work towards common goals; reaching agreements, managing discussions to achieve results;
- adapting behaviour to suit different roles and situations, including leadership roles;
- showing fairness and consideration to others;
- taking responsibility, showing confidence in yourself and your contribution;
- providing constructive support and feedback to others.

Self management

Self Management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities change;
- working towards goals, showing initiative, commitment and perseverance;
- organising time and resources, prioritising actions;
- anticipating, taking and managing risks;
- dealing with competing pressures, including personal and work-related demands;
- responding positively to change, seeking advice and support when needed;
- managing your emotions and building and maintaining relationships.

Effective participation

Effective Participation involves:

- discussing issues of concern, seeking resolution where needed;
- presenting a persuasive case for action;
- proposing practical ways forward, breaking these down into manageable steps;
- identifying improvements that would benefit others as well as yourself;
- trying to influence others, negotiating and balancing diverse views to reach workable solutions;
- acting as an advocate for views and beliefs that may differ from your own.

Additional employer requirements

There are no additional employer requirements.

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