

apprenticeship FRAMEWORK

Higher Apprenticeship in Supply Chain Management - Level 5 (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: 30 September 2014

Issued By:
Institute of the Motor Industry

Apprenticeship Certificates
England

https://acecerts.co.uk/framework_library

Document Status:
Issued



Higher Apprenticeship in Supply Chain Management - Level 5 (England)

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Framework information

Information on the Issuing Authority for this framework:

Institute of the Motor Industry

The Apprenticeship sector for occupations in the automotive industry (also includes Vehicle Maintenance & Repair, Vehicle Sales, Vehicle Body & Paint, Vehicle Fitting and Vehicle Parts) and also occupations in freight logistics and maritime

Issue number: 4	This framework includes:
Framework ID: FR03023	Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input checked="" type="checkbox"/>
Date this framework is to be reviewed by: 31/12/2017	This framework is for use in: England

Short description

Every organisation has to buy goods and services and this means that Supply Chain people work everywhere from global corporations to market stalls. For many organisations, their biggest cost is the goods and services bought from third parties. This includes all the costs of managing supply including purchasing, expediting, inventory management, delivery and receipt of goods and quality control. Supply chains within and across all other sectors are reliant on the effectiveness of the people who work within them. Higher Apprentices may work as Supply Chain Specialists or International Supply Chain Managers and will be responsible for critical evaluation and analysis of suppliers and contracts.

Contact information

Proposer of this framework

The development of this framework included both professional bodies and employers. From the Professional body perspective the Chartered Institute for Purchasing and Supply and the Chartered Institute for Logistics and Transport were involved in the consultation and used their membership for support. From a direct employer perspective Nissan (UK), Airbus (UK) and Rolls Royce were among the leading supporters of the framework. From an International Supply Chain perspective, employers such as Forth Ports, GlaxoSmithKine (GSK) and DHL are leading supporters of this framework. This Higher Apprenticeship at Level 5 has been developed to complement an Intermediate and Advanced Apprenticeship at Level 2 and Level 3, thus providing a complete Apprenticeship offer which can be used to bring young people into Supply Chain job roles and onward into high level Supply Chain occupations.

Developer of this framework

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Revising a framework

Why this framework is being revised

To add an additional pathway for International Supply Chain Management

Summary of changes made to this framework

Adding an additional pathway for International Supply Chain Management

Qualifications removed

n/a

Qualifications added

Level 5 Work-Based Diploma in Supply Chain Operations - 601/4697/7

Level 5 FdA Professional Practice in International Trade - BAUFPPITPIE1

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 under an Apprenticeship Agreement 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.

Profile of the Sector

Every organisation has to buy goods and services and this means that Supply Chain people work everywhere from global corporations to market stalls. For many organisations, their biggest cost (35% - 80%) is the goods and services bought from third parties. This includes all the costs of managing supply including purchasing, expediting, inventory management, delivery and receipt of goods and quality control. For example, the public sector spends around £160 billion a year on bought in goods and services which means the impact of correct supply chain management on us all is colossal.

Supply chains within and across all other sectors are reliant on the effectiveness of the people who work within them. For example there are approximately 1.9 million people in England, Wales and Northern Ireland working within the logistics sector of which 1,559,900 individuals are either directly or indirectly employed in Freight Transport activities.

International Supply Chain Management introduces Global Supply Chains and creates additional efforts when compared to national or local supply sourcing. Where multinational organisations use or set up supply chains in overseas countries there are also increasing

social, ethical and environmental issues to consider and deal with. An effective global sourcing

strategy needs to take account of and provide mechanisms for dealing with these risk areas.

Local Government and regional development plans identify priority sectors within geographical areas considered vital to their local economy. Supply chains are integral to whichever sectors are identified. Skills for Logistics breaks down supply chains into groupings: Food and Drink; Chemicals and Petroleum; Automotive; Construction Industry; Electronics and Electrical; Pharmaceutical; Clothing and Footwear; Paperwork and Printing; Furniture and Furnishings and Utilities. Wherever a priority sector is identified, supply chain management has a central role to play in that sector for it to be effective and efficient.

The Supply Chain Management Higher Apprenticeship and its predecessor Purchasing & Supply Management have been used by employers since 2008 and currently there are around 300 new Apprentices starting this framework annually. Consequently there is a significant demand for Frameworks for this important part of the Logistics sector and they will help to address the current and future skill demands required by employers.

Aims and objectives of this framework (England)

The aim of this Higher Apprenticeship is to provide the Logistics Sector with staff who have the knowledge, skills and confidence to help their businesses grow and to provide a career path for Apprentices to move into higher level jobs and gain higher level qualifications.

The objectives of this Higher Apprenticeship are to:

- attract more applicants, including women and applicants from under-represented groups into jobs in the logistics sector with the skills and knowledge which employers are looking for.
- provide flexible routes for those wishing to get into Supply Chain roles and progress to a range of higher level jobs, training and higher qualifications in logistics.
- provide a structured alternative to graduate recruitment programmes, enabling young people who do not wish to go to university to enter this high level occupation
- provide opportunities for existing staff to gain Level 5 qualifications which recognise their knowledge and experience.
- to replace staff who leave or who are retiring

Entry conditions for this framework

Employers are looking to attract applicants who have a keen interest in working in a Supply Chain role in the Logistics Sector. They must be willing to work shifts if required, as part of a team and be good timekeepers. Employers are also interested in applicants who have the literacy, numeracy and ICT skills on which this Higher Apprenticeship will build.

Applicants to this Higher Apprenticeship will be a mix of age and experience. As a guide, applicants may come from one of a range of routes including, in no particular order of preference;

- work in a supply chain role in the logistics sector or any other sector
- Supply Chain Management Advanced Apprenticeship
- Traffic Office Advanced Apprenticeship
- Warehousing and Storage Advanced Apprenticeship
- Driving Goods Vehicles Advanced Apprenticeship
- International Trade and Logistics Operations Advanced Apprenticeship
- Business Administration Advanced Apprenticeship
- Leadership and Management Advanced Apprenticeship
- GCE 'A' Levels
- Other vocational or academic qualification(s) relating to a supply chain job role

Initial Assessment

The purpose of initial assessment is to identify prior learning and experience to tailor the Apprentice's Individual Learning Plan, not to screen out applicants.

Training providers and employers will identify the apprentice's learning and support needs and reflect these in the Individual Learning Plan, recognising prior qualifications and experience. Where APL is recognised for existing competence or knowledge, the Apprenticeship programme must be tailored to allow the apprentice to undertake new learning, including learning at higher level and develop new skills

Level 5

Title for this framework at level 5

Higher Apprenticeship in Supply Chain Management

Pathways for this framework at level 5

Pathway 1:

Pathway 2: Supply Chain Specialist
 International Supply Chain Manager

Level 5, Pathway 1: Supply Chain Specialist

Description of this pathway

Supply Chain Management (Supply Chain Specialist) 100 credits made up as follows:

- Level 5 Diploma in Supply Chain Management (100 Credits)

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

There are no additional requirements other than the general entry conditions **or Framework Editor to state any additional requirements**

Job title(s)	Job role(s)
Supply Chain Controller (External Contracts)	To manage the day to day elements of the external supply chain and to control internal stock levels. They are also to be the operational lead on relationships with suppliers and coordinate improvement activity across supplier contracts with respect to quality, cost and delivery.
Supply Chain Controller (Internal Contracts)	To manage the day to day elements of the internal supply chain and to control internal material stock levels. They will also validate proposed plans and work with the External Controller to ensure delivery of materials meets operational requirements.
Supply Chain Designer	To plan design and implement solutions for new products, modifications and change to existing products and materials and to plan new facilities within the supply chain. To define and implement transport, packaging, and warehousing for new and existing products and services.
Supply Chain Scheduler	To prepare schedules and programmes to meet production forecasts and to manage risk to business units. To develop and execute approved plans and assessments from both internal and external suppliers in line with organisational requirements.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 5 Diploma in Supply Chain Management (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/4839/6	EAL	100	526	

Relationship between competence and knowledge qualifications

The Level 5 Diploma in Supply Chain Management is a combined qualification of 100 credits, incorporating competence and knowledge, which are separately assessed. Those 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.

[Click here to enter text.](#)

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:

Apprentices must complete or have completed one of the ICT 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 one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	N/A	creditValue
GCSE qualification in ICT (with enhanced functional content)	N/A	creditValue

* 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.

Progression routes into and from this pathway

Progression into this Higher Apprenticeship

Progression can be from a wide range of routes including:

- Work in a supply chain role in the logistics or any other sector
- Supply Chain Management Advanced Apprenticeship
- Traffic Office Advanced Apprenticeship
- Warehousing and Storage Advanced Apprenticeship
- Driving Goods Vehicles Advanced Apprenticeship
- International Trade and Logistics Operations Advanced Apprenticeship
- Business Administration Advanced Apprenticeship
- Leadership and Management Advanced Apprenticeship
- GCE 'A' Levels
- Other vocational or academic qualification(s) relating to a supply chain job role

Progression from this Higher Apprenticeship

After completing this Higher Apprenticeship it is normal practice for a learner to spend time consolidating their roles and practicing their skills in their job role for a period of time before progressing onto new roles in their current organisation or moving into a supply chain role in another organisation or sector. A wide range of opportunities are open to those who choose further training and development, including;

- Foundation degree in logistics, transport planning or logistics operations and administration
- Higher Education programmes such as Logistics and Supply Chain Management, Business and Management
- Professional body qualifications and recognition from bodies such as Chartered Institute of Logistics and Transport or Institute of Operations Management.

Logistics career structure

This Level 5 Apprenticeship sits in the Logistics Professional Development Stairway at Step 7/8. For further information visit: www.thestairway.org
For careers information for the logistics sector visit: www.deliveringyourfuture.co.uk

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

n/a

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.

Level 5, Pathway 2: International Supply Chain Manager

Description of this pathway

International Supply Chain Manager is a minimum 300 credits made up as follows:

- Level 5 Work-Based Diploma in Supply Chain Operations (60 credits)
- Level 5 FdA Professional Practice in International Trade (240 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)
International Supply Chain Manager	As an International Supply Chain professional, you will be working on international projects, and so have to deal with cultural differences. You will be responsible for internal and external structures and governance of the people within the global supply chain for your organisation.
International Supply/Production Planner	As a Supply Chain Planner you will be directly involved in international flow of materials and goods from producer to end user. The supply planner designs the process, creating value to the customers and also delivering sustainable competitive advantage and minimising waste.
International Procurement Manager	Sourcing and the procurement process is what a Procurement Manager is responsible for. You will integrate the processes within the overall corporate strategy and manage the measurement and use of performance and financial controls that aid efficient and effective supplier management.
International Inventory Manager	As an International Inventory Manager you will control your organisations strategic application of inventory techniques. You are responsible for implementing an effective inventory strategy, leading to a competitive advantage through customer service, operational efficiency and the asset control.

Qualifications

Competence qualifications available to this pathway

C1 - Level 5 Work-Based Diploma in Supply Chain Operations					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/4697/7	Pearson Edexcel	60	328-336	

Knowledge qualifications available to this pathway

K1 - Level 5 FdA Professional Practice in International Trade					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	BAUFPPITPIE1	Anglia Ruskin University with Institute of Export	240	GLH	

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Level 5 Work-Based Diploma in Supply Chain Operations is a competence qualification of 60 credits and must be completed in the workplace. Those Apprentices who have already achieved competence and/or knowledge qualifications before entry to the Apprenticeship must select unit options which will equip them with new skills and learning. The Level 5 FdA Professional Practice in International Trade is taught through a combination of online tutorials and work based assignments, and has been specifically designed to be practical, flexible and fit easily around your job . Assessments have been designed to utilise and develop skills and learning relating to international trade and management. These are through project work, presentations, course work assignments and case studies. There are no exams.

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

This can be from a wide range of routes including:

- work or work experience
- training (non accredited)
- Supply Chain Management Advanced Apprenticeship
- Warehousing and Storage Advanced Apprenticeship
- Driving Goods Vehicles Advanced Apprenticeship
- Direct entry

Progression from this Higher Apprenticeship:

After further training and development for those who choose to do so:

- Higher Education programmes such as BA (Hons) Management (Work Based)
- Masters in Supply Chain Management
- Masters in Leadership and Management

This Level 5 Apprenticeship sits in the Logistics Professional Development Stairway at Step 7/8. For further information visit www.thestairway.org

For careers information for the logistics sector visit www.deliveringyourfuture.co.uk

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

n/a

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

How equality and diversity will be met

How equality and diversity will be met

The Logistics Sector workforce is predominantly white male and despite progress in recent years, females, those from black and minority ethnic groups and people with a learning difficulty or disability are not being attracted to the industry and the ageing workforce means that more people are required to fill a range of logistics roles. Logistics is seen as a job for males and this perception is being challenged in a number of ways such as:

- promotional leaflets aimed at 14 – 19 year olds in schools in England such as “Getting more girls into Logistics and Retail”
- Delivering Your Future careers website illustrating non stereotypical roles www.deliveringyourfuture.co.uk
- Made in China a free teaching resource to support Maths and Enterprise in schools using the journey of an MP3 player from China to the UK. www.madeinchinaresources.co.uk

Apprenticeships are seen as a vital route to encourage, and facilitate, a greater diversity of individuals into the Logistics Sector. Actions to widen participation and increase diversity in the Logistics workforce include:

- Flexible entry conditions for this framework to attract a wide range of applicants.
- Incorporating guidance on initial assessment to ensure the framework does not discriminate against applicants to this framework.
- Working with the Logistics lead at the National Apprenticeship Service (NAS) to promote logistics as a priority sector.
- Links with Jobcentre Plus, promoting logistics as a career path.
- Promoting logistics content in the curriculum through the Chartered Institute for Logistics and Transport (CILTUK).
- Developing an entry to employment programme aimed at difficult to reach groups.
- Raising the profile of Logistics at careers events.

Skills for Logistics expects providers and employers to abide by the Equality Act 2010 which places a duty on employers and providers to respect the protected characteristics set out in the Act. Guidance for can be found at

www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/

On and off the job guided learning (England)

Total GLH for each pathway

GLH does not apply to Higher Apprenticeship frameworks

Minimum off-the-job guided learning hours

N/A

How this requirement will be met

N/A

Minimum on-the-job guided learning hours

N/A

How this requirement will be met

N/A

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

<Framework Editor to complete with relevant info>

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