

# apprenticeship FRAMEWORK

## Passenger Carrying Vehicle Driving (Bus and Coach) (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](https://acecerts.co.uk/framework_library)

Issue date: 05 February 2016

**Issued By:**  
People 1st

Apprenticeship Certificates  
England

[https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

Document Status:  
**Issued**

# Passenger Carrying Vehicle Driving (Bus and Coach)

## Contents

Framework information.....	5
Information on the Issuing Authority for this framework: .....	5
People 1st .....	5
Short description.....	5
Contact information.....	6
Proposer of this framework.....	6
Revising a framework .....	7
Why this framework is being revised .....	7
Summary of changes made to this framework .....	7
Qualifications removed .....	7
Qualifications added .....	7
Qualifications that have been extended.....	7
Purpose of this framework .....	8
Summary of the purpose of the framework.....	8
Profile of the Bus and Coach Industry .....	8
Employer support for this Intermediate Level Apprenticeship .....	9
Aims and objectives of this framework (England) .....	9
Entry conditions for this framework.....	10
Essential requirements:.....	10
.....	12
Level 2, Pathway 1: Passenger Carrying Vehicle Driving (Bus and Coach).....	12
Description of this pathway .....	12
Entry requirements for this pathway in addition to the framework entry requirements .....	12
Qualifications.....	14
Competence qualifications available to this pathway .....	14
Knowledge qualifications available to this pathway .....	15
Combined qualifications available to this pathway .....	16
Relationship between competence and knowledge qualifications.....	16
Transferable skills (England) .....	17
Inclusion of Information and Communications Technology (ICT) .....	18
Progression routes into and from this pathway .....	19

Progression into this pathway .....	19
Progression from this pathway .....	19
Employee rights and responsibilities .....	20
Certification Requirements for ERR .....	20
How equality and diversity will be met.....	21
On and off the job guided learning (England) .....	22
Total GLH for each pathway.....	22
Recommendations about the minimum duration, minimum hours of employment and new skills and learning: .....	22
Minimum off-the-job guided learning hours .....	23
Intermediate Level Apprenticeship: .....	23
How this requirement will be met.....	23
Off the job GLH :.....	23
Evidence of off the job GLH for the Intermediate Level Apprenticeship for all pathways:.....	24
Minimum on-the-job guided learning hours .....	24
ON THE JOB GLH:.....	24
How this requirement will be met.....	24
On the job GLH: .....	24
Evidence for on-the-job GLH:.....	24
Certification Requirements for GLH .....	26
Personal learning and thinking skills assessment and recognition (England) .....	27
Summary of Personal Learning and Thinking Skills .....	27
Summary of Personal Learning and Thinking Skills .....	27
Evidencing and recognition of each PLTS .....	27
Certification Requirements for PLTS .....	27
Creative thinking.....	28
Independent enquiry .....	28
Reflective learning.....	28
Team working.....	28
Self management.....	29
Effective participation .....	29

# 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: 6	This framework includes:
Framework ID: FR03729	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: 01/06/2018	This framework is for use in: England

## Short description

The purpose of this framework is to train new entrants in and upskill the existing workforce to the industry recognised standard of competency for professional Bus and Coach Drivers. Intermediate Apprentices at level 2 will be able to work for a large UK wide operator, municipal operator or a family business. They will learn safe and fuel efficient driving techniques and will develop customer service skills to increase customer loyalty and keep businesses running.

# Contact information

## Proposer of this framework

The framework has been developed following demand from a number of employers including First Group, Arriva, National Express and Transport for London

### Developer of this framework

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# Revising a framework

## Why this framework is being revised

The framework is being revised to update the Future Awards and Qualifications ERR unit reference number.

## Summary of changes made to this framework

The framework is being revised to update the Future Awards and Qualifications ERR unit reference number L/602/5934.

## Qualifications removed

None.

## Qualifications added

None.

## Qualifications that have been extended

None.

# 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.

### Profile of the Bus and Coach Industry

The bus and coach industries employ approximately 223,000 individuals between them. Bus and coach services are provided across the UK and play a vital part in underpinning social inclusion, tourism and local economies. Public transport is high on the political agenda and the provision of bus and coach services that offer an alternative to the private car are key ingredients in supporting the low carbon agenda. The bus industry consists of five major companies. There are 12 municipal operators and numerous smaller, independent commercial operators active in delivering scheduled services. There are around 4,360 companies in the coach industry. Many are SMEs and/or family companies. The bus and coach industries have been affected by the rising costs of fuel so meeting this challenge and improving profitability are major concerns for the future.

Challenges faced by the industry include:

- to attract more applicants from under-represented groups into the industry;
- to up skill the workforce to industry standards;
- an ageing workforce

## Employer support for this Intermediate Level Apprenticeship

Employers in the bus and coach industry have helped to design this framework and its contents to meet their current and future skills needs.

The purpose of the apprenticeship is to help the bus and coach industries improve recruitment and retention of new drivers. Although there has been less difficulty in recruiting and retaining drivers during the economic downturn, operators are concerned that drivers may move on when more opportunities become available. The industry as a whole has an ageing workforce and the apprenticeship is seen as a tool for professionalising the role of the bus or coach driver and attracting new recruits.

Each year around 1900 apprentices start the Apprenticeship and it is likely that this number will continue to grow

Specific Job roles for Intermediate Level Apprentices in PCVD B&C

- Pathway Bus or Coach driver

The apprenticeship also provides the industry with a standard level of competence for bus and coach drivers. The role of a driver has changed over the past decade with operators increasingly focused on the development of customer service skills alongside safe and fuel efficient driving skills. Employers consider that IT is not an essential part of the job and it is not included in the framework.

## Aims and objectives of this framework (England)

The aim of this framework is to train new entrants in and upskill the existing workforce to the industry recognised standard of competency for professional Bus and Coach Drivers. The objectives of this level 2 Intermediate Apprenticeship framework are to:

- provide a holistic programme of training for drivers in the Bus and Coach industry
- attract new recruits to the role of professional bus or coach driver
- gain consistency and act as a standard of quality training for the industry
- increase retention and motivation in the workforce
- form the basis of a progression ladder for those wanting to develop their careers in the industry. Further progression in the industry from the role of bus or coach driver could be team leader/scheduler/supervisor and further management team leading.



# Entry conditions for this framework

## Essential requirements:

- **driving licence category B**

Employers are looking to attract applicants who have a keen interest in working in the bus or coach industries, the willingness to work shifts and understand the importance of customer service.

Apprentices will need basic literacy and numeracy skills on which this Apprenticeship will build. The idea is not to cut off any options so that applicants rule themselves out at the start. Applicants will be a mix of age and experience.

As a guide, applicants may come from a range of routes including:

- work or work experience; OR
- training and/or experience which could include a portfolio showing what they have done
- achieved foundation learning at level 1
- achieved any of the Key/Functional Skills
- successfully completed a Young Apprenticeship
- any of the (14-19) Diplomas or Welsh Baccaulaureate
- vocational or academic qualification(s) such as one or more GCSEs

To be granted a provisional Passenger Carrying Vehicle (PCV) driving licence an individual will have to meet the medical standards required of a PCV driver as set down by DVLA.

Drivers cannot train for the PCV licence and Driver CPC until they are 18 or older. At the age of 18, PCV drivers cannot drive all routes and must usually wait till the age of 21 to be allowed to drive on major bus or coach routes.

# Level 2

Title for this framework at level 2

## Apprenticeship in Passenger Carrying Vehicle Driving (Bus and Coach)

Pathways for the framework at level 2:

Pathway 1: Passenger Carrying Vehicle Driving (Bus and Coach)

# Level 2, Pathway 1: Passenger Carrying Vehicle Driving (Bus and Coach)

## Description of this pathway

Passenger Carrying Vehicle Driving (Bus and Coach)

Total number of minimum credits: 57 credits, representing:

- Competence: 37 credits;
- Knowledge: 10 credits;
- Functional Skills in English and Maths: 10 credits.

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

There are no further entry requirements over and above those previously stated.

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Job title(s)	Job role(s)
Bus or Coach Driver	Drive a category D vehicle to transport passengers on a scheduled or contracted route

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 NVQ Diploma in Passenger Carrying Vehicle Driving (Bus and Coach) (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	501/0991/1	Edexcel	37	207	N/A
C1b	501/1101/2	City and Guilds	37	207	N/A
C1c	501/0955/8	EDI	37	206	N/A
C1d	600/0671/7	SQA	37	207	N/A
C1e	600/4032/4	ITEC	37	207	N/A
C1f	601/2974/8	Future (Awards and Qualifications) Ltd	37	207-210	N/A
C1g	601/4046/X	iCQ	37	207-210	N/A
C1h	601/6632/0	HABC	37	207-210	N/A

## Knowledge qualifications available to this pathway

### K1 - Level 2 Award in Knowledge for a Professional Bus or Coach Driver

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/9297/2	Edexcel	10	97	N/A
K1b	600/0597/X	EDI	10	97	N/A
K1c	600/4023/3	ITEC	10	97	N/A
K1d	600/2995/X	City and Guilds	10	97	N/A
K1e	601/3006/4	Future (Awards and Qualifications) Ltd	10	97	N/A
K1f	601/3992/4	iCQ	10	97	N/A
K1g	601/6633/2	HABC	10	97	N/A

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

# 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](http://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](http://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](http://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 into this pathway

As a guide learners commencing this Level 2 framework may have progressed from a range of routes including:

- work or work experience training and/or experience which could include a portfolio showing what they have done
- achieved foundation learning at level 1 achieved any of the Key Skills or Functional Skills
- successfully completed a Young Apprenticeship
- any of the (14-19) Diplomas
- vocational or academic qualification(s) such as one or more GCSEs

## Progression from this pathway

- On completion of the level 2 Intermediate Apprenticeship in PCV Driving (Bus and Coach), apprentices will be competent to work as a bus or coach driver;
- following further training and development, apprentices could progress to more senior roles
- successful apprentices will be qualified to work as bus or coach drivers.

The apprenticeship forms the basis of a progression ladder for those wanting to develop their careers in the industry. Further progression in the industry from the role of bus or coach driver could be to:

- team leader
- scheduler
- supervisor
- driving instructor

Successful apprentices might progress on to the Level 3 NVQ Diploma in Passenger Carrying Vehicle Driving Instruction or to team leading or management qualifications. There is currently no level 3 Advanced Apprenticeship in this area however the industry is considering whether there is demand for such a framework. Further progression beyond level 3 could be to management roles within the bus and coach industries or management qualifications at level 4 and above.

For further information about careers in the Bus and Coach industry visit [www.careerthatmove.co.uk](http://www.careerthatmove.co.uk)

## Employee rights and responsibilities

There are nine national outcomes/standards for ERR as set out in the SASE. The SASE specifies that the course of training in ERR must be designed so that the apprentice:

- ERR is covered by completion of the Employment Rights and Responsibilities unit contained as an additional unit within the knowledge qualification in the framework. The unit title is Employment Rights and Responsibilities in the Passenger Transport Sector and it has been specifically developed by GoSkills to cover all nine national outcomes for ERR. Evidence of completion of the ERR unit will be required for certification purposes. The knowledge qualification is the Level 2 Award in Knowledge for a Professional Bus or Coach Driver.

This qualification is offered by:

- Edexcel (Ref. 500/9297/2)
- EDI (Ref. 600/0597/X)
- City and Guilds (Ref. 600/2995/X)
- ITEC (Ref. 600/4023/3)
- Future (Awards and Qualifications) Ltd (Ref. L/602/5934)
- iCQ (Ref 601/3992/4)
- HABC (Ref 601/6633/2)

### 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

The labour force survey 2012 showed that the bus and coach industries are made up of approximately 90% male and 10% female. A key barrier to entry into the industry for women is the perception that the role of the bus or coach driver is only suitable for men. In reality there is no reason why women cannot work as drivers and the introduction of more part-time/flexible working should help make the industry more attractive to women. People 1st developed the Step on the Bus programme in 2012, specifically targeting women to enter the industry. In 2013 the Careers That Move web portal [www.careersthatchange.co.uk](http://www.careersthatchange.co.uk) was launched, providing up-to-date recruitment and career options in the passenger transport sector.

Other initiatives include:

- Advertising in the womens' supplement of the local paper and including testimonials from recent female recruits
- Attending jobs fairs with female members of staff
- Companies holding regular open days

Apprenticeships are seen as a vital route to encourage, and facilitate, a greater diversity of individuals into the industry, therefore entry conditions to this framework are 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 8 protected characteristics of:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or Belief
8. Sex or sexual orientation

Download the guidance on the Equality Act here:

[www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-codes-practice-and-technical-guidance](http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-codes-practice-and-technical-guidance)

# On and off the job guided learning (England)

## Total GLH for each pathway

### Intermediate Level Apprenticeship:

#### Pathway 1:

1. Minimum recommended duration of the programme is 12 months.
2. Total of 423 minimum GLH for the duration of the programme.
3. Breakdown for this pathway as follows:
  - Competence: 206 GLH;
  - Knowledge: 127 GLH;
  - Functional Skills in English and Maths: 90 GLH.

### 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 as 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.

### Recommendations about the minimum duration, minimum hours of employment and new skills and learning:

- GLH are delivered during contracted working hours;
- the minimum hours of employment for an apprentice should be at least 30 hours per week. By exception, where the individual's circumstances or the particular nature of employment in a given sector makes this impossible, then an absolute minimum of 16 hours must be met. In such cases the duration of the Apprenticeship should be extended;
- **apprentices aged between 16 and 18** - the Apprenticeship must last at least 12 months in order to stretch the candidate;

- **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.

## Minimum off-the-job guided learning hours

### Intermediate Level Apprenticeship:

#### Pathway 1:

1. Minimum recommended duration of programme is 12 months.
2. Total 217 minimum off the job GLH for the duration of the programme.
3. Breakdown for this pathway as follows:
  - Knowledge: 127 minimum GLH;
  - Functional Skills in English and Maths: 90 GLH.

## How this requirement will be met

### Off the job GLH :

- should 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;
- should be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager; allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- should be delivered through one or more of the following methods: individual and group, teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;
- is typically delivered through day/block release on a regular basis;
- includes mentoring as this 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.

## Evidence of off the job GLH for the Intermediate Level Apprenticeship for all pathways:

- Level 2 Knowledge certificate for the relevant pathway;
- Level 1 Functional Skills Certificates for Maths, English or equivalent
- Declaration signed by the apprentice that the off the job GLH has been completed. From 19th December 2013, providers should upload Version 3 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: [www.acecerts.co.uk/web/forms-documentation](http://www.acecerts.co.uk/web/forms-documentation)

## Minimum on-the-job guided learning hours

### ON THE JOB GLH:

#### Intermediate Level Apprenticeship:

##### Pathway 1

1. Minimum recommended duration of programme is 12 months.
2. Total 206 minimum on the job GLH for the duration of the programme.
3. Breakdown for this pathway as follows:
  - Competence: 206 GLH.

## How this requirement will be met

### On the job GLH:

- should 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;
- should be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager; allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- should be delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;
- include a coaching and mentoring record, log or diary - not required at certification;
- include PLTS learning and recorded using a log book or diary – not required at certification.

### Evidence for on-the-job GLH:

#### INTERMEDIATE LEVEL APPRENTICESHIP

- Certificate for one of the Level 2 competence qualifications for the relevant pathway, which embeds ERR and evidence that this has been completed;

- Declaration signed by the apprentice that the on the job GLH has been completed. From 19th December 2013, providers should upload Version 3 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: [www.acecerts.co.uk/web/forms-documentation](http://www.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

### 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.

### Evidencing and recognition of each PLTS

All PLTS are embedded in the mandatory competence units of each pathway.

Each of the PLTS is cross-referenced within the unit's assessment documentation and also cross-referenced to the mandatory unit's documentary evidence. The assessors will take a holistic approach to assessment of all PLTS and they will document this on the evidence sheet which is signed off by the apprentice and the assessor.

This process will therefore mean that:

- all areas of each of the PLTS are met with the achievement of the competence qualification which is required to be completed as part of this Apprenticeship;
- the evidence that PLTS has been achieved will be the certificate for the competence qualification and confirmation of PLTS is contained in the certificate application form declaration. From 19th December 2013, providers should upload Version 3 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: <https://acecerts.co.uk/web/form s-documentation>

Please see each individual PLTS below for further information.

### 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-  
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