

apprenticeship **FRAMEWORK**

Trade Business Services (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies both to new Apprenticeship starts from 21 September 2018 and all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

Issue date: 21 May 2014

Issued By:
People 1st

Apprenticeship Certificates
England

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Trade Business Services (England)

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Framework information

Information on the Issuing Authority for this framework:

People 1st

The Apprenticeship sector for occupations in hospitality, catering, retail, leisure, travel, tourism and passenger transport.

Issue number: 4	This framework includes:
Framework ID: FR02810	Level 2 <input checked="" type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input type="checkbox"/>
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

Why this framework is being revised

To add qualifications accredited by another Awarding Organisation.

Summary of changes made to this framework

FAQ have had qualifications accredited in Trade Business Services. These have now been added to this document.

Qualifications removed

N/A

Qualifications added

601/2973/6 FAQ Level 2 Certificate In Principles Trade Business Services (QCF)
601/3001/5 FAQ Level 2 Certificate in Trade Business Services (QCF)

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)

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 the 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 Operative	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

C3 - FAQ Level 2 Certificate in Trade Business Services (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C3a	601/3001/5	FAQ	27	161-229	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

K2 - FAQ Level 2 Certificate In Principles Trade Business Services (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	601/2973/6	FAQ	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)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

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

Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

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

Does this framework require Maths achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Click here to enter text.

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; warehousing or sales.
- 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 will be able to continue in their Trade Business Depot Operative Role as a fully competent team member, working without additional support/supervision that may have been required during their apprenticeship; or they can move sideways into either a specialist 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.

Advanced Apprenticeships:

Apprentices may progress from their Intermediate Apprenticeship into Advanced Apprenticeships in areas such as the following:

- Retail Management or Retail Sales Professional Advanced Apprenticeship
- Warehousing and Storage Advanced Apprenticeship
- Customer Services Advanced Apprenticeship
- Sales and Telesales Advanced Apprenticeship
- Business Administration Advanced Apprenticeship.
- Management Advanced Apprenticeship.

Employee rights and responsibilities

Employee Rights and Responsibilities is evidenced through the completion of the ERR unit contained within 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>

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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>

Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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 Participant 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 example of how it have 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.

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the

apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

apprenticeship **FRAMEWORK**

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