

apprenticeship FRAMEWORK

Digital Learning Design (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: 11 November 2016

Issued By:
Creative and Cultural Skills

Apprenticeship Certificates
England

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Digital Learning Design (England)

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Framework information

Information on the Issuing Authority for this framework:

Creative and Cultural Skills

The Apprenticeship sector for occupations in arts, cultural heritage, craft and design (also includes music, literature, performing arts and visual arts).

Issue number: 4	This framework includes:
Framework ID: FR03991	Level 2 <input type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 29/02/2016	This framework is for use in: England

Short description

Whilst the UK has the largest e-learning industry in the EU, with more than 400 companies specialising in e-learning for the corporate market generating over £540 million in 2011 there is no clear qualification pathway to train e-learning designers. In addition whilst industry is moving strongly into e-learning there is only limited take up of high quality e-learning and blended learning strategies in further and adult learning as a result of a lack of capability and capacity in the sector.

The Digital Learning Design Apprenticeship has been designed with the employers to address his skills shortage by widening the pool of potential recruits into the industry and providing the first dedicated training route for roles such as: Advanced Digital Learning Assistants, VLE Administrators, E-Learning Support Officers, Technology Enhanced Learning Coordinators, or Digital Learning Assistants.

Contact information

Proposer of this framework

Employers supporting the development of this framework have included FE colleges, dedicated digital learning design companies, and larger organisation with in-house digital learning staff. We have also worked closely with the Learning and Performance Institute, a global institute for learning and development professionals. Employers have contributed via consultation events, online surveys, and email and telephone interviews.

Key employers include:

BP, Chubb, Learning Age Solutions, Tesco, Onlignment, Unicorn Training, Line Communications, Epic Group, eTalent Consulting, Getty Images, Brightwave, WillowDNA, North Herts College, British Computer Society, Kineo, Mungos, Great Ormond Street Childrens Hospital, GlaxoSmithKline, Viv Cole, Worcester College of Technology, Sparsholt College in Hampshire, Highbury College, Portsmouth, South Essex College, Norwich City College, Grimsby Institute, Furness College

Developer of this framework

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Revising a framework

Why this framework is being revised

This revision is being made to remove an awarding body's combined qualification from the framework.

Summary of changes made to this framework

A combined qualification was removed from the framework

Qualifications removed

603/0223/9 - Skillsfirst Level 3 Diploma in Digital Learning Design (RQF)

Qualifications added

None

Qualifications that have been extended

None

Purpose of this framework

Summary of the purpose of the framework

Whilst the use of digital learning is growing in industry and education globally there is a big skills gap in the UK for the design and development of high quality online products despite large demand from education and industry. IPSOS study of e-learning across Europe in 2012 found that 27% of the total European industry training budget was spent on e-learning and this had grown by 10% from 2011(1st European E-learning Barometer- Cross Knowledge &IPSOS). In 2012 they found globally that in 30% of firms at least half of their employees had taken at least one e-learning course whilst in the UK it was 39%. The switch in training spend from face-to-face to digital learning principally to save money is growing as more businesses take up e-learning strategies for their training schemes. Digital learning is the only part of the corporate training market that is growing rapidly. Whilst the UK has the largest digital learning industry in the EU, with more than 400 companies specialising in digital learning for the corporate market generating over £540 million in 2011 there is no clear qualification pathway to train digital learning designers. In addition whilst industry is moving strongly into digital learning there is only limited take up of high quality digital learning and blended learning strategies in further and adult learning as a result of a lack of capability and capacity in the sector.

The aim of this project is to address this skills shortage area by creating a new apprenticeship framework to train a new workforce of technical staff across the FE, private and public sectors. This will create the first dedicated training and development route for digital learning designers employed across the FE sector, dedicated digital learning companies and in-house digital learning development staff within large organisations. The skills required to be a 'digital learning designer' cut across a number of subject specialisms and sector skills areas. This unique framework will deliver the blend of skills and knowledge required by employers and allow businesses to increase UK's global advantage in this growth area.

Aims and objectives of this framework (England)

Objectives of this framework are to:

1. provide a flexible entry route to attract a wider range of applicants into the Digital Learning Design Industry;
2. develop the range of technical skills and knowledge which employers need to increase their competitiveness and profitability;
3. provide opportunities for career progression within the Digital Learning Design Industry and across the creative and cultural sector, into senior jobs through further training and development, FE and HE programmes.

Entry conditions for this framework

Employers are looking to widen the pool of potential recruits into Digital Learning Design and they are particularly interested in those who:

- show a keen interest in working in the Industry and who can show a creative flair
- understand the importance of providing high standards of customer service;
- have communication and problem solving skills on which this apprenticeship will build;
- understand the importance of working in teams.

Applicants may have prior experience or qualifications in any of the digital/creative industries supported by a portfolio of evidence but this is not mandatory as training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability. Programmes will then be tailored to meet individual needs, recognising prior qualifications and experience.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Digital Learning Design

Pathways for this framework at level 3

Pathway 1: Digital Learning Design

Level 3, Pathway 1: Digital Learning Design

Description of this pathway

Digital Learning Design

Total minimum credits: 56

The breakdown of this pathway is as follows:

Combined Competence and Knowledge Qualification - 41 credits

Functional Skills English - 5 credits

Functional Skills Mathematics - 5 credits

Functional Skills ICT - 5 credits

ERR workbook

PLTS have been fully mapped to the qualifications, therefore there is no need to complete the workbook.

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)
Digital Learning Assistant	Work within a team to build simple digital learning content using rapid authoring tools and pre-designed templates. Work with colleagues on functional testing.
Virtual Learning Environment Administrator	Support the creation and implementation of online courses, instructional web projects, and distance learning technologies through a virtual learning environment. Assist with monitoring and maintenance of a virtual learning environment
Technology Enhanced Learning Co-ordinator	Work within a college environment to provide support for teaching staff in the delivery and development of digital learning resources. Work with colleagues to enhance the college's use of learning technologies.

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 3 Diploma in Digital Learning Design					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/2586/X	Ascentis	41	410	N/A

Relationship between competence and knowledge qualifications

This is a combined qualification containing both the knowledge and the competence aspects.

The mandatory units within the qualification meet the minimum of 10 credits for knowledge and 10 credits of competence. The competence and technical knowledge will be assessed separately.

Total knowledge credits within the mandatory units = 14

Total competency credits within the mandatory units = 10

The minimum 10 credits of knowledge will be achieved as follows:

Working in a Digital Learning Lifecycle = 2 credits

Quality and Standards = 2 credits

Effective Communication for Digital Learning Design = 2 credits

User Experience Design = 2 credits

Introduction to the Digital Learning Environment = 2 credits

Professional and Personal Development = 2 credits

Investigating and Analysing Requirements for Digital Learning Designs = 2 credits

The minimum 10 credits of competence will be achieved as follows:

Working in a Digital Learning Lifecycle = 2 credits

Quality and Standards = 2 credits

Effective Communication for Digital Learning Design = 1 credits

User Experience Design = 2 credits

Introduction to the Digital Learning Environment = 1 credits

Professional and Personal Development = 1 credits

Investigating and Analysing Requirements for Digital Learning Designs = 1credits

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)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	A	N/A

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

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship. Inclusion of Information and Communications Technology (ICT)

ICT is included as a mandatory skill.

Progression routes into and from this pathway

Progression into the Advanced Level Apprenticeship

This can be from a variety of routes including:

- GCSEs/A-levels
- General or vocational qualifications related to the digital or creative industries

Progression from the Advanced Apprenticeship

Jobs:

- Instructional Designer
- E-learning Designer
- Digital Learning Designer
- Educational or Learning Technologist
- Virtual Learning Environment Manager

FE/HE

For those who wish to continue their development beyond Level 3, opportunities exist to achieve the following higher level qualifications:

- Higher Level Apprenticeship in Digital Learning Design at Level 4
- BA Honours Degrees in Design or other relevant subjects
- other vocational qualifications related to the digital or creative industries

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

Delivery and assessment of ERR

All Apprentices MUST receive an induction to the workplace and to the Apprenticeship programme.

ERR will be covered through an ERR workbook which will ensure that the Apprentice knows and understands each of the nine national outcomes for ERR as follows:

- the range of employer and employee statutory rights and responsibilities under employment law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Equality Act 2010, other relevant equalities legislation and health and safety, together with the duties of employers.
- procedures and documentation which recognises and protects their relationship with their employer, including health and safety and equality and diversity training as part of the apprenticeship.
- the range of sources and information and advice available to them on their employment rights and responsibilities, including Access to Work and Additional Learning Support
- the role played by their occupation in their organisation and industry.
- has an informed view of the types of career pathways that are open to them.
- the types of representative bodies and understands their relevance to their industry and organisation and the main roles and responsibilities.
- where and how to get information and advice on their industry, occupation, training and career.
- can describe and work within their organisation's principles and codes of practice.
- can recognise and form a view on issues of public concern that affect their organisation and industry.

The ERR workbook can be downloaded from

<http://ccskills.org.uk/supporters/employer-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook>

Education providers should ensure that evidence of achievement of either the ERR workbook sign off sheet or a certificate for a relevant qualification are maintained for audit purposes.

From 1st March 2014, providers should use Version 3 of the ACE Apprentice Declaration And Authorisation form as part of the certification request process. This can be downloaded directly from ACE: <http://acecerts.co.uk/>

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

How equality and diversity will be met

The average UK designer is male, white and 38 years old. Women in design are critically under-represented at the higher levels of the design industry, at managerial and executive level and only 7% of UK designers are from ethnic minority backgrounds. Five per cent of people working in design have a disability which affects their job performance.

The design sector is the most unequal in terms of the gender gap of any industry covered in the Creative & Cultural Skills footprint. 68% of the sector is made up of men, and the gender gap is fairly even across each of the design sub sectors.

Likely reasons for this include:

- higher education courses for Art and Design are the main route into the design industry and there is a lower admission rate for ethnic minority students than university admissions in general
- the design sector, much like the music industry, is also unequal for women that manage to gain entry into the workforce. Just 3% of women working in design are paid above £29,000 in comparison to 37% of men
- It seems that women's wages are almost capped in the design industry at £29,000. This is in spite of the fact that women in the sector are actually marginally higher qualified than men. 66% of women have level 4 or above qualifications in comparison with 64% of men
- lack of role models for women and those with a disability at business executive or senior executive level;
- a lack of identifiable career progression routes in the industry to date
- tendency within the sector for new recruits to start on no or low wages for up to two years in some instances means that opportunities for people from disadvantaged socio-economic backgrounds can be limited
- the industry has a history of graduate entry which might deter those without a degree from applying
- the history of graduate entry means that those recruiting may automatically seek graduates even for entry level roles and this is the culture of graduate bias during recruitment which we hope this framework will begin to address.

In order to counteract some of these issues, awareness of careers in Design and other creative and cultural industries is being raised through:

- actively challenging the culture of unpaid work experience which dominates the creative and cultural industries and creating better choices for more people. Creative Apprenticeships were a brand new alternative route into the creative industries, one based on ability and potential rather than academic track record or social background

and contacts. We built a ground swell of support through targeted engagement and campaigning activity in order to demonstrate how apprenticeships could work for learners and employers alike

- Creative Choices careers website offers careers information and advice, listings for training, case studies about working in the industry, access to networks and mentoring - <http://www.creative-choices.co.uk/>
- Apprenticeships are seen as a vital route to encourage and facilitate, a greater diversity of individuals into the industry in order to challenge graduate bias at the point of entry. Entry conditions to this framework, therefore, are extremely flexible and mentoring has been included to offer additional support and increase the chances of apprentices successfully completing the Apprenticeship.

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 protected characteristics of:

Age

Disability

Gender

Gender reassignment

Marriage and civil partnerships

Pregnancy and maternity

Race

Religion and Belief

Sexual orientation

Download the Equality Act 2010 Guidance here:

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

Creative & Cultural Skills will monitor take up and achievement of all Apprenticeships through its employer led Qualifications and Apprenticeships Group and take steps to address any barriers to take up and achievement as part of our Sector Qualifications Strategy.

On and off the job guided learning (England)

Total GLH for each pathway

National Apprenticeship Service (NAS) Statement on Apprenticeship Quality

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.

The duration of the Apprenticeship is expected to reflect that set out by employers in the relevant Apprenticeship Framework document, but at the very least must meet the minimum duration requirement announced by NAS. Learners aged 16-18 must spend a minimum of 12 months on the Apprenticeship programme. Learners aged 19 or over must spend at minimum of 12 months on the Apprenticeship unless relevant prior learning is recorded. Where this is the case, the Apprenticeship must not be for less than 6 months. Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice.

Total on and off the job Guided Learning Hours for the 24 month programme is 623. Given the high numbers of SMEs in the digital learning sector, patterns of delivery will vary, with some provision being front loaded within the first 12 months while others may wish to spread training over the length of the Apprenticeship. However, as a guide, we would expect a minimum of 280 GLH to be delivered in the first 12 months.

Minimum off-the-job guided learning hours

The minimum recommended duration of the programme is 24 months
The total minimum off-the-job GLH is 432 GLH

The breakdown of this pathway is as follows:

a minimum of 207 GLH for the knowledge elements of the Level 3 Diploma in Digital Learning Design

45 GLH for Functional Skills in English

45 GLH for Functional Skills in Mathematics

45 GLH for Functional Skills in Information and Communications Technology

45 hours for ERR and induction

45 hours for mentoring apprentices

It should be noted that 'off the job' may still be in the learner's place of work.

How this requirement will be met

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
- 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
- be delivered during contracted working hours
- use a range of delivery models, including one or more of the following methods: individual and group teaching; e-learning; distance learning; induction (refer to ERR sections), coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study
- providers can select the best method for recording and evidencing off the job GLH and mentoring which may be done through a log book or reflective diary

How this requirement will be met:

- minimum 207 GLH for the knowledge elements of the combined qualification
- 135 GLH for the three Functional Skills
- 45 hours for ERR and induction
- 45 hours for mentoring apprentices (minimum of one hour a week)

Evidence of off the job GLH:

- Level 3 Diploma in Digital Learning Design
- Level 2 Functional skills Certificates for Maths, English and ICT or Level 2 Key Skills Certificates for Communication, Application of Number and ICT, or GCSEs in these subjects with enhanced functional content.
- ERR sign off sheet from the workbook
- Education providers should retain the ERR workbook sign off sheet as evidence of achievement

Minimum on-the-job guided learning hours

Total minimum on-the-job GLH

Level 3

- A minimum of 191 GLH for the competence aspects of the Level 3 Diploma in Digital Learning Design

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
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager and allow access when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be focused on outcomes as apprenticeships are not time served, therefore the average length of stay is indicative only

Providers can select the best method for recording and providing evidence of Personal Learning and Thinking Skills (PLTS), on-the-job GLH and mentoring which may be done through a log book or reflective diary

Evidence for on-the-job GLH will include:

- Level 3 Diploma in Digital Learning Design

Evidence Requirements

All providers must upload a completed Version 2 of the ACE new Apprentices Declaration & Authorisation Form when requesting Apprenticeships complete certificates. This can be downloaded directly from ACE: acecerts.co.uk/

By completing the form, apprentices will declare that:

- there was an apprenticeship agreement between themselves and their employer
- achievement of ERR requirements
- they received at least the minimum levels of GLH set out in the framework and have undertaken training both on and off the job

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

completion certificate

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 PLTS during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Creative & Cultural Skills has mapped all PLTS to the mandatory units for competence and knowledge for the qualifications in this framework at level 2 and 3.

Evidence of PLTS achievement

PLTS have been fully mapped to the qualifications, therefore there is no need to complete the workbook and submit evidence as part of the certification process.

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