apprenticeship FRAMEWORK

Learning and Development (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

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Learning and Skills Improvement Service

Apprenticeship Certificates England

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Issued

Apprenticeships

Learning and Development (England)

Contents

Framework information

Information on the Issuing Authority for this framework:

Learning and Skills Improvement Service

The Apprenticeship sector for The Apprenticeship sector for occupations in community learning and development, further education, higher education, teaching support, libraries, archives and information services, work-based learning and development (also includes records and information management services)

Issue number: 9	This framework includes:
Framework ID: FR04172	Level 2 ☐ Level 3 ☒ Level 4-7 ☐
Date this framework is to be reviewed by: 31/12/2017	This framework is for use in: England

Short description

This framework is to ensure the maintenance of a high quality programme providing steps on the progression ladder for those pursuing a career in learning and development. Apprentices could be working in a paid position within an organisation, facilitating learning or could also be working on their own or as part of a wider team delivering or organising learning in a variety of settings including the workplace and training establishments.

The framework is relevant for employers and providers in the private, public and voluntary & community sectors and for those involved in the delivery of funded and commercial learning. The qualification is independently assessed and certificated and is designed to add value, ensuring that successful completers have the job skills and knowledge applicable to their role, and the underlying skills to be able to operate as an effective employee.

Contact information

Proposer of this framework

Learning and Skills Improvement Service (LSIS)

Developer of this framework	
Name:	Yvonne Ryan
Organisation:	Learning and Skills Improvement Service
Organisation Type:	Standard Setting Body
Job Title:	Qualifications, NOS and Apprenticeships Officer
Email:	Email address
Postal address:	Address
Website:	Website

Issuing Authority's contact details	
Issued by:	Learning and Skills Improvement Service
Issuer contact name:	Contact Name
Issuer contact phone:	Phone number.
Issuer Email:	lsisia@skillsforjustice.com

Revising a framework

Why this framework is being revised

The framework is being amended to add a qualification as requested by Future (Awards & Qualifications) Ltd

Summary of changes made to this framework

The framework is being updated to add the following qualification:
FAQ Level 3 Certificate in Learning and Development 603/2739/X

Qualifications removed

N/A

Qualifications added

FAQ Level 3 Certificate in Learning and Development 603/2739/X

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

This framework is for those with an interest in and aptitude for training-related activities at a variety of levels. It will help people learn new skills whilst building on and improving existing skills so that they can do their jobs more effectively. Some trainers are employed within an organisation to run training programmes for new recruits, and/or to assess the needs of existing staff and work with them to develop their skills. There are also consultancy companies that offer specialised training programmes, for example computer skills or management techniques.

As an apprentice you could be training people or helping out with administration (training companies are just like any other business, with phones to be answered and bookings to be made). Your area of expertise will depend on your employer – but it would be sensible to go for a specialism that interests you. Whether working one-to-one or with a big group of people, you'll need confidence, patience and creativity.

The framework will help build the workforce an employer needs to meet organistional goals and aims. It encourages drawing potential apprentices from a diverse group and increasing productivity by nurturing committed and skilled apprentices to become the skilled workforce in the future. It also helps employers to meet their goals by providing and creating organisational opportunities for apprentices to develop their skills and experiences and so contribute more fully to creating a successful company.

Aims and objectives of this framework (England)

The aims of the framework are to contribute towards meeting the recruitment and retention issues faced by the sector in England as identified by a range of stakeholders. The Framework should allow employers to tap into the talents and skills of the wider population to encourage more entrants into learning and development, including those from ethnic and minority groups.

The objectives of the Framework are to:

- Contribute towards addressing specific skills gaps in the Learning and Development sector;
- Provide the basis for developing a wide range of transferable skills;
- Support the establishment of a more diverse workforce which reflects the communities served by the L&D sector;
- Provide clear pathways for career progression within learning and development; and
- Contribute towards meeting skills priorities in England, as set out in Skills for Sustainable

Growth published by the Department for Business Innovation and Skills in October 2010.

Entry conditions for this framework

Since the framework may involve working with children/young people and/or vulnerable adults, entrants must be willing to undergo a Criminal Records Bureau (CRB) check.

Centres must ensure that all statutory requirements concerning working with minors are complied with.

Candidates looking to enrol on this apprenticeship must have vocational competence in an area of their choice and access to a learning environment.

It would also be advantageous for entrants to have successfully completed any of the following:

- GCSEs in English and Mathematics, or equivalent level literacy and numeracy awards;
- Foundation learning programmes of study;
- The Diploma in Society, Health and Development, or in Public Services; and
- Any relevant previous work or training in areas related to learning and development.

Entrants to this apprenticeship will also need to be:

- Interested in learning and development work;
- Motivated to succeed in completing the apprenticeship;
- Well organised;
- Willing to learn and apply what they have learnt in the workplace;
- Willing and able to communicate effectively with a range of people; and
- Numerate, literate and able to use ICT.

Identification of learning needs

As part of the induction process an assessment should be undertaken with the apprentice to identify their specific learning needs and/or prior experience or achievement, in order to prevent duplication of learning and tailor the programme to meet their specific requirements. It is suggested that a planned approach is taken as follows:

- The learner undertakes an initial self-assessment to identify previous learning and achievement and potential sources of evidence; and
- A meeting is held between the learner and the assessor or mentor as part of the induction process, in order to review the learner's self-assessment, identify relevant sources of prior learning and achievement, and agree how this should be collected and presented.

Where appropriate, evidence of prior learning and achievement should be customised to show how it is authentic and relevant to the apprentices current role, e.g. by the addition of a personal statement, witness statements, and records of professional discussion.

In all cases, Recognition of Prior Learning (RPL) relating to the achievement of qualifications (and their component units) within the Framework must comply with the RPL or Accreditation of Prior Learning and Achievement (APL/A) policy published by the awarding organisation.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Learning and Development

Pathways for the framework at level 3:

Pathway 1:   Advanced Level Apprenticeship in Learning and Development

Level 3, Pathway 1: Advanced Level Apprenticeship in Learning and Development

Description of this pathway

This pathway is to ensure the maintenance of a high quality programme providing steps on the progression ladder for those pursuing a career in learning and development. Apprentices could be working in a paid position within an organisation, facilitating learning; they could also be working on their own or as part of a wider team delivering or organising learning in a variety of settings including the workplace and training establishments.

The framework is relevant for employers and providers in the private, public and third sectors and for those involved in the delivery of funded and commercial learning. Qualifications are independently assessed and certificated and are designed to add value, ensuring that successful completers have the job skills and knowledge applicable to their role, and the underlying skills to be able to operate as an effective employee.

The framework is made up of 45 credits comprising of:

- 30 credits from the Level 3 Certificate in Learning and Development (QCF);
- 15 credits from Functional Skills, Key Skills (or equivalents) in English, Mathematics and ICT.

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

There are no additional specific entry requirements for this framework other than those already stated.

Job title(s)	Job role(s)
Training Development Officer	Plan and prepare learning and development programmes
Training Officer	Plan and deliver learning and development programmes
Learning Centre Supervisor	Develop and produce learning and development resources to support the needs of learners
Assessor/Verifier	Assess and verify learner achievement
Work Based Learning Coordinator	Provide information and advice to learners
Learning and Development Adviser	Advise and facilitate learning and development across a range of learner needs
Skills Trainer/Instructor	Deliver skills programmes

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 Certificate in Learning and Development (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/2407/0	Pearson Edexcel	30	122-160	
B1b	600/2664/9	OCR	30	120-178	
B1c	600/2746/0	City and Guilds	30	120-166	
B1d	600/3051/3	VTCT	30	120-166	
B1e	601/42571	iCan Qualifications Ltd	30	120-171	
B1f	601/6969/2	BIIAB	30	120-166	
B1g	601/7658/1	TQUK	30	120-171	N/A
B1h	601/1889/1	PAA\VQ-SET	30	120-166	N/A
B1i	600/8390/6	SFJ Awards	30	120-166	N/A
B1j	603/2739/X	FAQ	30	120	N/A

Relationship between competence and knowledge qualifications

All of the above qualifications are identical in structure and content although supporting guidance will vary from one awarding organisation to another. The qualification has been designed to offer great flexibility to the learner. In order to be recognised in England, the choice of units must provide a minimum of 10 credits for the knowledge component and 10 credits for the competence components. Competence and knowledge have been integrated within this qualification but are assessed separately. To be awarded this qualification the learner must achieve a minimum of 30 credits, 12 of which are mandatory and 18 optional. A summary of which units of the qualification relate primarily to competence, which units relate primarily to knowledge and those that address both competence and knowledge is as follows:

- Understand the principles and practices of learning and development (6 Knowledge credits)
- Reflect on and improve own practice in learning and development (4 Competence and 2

Knowledge credits)
- Facilitate learning and development in groups (4 Competence and 2 Knowledge credits)
- Facilitate learning and development for individuals (4 Competence and 2 Knowledge credits)
- Identify individual learning and development needs (2 Competence and 1 Knowledge credits)
- Plan and prepare specific learning and development opportunities (6 Competence credits)
- Develop and prepare resources for learning and development (4 Competence and 2 Knowledge credits)
- Engage learners in the learning and development process (3 Competence and 3 Knowledge credits)
- Evaluate and improve learning and development provision (3 Competence and 3 Knowledge credits)
- Understanding the principles and practices of assessment (3 Knowledge credits)
- Assess occupational competence in the work environment (6 Competence credits)
- Assess vocational skills, knowledge and understanding (6 Competence credits)
- Provide information and advice to learners and employers (2 Competence and 1 Knowledge credits)
- Engage with employers to develop and support learning provision (3 Competence and 3 Knowledge credits)
- Understanding the employing organisation (3 Knowledge credits)

The Level 3 Certificate in Learning and Development contains mandatory and optional units. Assessors should offer guidance to apprentices to ensure they select optional units that are most suitable for their role, needs and circumstances.

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 <u>above</u> 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 <u>above</u> 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 <u>above</u> the minimum SASE requirement

YES   ☐
NO   ☒

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

Click here to enter text.

Progression routes into and from this pathway

Progression routes into the Advanced Level Apprenticeship

Learners may progress into the Advanced Level Apprenticeship through a number of routes including:

- Relevant previous work experience and training, or volunteering;
- Vocational qualifications (e.g. introductory teaching qualifications, Foundation Learning, and other apprenticeships);
- Academic qualifications (e.g. GCSEs, Diplomas etc).

Progression routes out of the Advanced Level Apprenticeship

The Advanced Apprenticeship provides a sound basis for people to undertake further learning and development of their careers in the Learning and Development sector. Progression could be to higher level courses and qualifications or more senior roles, including into other areas such as management, wider HR, finance and project management.

Examples of higher level courses and/or Higher Education opportunities may include (but are not limited to) professional degrees (such as a teaching-related degree) and other awards in the learning and development sector, and professional qualifications and awards of other bodies such as the Chartered Institute of Personnel and Development (CIPD).

It is expected that almost all apprentices will advance their career through further development and progression and that opportunities exist across all sectors of industry to achieve this.

Some units within the Level 3 Certificate in Learning and Development are shared with other qualifications, which will facilitate credit accumulation and transfer. Please refer to the Register of Accredited Qualifications to see how individual units give credit to other qualifications.

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. It must be assessed and clearly evidenced. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction to their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR.

The course of training in ERR must align to the nine national outcomes which are set out in the Specification of Apprenticeship Standards for England (SASE).

Providers must ensure that each of the nine outcomes are covered. The Skills CfA Induction ERR Workbook and the Skills for Justice Workbook for Apprentices have been designed to provide evidence for each of the nine outcomes. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

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 learning and development sector values and celebrates the contributions made by different individuals, groups and communities and is committed to their support and promotion. Education and training for learning and development is committed to eliminating discrimination, to advancing equality of opportunity for all involved and to fostering good relations between diverse groups.

There are some key issues around recruitment and retention within the L&D sector. More specifically, the sector is under-represented by ethnic minority groups. A key priority will therefore be to use the Apprenticeship Framework to help promote L&D as a career option to diverse groups that may have traditionally not been attracted to this area of work, and to encourage participation from a wider range of learner groups. Flexible entry conditions will also help to attract applicants from under-represented groups, therefore opening up the potential of a more diverse workforce.

The principles of equality and diversity relate to all those systems and procedures, which have the potential to discriminate against apprentices at any point during the programme – from recruitment, selection, and induction, through to successful completion. It is expected that all partners involved in the delivery of the Apprenticeship – providers, assessment centres and employers:

- Must demonstrate a commitment to equality and diversity and have an equality and diversity policy or mission statement in place;
- There should be open recruitment process which is available to all applicants, regardless of age, disability, race or ethnic origin, gender or gender identity, religion or belief and sexual orientation or who meet the stated selection criteria; and
- Employers and providers must be able to demonstrate that there are no discriminatory practices in place regarding selection and employment.

Data and other information will be collected to monitor the impact of the Apprenticeships in relation to equality and diversity, and to take action to redress any potential imbalance in the profile of individuals that are being recruited to the Apprenticeship programme, or which can inform the development of case studies to promote good practice.

On and off the job guided learning (England)

Total GLH for each pathway

Advanced Level Apprenticeship

- The Advanced Apprenticeship will take a minimum 12 months to complete based on a 30 hour per week contract. During the 12 month duration a minimum of 295 GLH must be completed
- For apprentices aged 16-18, 12 months is the minimum time to achieve this Apprenticeship framework. For apprentices aged 19+, it is expected that the apprenticeship will take 12 months unless relevant prior learning is recorded – where this is the case, the apprenticeship will not be less than 6 months
- For Apprenticeships where the apprentice is working and studying for less than a combined total of 30 hours per week please consult the latest funding guidelines http://skillsfun dingagency.bis.gov.uk/providers/fundingrules/

Note: GLH do not have to be delivered through formal training programmes but will include contact time between the learner and tutor/assessor.

Minimum off-the-job guided learning hours

Of the 295 total GLH for the framework, a minimum of 214 GLH must be completed off-the-job. These hours will be made up as follows:

- Level 3 Certificate in Learning and Development (QCF) (knowledge component) (39 GLH);
- Functional Skills Certificate in Communication Level 2, or equivalent qualifications (knowledge component) (45 GLH);
- Functional Skills Certificate in Application of Number Level 2, or equivalent qualifications (knowledge component) (45 GLH);
- Functional Skills Certificate in ICT Level 2, or equivalent qualifications (knowledge component) (45 GLH);
- Completion of ERR Workbook (20 GLH);
- In-company training, e.g. health and safety etc (10 GLH); and
- Mentoring, support and coaching throughout the programme (10 GLH).

Note: The 39 GLH off-the-job associated with the Level 3 Certificate in Learning and Development have been identified through a mapping exercise carried out as part of the framework development process. This mapping document is available from the Excellence Gateway website.

Any 'off-the-job' training required for PLTS will be covered by the minimum GLH assigned to the Level 3 Certificate in Learning and Development.

How this requirement will be met

The GLH recorded as part of off-the-job learning must achieve clear and specific outcomes which contribute directly to the successful achievement of the Apprenticeship. This may include accredited and non-accredited elements of the Apprenticeship which must be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager.

The GLH will be achieved by the apprentice having access as and when required by the apprentice either to a tutor, teacher, mentor or manager and must be:

- delivered during contracted working hours;
- 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; and
- recorded, for example in a diary, log book or portfolio.

Provision of evidence

There is considerable flexibility for apprentices to include different types of evidence within their diary, log book or portfolio – the awarding organisation will provide specific guidance on this.
The following are examples of the type of evidence that can be included:

- Certificates of learning records;
- Evidence of attendance at training courses/meetings/workshops etc;
- Workbooks demonstrating work and learning undertaken;
- Witness statements;
- Personal and reflective statements;
- Case studies;
- Work products; and
- Documentary evidence of private study.

LSIS would expect the training to be recorded in the company's training records and logs, although we would not need to see these. LSIS will, however, expect to receive signed confirmation stating that the hours have been completed and submitted as part of the certification application form, which is available from the Excellence Gateway website.

Minimum on-the-job guided learning hours

An apprentice will need to complete a minimum of 81 GLH on-the-job training, which will be made up as follows:

- Level 3 Certificate in Learning and Development (QCF) (competence component) 81 GLH

Note: The 81 GLH off-the-job associated with the Level 3 Certificate in Learning and Development have been identified through a mapping exercise carried out as part of the framework development process. This mapping document is available from the Excellence Gateway website.

Any 'on-the-job' training required for PLTS will be covered by the minimum GLH assigned to the Level 3 Certificate in Learning and Development.

How this requirement will be met

The GLH recorded as part of the on-the-job learning must achieve clear and specific outcomes which contribute directly to the successful achievement of the Apprenticeship. This may include accredited and non-accredited elements of the Apprenticeship which must be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager and must be;

- delivered during contracted working hours;
- 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; and
- recorded, for example, in a diary, log book or portfolio.

Provision of evidence

There is considerable flexibility for apprentices to include different types of evidence within their diary, log book or portfolio – the awarding organisation will provide specific guidance on this. The following are examples of the type of evidence that can be included:

- Witness statements;
- Reflective statements;
- Audio or video recordings;
- Feedback from learners and/or clients; and
- Personal performance reviews.

We would expect the training to be recorded in the company's training records and logs, although we would not need to see these. We will, however, expect to receive signed confirmation stating that the hours have been completed and submitted as part of the certification application form, which is available from the Excellence Gateway website.

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

Opportunities for demonstrating the application and achievement of PLTS should arise naturally as part of the evidence that learners generate in relation to the Level 3 Certificate in Learning and Development. The relationship between PLTS and these qualifications have been mapped to indicate where evidence is most likely to occur. However, learners may need to explore additional sources of evidence for demonstrating achievement of PLTS, with guidance from their assessor/mentor.

The following guidelines for achievement of PLTS should be observed:

- Apprentices should be introduced to PLTS during induction so that they learn to recognise for themselves when and where they are practicing these skills;
- Delivery and assessment of PLTS should be designed to be manageable for both apprentices and training providers, with sufficient planning of opportunities identified at induction and at each subsequent stage of the programme;
- Assessors should adopt a holistic approach to assessment of PLTS - most evidence will be generated from undertaking the units within the Level 3 Certificate in Learning and Development;
- A suitable mechanism should be used to clearly show how demonstration of PLTS has been evidenced;
- Formative assessment of PLTS may be used to provide feedback on an apprentice's performance; and
- Summative assessment must be used to determine achievement of PLTS.

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