



Department
for Education

Specification of Apprenticeship Standards for England

July 2017

Contents

Summary	3
Intermediate Level Apprenticeship Frameworks	4
Qualifications Related to the Sector	4
Functional Skills/GCSE/Other Alternatives	5
Employee Rights and Responsibilities (ERR)	7
Personal Learning and Thinking Skills (PLTS)	9
On-the-Job Training and Off-the-Job Training Guided Learning Hours (GLH)	10
Exceptions to the English and Maths Regular Minimum Requirements for People with Special Educational Needs, Learning Difficulties or Disabilities	10
Advanced Level Apprentice Framework	13
Employee Rights and Responsibilities (ERR)	13
Functional Skills/GCSE/Other Alternatives	14
Employee Rights and Responsibilities (ERR)	16
Personal Learning and Thinking Skills (PLTS)	16
On-the-Job Training and Off-the-Job Training	16
Guided Learning Hours (GLH)	16
Exceptions to the English and Maths Regular Minimum Requirements for People with Special Educational Needs, Learning Difficulties or Disabilities	17
Higher Apprenticeship Framework	19
Qualifications Related to the Sector	19

Summary

About this guidance

The *Specification of Apprenticeship Standards for England (SASE)* sets out the minimum requirements to be included in a recognised English framework. Compliance with the *SASE* is a statutory requirement of the Apprenticeships, Skills, Children and Learning Act 2009.

This is the sixth version of the statutory *SASE*. It includes equivalent Scottish, Welsh and Northern Irish qualifications as recognised English and Maths prior qualifications, the new GCSE numerical grades, and exemptions from the English and maths minimum requirements for people with learning difficulties or disabilities.

It will be brought into effect by order issued by the Secretary of State.

Expiry or review date

This guidance will be reviewed before April 2018.

What legislation does this guidance refer to?

- The Apprenticeship, Skills, Children and Learning Act 2009

Who is this guidance for?

This guidance is for:

- Training Providers
- Employers

Main points

- This version of *SASE* takes effect when the relevant provision of the the Apprenticeships (Modification to the Specification of Apprenticeship Standards for England) Order 2017 comes into force.
- The list of accepted English and maths equivalent qualifications has been expanded.

- The minimum requirements for GCSEs have been amended to include the new numerical grading system.
- Exemptions from the English and maths minimum requirements for people with learning difficulties or disabilities have been included.
- The changes will apply to those starting an apprenticeship after the Apprenticeships (Modification to the Specification of Apprenticeship Standards for England) Order 2017 has come into force and, pursuant to an appropriate direction made under section 13 of the Apprenticeships, Skills, Children and Learning Act 2009 to the certification authority, to those currently on an apprenticeship but who have not yet completed their apprenticeship prior to that Order coming into force.

Intermediate Level Apprenticeship Frameworks

Qualifications Related to the Sector

	ASCL Reference
1. An Intermediate Level Apprenticeship framework must specify the total number of credits which an apprentice must attain for a qualification on the Regulated Qualifications Framework (RQF). This must be at a minimum of 37 credits.	Section 27 (2) (a)
2. An Intermediate Level Apprenticeship framework must identify the competencies qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates. The competencies qualification must be <i>at Level 2 of the RQF</i> ; underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body. To avoid duplication of frameworks in the same skill, trade or occupation, each framework must have a different competencies qualification.	Section 27 (2) (c) (iii)

<p>3. An Intermediate Level Apprenticeship framework must identify a technical knowledge qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate. A technical knowledge qualification is the qualification required to demonstrate achievement of the technical skills, knowledge and understanding of theoretical concepts and knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates. The technical knowledge qualification must be underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body.</p>	<p>Section 27 (2) (c) (ii)</p>
<p>4. An intermediate Level Apprenticeship framework must identify either:</p> <ul style="list-style-type: none"> a. A competencies qualification at Level 2 and a separate technical knowledge qualification, each of which must carry at least ten credits on the RQF or; b. An integrated qualification at level 2 which combines competence and technical knowledge elements in which each element carries at least ten credits on the RQF. 	<p>Section 27 (2) (c) (ii) Section 27 (2) (a)</p>

Functional Skills/GCSE/Other Alternatives

	ASCL Reference
<p>5. An Intermediate Level Apprenticeship framework must specify that an apprentice must achieve (or have achieved) at least one from the following minimum options (a-f):</p> <ul style="list-style-type: none"> a. a Level 1 Functional Skills qualification in English; b. a 2 or E grade GCSE or international GCSE qualification in either English, English Literature, English Language or English Language & Literature; c. a Level 1 Key Skills qualification in either Literacy or Communication; d. an E grade A' Level or AS Level qualification in either English, English Literature, English Language or English Language and Literature; e. an E grade O' Level qualification in either English Literature or English Language; f. a Level 1 qualification in British Sign Language or a Level 4 SCQF qualification in British Sign 	<p>Section 27 (2) (c) (i)</p>

	ASCL Reference
<p>Language (where British Sign Language is the apprentice's primary language);</p> <ul style="list-style-type: none"> g. a Level 1 Essential Skills Wales or Northern Ireland in Essential Communication Skills; h. a C grade Scottish Intermediate 1 in English; i. a Scottish National 4 in either English or Literacy; or j. a grade 3 Scottish Standard Grade General in English. <p>For exceptions to the English and maths minimum requirements, refer to section 15.</p> <p>Please note: Functional Skills/Key Skills/GCSE (with enhanced functional content) qualifications account for 5 credits each towards the total credit value of the framework.</p>	
<p>6. An Intermediate Level Apprenticeship framework must specify that an apprentice must achieve (or have achieved) at least one from the following minimum options (a-e):</p> <ul style="list-style-type: none"> a. a Level 1 Functional Skills qualification in Mathematics; b. a 2 or E grade GCSE or international GCSE qualification in either Mathematics, Linear Maths, Modular Maths, Application of Maths, Methods in Mathematics, Additional Mathematics, Mathematics - Numeracy, or Use of Mathematics; c. a Level 1 Key Skills qualification in Application of Number; d. an E grade A' Level or AS Level qualification in either Mathematics, Pure Mathematics, Further Mathematics or Use of Mathematics; e. a C grade O' Level qualification in Mathematics; f. a Level 1 Essential Skills Wales or Northern Ireland in Essential Application of Number Skills; g. a C grade Scottish Intermediate 1 in Mathematics; h. a Scottish National 4 in Mathematics; or 	Section 27 (2) (c) (i)

	ASCL Reference
<p>i. a grade 3 Scottish Standard Grade General in Mathematics.</p> <p>For exceptions to the English and maths minimum requirements refer to section 15.</p> <p>Please note: Functional Skills/Key Skills/GCSE (with enhanced functional content) qualifications account for 5 credits each towards the total credit value of the framework.</p>	
<p>WHERE MANDATED IN FRAMEWORK</p> <p>7. An Intermediate Level Apprenticeship framework must specify that an apprentice must achieve or have achieved at least one from the following options (a-e):</p> <p>a. a Level 1 or Level 2 Functional Skills qualification in Information and Communications Technology (ICT); or</p> <p>b. An E grade GCSE or iGCSE ICT qualification (Level 1 equivalent); or</p> <p>c. a Level 1 or Level 2 Key Skills ICT qualification; or</p> <p>d. an E grade A' Level or AS Level ICT qualification; or</p> <p>e. a C grade O' Level ICT qualification.</p>	Section 27 (2) (c) (i)

Employee Rights and Responsibilities (ERR)

	ASCL Reference
<p>8. An Intermediate Level apprenticeship framework must specify that an apprentice must achieve the standards of attainment set out in the Employee Rights and Responsibilities (ERR) national outcomes. To achieve the ERR national outcomes the apprentice must demonstrate that he/she:</p>	Section 27 (2) (a)

	ASCL Reference
<ul style="list-style-type: none"> a. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers; b. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme; c. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme; d. understands the role played by their occupation within their organisation and industry; e. has an informed view of the types of career pathways that are open to them; f. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities; g. knows where and how to get information and advice on their industry, occupation, training and career; h. can describe and work within their organisation's principles of conduct and codes of practice; i. recognises and can form a view on issues of public concern that affect their organisation and industry. 	
<p>9. An Intermediate Level Apprenticeship framework must specify where achievement of the ERR national outcomes is located within the Apprenticeship framework, either within a qualification or elsewhere, and how achievement is to be evidenced.</p>	Section 27 (2) (a)

Personal Learning and Thinking Skills (PLTS)

	ASCL Reference
<p>10. An Intermediate Level Apprenticeship framework must specify that an apprentice must achieve the standards of attainment set out in the Personal Learning and Thinking Skills (PLTS) national outcomes. To achieve the six PLTS outcomes the apprentice must demonstrate the following skills:</p> <ul style="list-style-type: none"> a. Independent enquiry - apprentices can 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; b. Creative thinking – apprentices 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; c. Reflective learning – apprentices 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; d. Team working – apprentices 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; 	Section 27 (2) (a)
<ul style="list-style-type: none"> e. Self management – apprentices 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; f. Effective participation – apprentices 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. 	Section 27 (2) (a)
<p>11. An Intermediate Level Apprenticeship framework must specify where achievement of the PLTS is located within the Apprenticeship framework, either within a qualification or elsewhere, and how achievement is to be evidenced.</p>	Section 27 (2) (a)

On-the-Job Training and Off-the-Job Training Guided Learning Hours (GLH)

	ASCL Reference
12. An Intermediate Level Apprenticeship framework must specify the number of Guided Learning Hours (GLH) that an apprentice must receive to complete the framework. This must be a minimum of 280 GLH of which at least 100 GLH or 30% (whichever is the greater) must be delivered off-the-job and clearly evidenced. The remaining GLH must be delivered on-the-job and clearly evidenced. Guided learning relates to training which is designed to achieve clear and specific outcomes which contribute directly to the successful achievement of the Apprenticeship framework. This SASE requirement for on-the-job and off the job guided learning is intended to meet the requirement in Section 27 (2) (b) of the ASCL Act for on-the-job training and off-the-job training.	Section 27 (2) (b)
13. An Intermediate Level Apprenticeship framework must specify the number of GLH that an apprentice must receive within 12 months of starting a framework. This must be a minimum of 280 GLH.	Section 27 (2) (b)
14. An Intermediate Level Apprenticeship framework must specify that, after 12 months of starting a framework an apprentice must receive a minimum of 280 GLH in each subsequent 12 month period. 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.	Section 27 (2) (b)

Exceptions to the English and Maths Regular Minimum Requirements for People with Special Educational Needs, Learning Difficulties or Disabilities

15. Every effort should be made to enable apprentices to achieve the regular minimum English and maths requirements of the specific apprenticeship, including appropriate use of access arrangements, reasonable adjustments and stepping stone qualifications.
16. However, some apprentices with learning difficulties and disabilities may be able to meet the occupational standard but may struggle to achieve the English or maths qualification at the level normally required as a result of the nature of their difficulty or

disability. Apprentices in this category who meet all of the conditions specified below are exempt from the regular English and maths minimum requirements and are instead required to achieve an adjusted minimum requirement of Entry Level 3 in the subjects.

17. Depending on the apprentice's individual circumstances and assessment, the adjustment may apply to one subject in isolation, or to both English and maths. If the adjustment is only applied to one subject, the regular requirements for the non-adjusted subject will apply.
18. Adjusting the minimum requirements to Entry Level 3 in English and maths can be considered by the provider on an individual case-by-case basis where **all** of the following conditions have been satisfied:
 - The apprentice has either an existing or previously issued Education, Health and Care (EHC) Plan, a statement of Special Educational Need (SEN) or a Learning Difficulty Assessment (LDA);
 - The provider holds or has conducted an evidenced assessment demonstrating that even with support, reasonable adjustments and stepping stone qualifications the apprentice is not able to achieve English or maths to the minimum level as a result of their learning difficulty or disability;
 - The employer and provider must reasonably expect that the apprentice will be able to successfully achieve all other aspects of the apprenticeship requirements, become occupationally competent and achieve Entry Level 3 in the adjusted subject(s) before the end of their apprenticeship; and
 - There are no industry specific minimum entry requirements
19. For the purpose of this document, 'provider' is defined as the education or training provider.
20. Although the apprentice will be exempt from the regular English and/or maths minimum requirements, providers must consider how to enable the apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision, if appropriate.
21. The assessment should be formal, structured, and authorised by an appropriate professional associated with the training or education provider, such as the head of SEN or Student Support. The format of the assessment is to be determined by the provider but must be able to stand up to scrutiny. We expect that it will be conducted within eight weeks of an apprentice beginning their apprenticeship and will include:
 - assessment of the apprentice's current English and maths levels;
 - collection of information on how the learning difficulty or disability affects the apprentice's English and maths abilities and a clear indication of whether one or both English and maths are affected;

- assessment of the apprentice's ability to meet the regular English and maths requirements even with appropriate support in place;
- the creating of a recommended learning plan to enable the apprentice to achieve Entry Level 3 in the adjusted subject(s) and, where appropriate, to continue to build on their literacy and numeracy skills by accessing further courses; and
- collection of copies of an Education, Health and Care (EHC) Plan, a statement of Special Educational Need (SEN) or a Learning Difficulty Assessment (LDA)

22. The Individual Learner Record (ILR) will be used to monitor the application of this adjustment to the regular English and maths requirements. Providers should retain evidence that justifies their decision that a student is eligible for this exemption. This information must be available to auditors appointed to test the use of ESFA funding and to Ofsted inspectors.

23. In the event that the apprentice disagrees with the outcome of the assessment the provider must provide a facility for the apprentice to request a second opinion. The provider must ensure that the assessment is reviewed independently by a second SEN professional. The format of the review process is to be determined by the provider and must be able to stand up to scrutiny.

Advanced Level Apprentices Framework

Employee Rights and Responsibilities (ERR)

	ASCL Reference
24. An Advanced Level Apprenticeship framework must specify the total number of credits which an apprentice must attain for a qualification on the RQF. This must be at a minimum of 37 credits	Section 27 (2) (a)
25. An Advanced Level Apprenticeship framework must identify the competencies qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates. The competencies qualification must be at Level 3 of the RQF; underpinned by National Occupational Standards (NOS); and be approved by the relevant SSC or Sector Body. To avoid duplication of frameworks in the same skill, trade or occupation, each framework must have a different competencies qualification.	Section 27 (2) (c) (iii)
26. An Advanced Level Apprenticeship framework must identify a technical knowledge qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate. A technical knowledge qualification is the qualification required to demonstrate achievement of the technical skills, knowledge and understanding of theoretical concepts and knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates. The technical knowledge qualification must be underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body.	Section 27 (2) (c) (ii)
27. An Advanced Level Apprenticeship framework must identify either: <ol style="list-style-type: none"> a. a competencies qualification at Level 3 and a separate technical knowledge qualification, each of which must carry at least ten credits on the RQF; or b. an integrated qualification at Level 3 which combines competence and technical knowledge elements in which each element is separately assessed and in which each element carries at least ten credits on the RQF. 	

Functional Skills/GCSE/Other Alternatives

<p>28. An Advanced Level Apprenticeship framework must specify that an apprentice must achieve (or have achieved) at least one from the following minimum options (a-f):</p> <ul style="list-style-type: none">a. a Level 2 Functional Skills qualification in English;b. a 4 or C grade GCSE or international GCSE qualification in either English, English Literature, English Language, or English Language and Literature;c. a Level 2 Key Skills qualification in either Literacy or Communication;d. an E grade A' Level or AS Level qualification in either English Language, English Literature or English Language and Literature;e. a C grade O' Level qualification in either English Literature or English Language;f. a Level 2 qualification in British Sign Language or a Level 5 SCQF qualification in British Sign Language (where British Sign Language is the apprentice's primary language);g. a Level 2 Essential Skills Wales or Northern Ireland in Essential Communication Skills;h. a C grade Scottish Intermediate 2 in English;i. a Scottish National 5 in English; orj. a grade 3 Scottish Standard Grade Credit in English. <p>For exceptions to the English and maths minimum requirements refer to section 34.</p> <p>Please note: Functional Skills/Key Skills/GCSE (with enhanced functional content) qualifications account for 5 credits each towards the total credit value of the framework.</p>	<p>Section 27 (2) (c) (i)</p>
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	ASCL Reference
<p>29. An Advanced Level Apprenticeship framework must specify that an apprentice must achieve (or have achieved) at least one from the following minimum options (a-e):</p> <ul style="list-style-type: none"> a. a Level 2 Functional Skills qualification in Mathematics; b. a 4 or C grade GCSE or international GCSE qualification in either Mathematics, Linear Maths, Modular Maths, Application of Maths, Methods in Mathematics, Additional Mathematics, Mathematics – Numeracy, or Use of Mathematics; c. a Level 2 Key Skills qualification in Application of Number; d. an E grade A' Level or AS Level qualification in either Mathematics, Pure Mathematics, Further Mathematics or Use of Mathematics; e. a C grade O' Level qualification in Mathematics; f. a Level 2 in Essential Skills Wales or Northern Ireland in Essential Application of Number Skills; g. A C grade Scottish Intermediate 2 in Mathematics; h. A Scottish National 5 in Mathematics; or i. a grade 3 Scottish Standard Grade Credit in Mathematics. <p>For exceptions to the English and maths minimum requirements refer to Section 34.</p> <p>Please note: Functional Skills/Key Skills/GCSE (with enhanced functional content) qualifications account for 5 credits each towards the total credit value of the framework.</p>	

	ASCL Reference
<p>WHERE MANDATED IN FRAMEWORK</p> <p>30. An Advanced Level Apprenticeship framework must specify that an apprentice must achieve or have achieved at least one from the following options (a-e):</p> <ul style="list-style-type: none"> a. a Level 2 Functional Skills qualification in Information and Communications Technology (ICT); b. a C grade GCSE or iGCSE ICT qualification; c. a Level 2 Key Skills ICT qualification; d. an E grade A' Level or AS Level ICT qualification; or e. an C grade O' Level ICT qualification in ICT. 	Section 27 (2) (c) (i)

Employee Rights and Responsibilities (ERR)

	ASCL Reference
31. Requirements are the same as for an Intermediate Level Apprenticeship framework.	Section 27 (2) (a)

Personal Learning and Thinking Skills (PLTS)

	ASCL Reference
32. Requirements are the same as for an Intermediate Level Apprenticeship framework.	Section 27 (2) (a)

On-the-Job Training and Off-the-Job Training

Guided Learning Hours (GLH)

	ASCL Reference
33. Requirements are the same as for an Intermediate Level Apprenticeship framework.	Section 27 (2) (b)

Exceptions to the English and Maths Regular Minimum Requirements for People with Special Educational Needs, Learning Difficulties or Disabilities

34. Every effort should be made to enable apprentices to achieve the regular minimum English and maths requirements of the specific apprenticeship, including appropriate use of access arrangements, reasonable adjustments and stepping stone qualifications.
35. However, some apprentices with learning difficulties and disabilities may be able to meet the occupational standard but may struggle to achieve the English or maths qualification at the level normally required as a result of the nature of their difficulty or disability. Apprentices in this category who meet all of the conditions specified below are exempt from the regular English and maths minimum requirements and are instead required to achieve an adjusted minimum requirement of Entry Level 3 in the subjects.
36. Depending on the apprentice's individual circumstances and assessment, the adjustment may apply to one subject in isolation, or to both English and maths. If the adjustment is only applied to one subject, the regular requirements for the non-adjusted subject will apply.
37. Adjusting the minimum requirements to Entry Level 3 in English and maths can be considered by the provider on an individual case-by-case basis where **all** of the following conditions have been satisfied:
- The apprentice has either an existing or previously issued Education, Health and Care (EHC) Plan, a statement of Special Educational Need (SEN) or a Learning Difficulty Assessment (LDA);
 - The provider holds or has conducted an evidenced assessment demonstrating that even with support, reasonable adjustments and stepping stone qualifications the apprentice is not able to achieve English or maths to the minimum level as a result of their learning difficulty or disability;
 - The employer and provider must reasonably expect that the apprentice will be able to successfully achieve all other aspects of the apprenticeship requirements, become occupationally competent and achieve Entry Level 3 in the adjusted subject(s) before the end of their apprenticeship; and
 - There are no industry specific minimum entry requirements
38. For the purpose of this document, 'provider' is defined as the education or training provider.

39. Although the apprentice will be exempt from the regular English and/or maths minimum requirements, providers must consider how to enable the apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision, if appropriate.
40. The assessment should be formal, structured, and authorised by an appropriate professional associated with the training or education provider, such as the head of SEN or Student Support. The format of the assessment is to be determined by the provider but must be able to stand up to scrutiny. We expect that it will be conducted within eight weeks of an apprentice beginning their apprenticeship and will include:
- assessment of the apprentice’s current English and maths levels;
 - collection of information on how the learning difficulty or disability affects the apprentice’s English and maths abilities and a clear indication of whether one or both English and maths are affected;
 - assessment of the apprentice’s ability to meet the regular English and maths requirements even with appropriate support in place;
 - the creating of a recommended learning plan to enable the apprentice to achieve Entry Level 3 in the adjusted subject(s) and, where appropriate, to continue to build on their literacy and numeracy skills by accessing further courses; and
 - collection of copies of an Education, Health and Care (EHC) Plan, a statement of Special Educational Need (SEN) or a Learning Difficulty Assessment (LDA)
41. The Individual Learner Record (ILR) will be used to monitor the application of this adjustment to the regular English and maths requirements. Providers should retain evidence that justifies their decision that a student is eligible for this exemption. This information must be available to auditors appointed to test the use of ESFA funding and to Ofsted inspectors.
42. In the event that the apprentice disagrees with the outcome of the assessment the provider must provide a facility for the apprentice to request a second opinion. The provider must ensure that the assessment is reviewed independently by a second SEN professional. The format of the review process is to be determined by the provider and must be able to stand up to scrutiny.

Higher Apprenticeship Framework

Qualifications Related to the Sector

	ASCL Reference
43. Higher Apprenticeship frameworks must specify the total number of credits which an apprentice must attain on the Regulated Qualifications Framework (RQF) and/or through the award of a Framework for Higher Education Qualifications (FHEQ) qualification / other Higher Education Institution (HEI) qualification and/or professional qualification as recognised by the sector. This must be at a minimum of 90 credits for Levels 4 and 5 and a minimum of 120 credits for Levels 5 and 7.	Section 27 (2) (a)
44. Higher Apprenticeship frameworks must identify the competencies qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates. The competencies qualification must be at the specified level of the framework; underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body; or underpinned by professional standards as recognised by the sector. To avoid duplication of frameworks in the same skill, trade or occupation, each framework must have a different competencies qualification.	Section 27 (2) (c) (iii)
45. Higher Apprenticeship frameworks must identify a technical knowledge qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate. A technical knowledge qualification is the qualification required to demonstrate achievement of the technical skills, knowledge and understanding of theoretical concepts and knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates. The technical knowledge qualification must be underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body; or underpinned by professional standards as recognised by the sector.	Section 27 (2) (c) (ii)
46. A Higher Apprenticeship framework at Level 4 must identify either: <ul style="list-style-type: none"> a. a competencies qualification at Level 4 and a separate technical knowledge qualification; or b. an integrated qualification at Level 4 which combines competence and technical knowledge elements which are separately assessed; or 	Section 27 (2) (c) (ii) Section 27 (2) (a)

	ASCL Reference
<ul style="list-style-type: none"> c. an integrated qualification at Level 4 which combines the assessment of competence and technical knowledge elements. 	
<p>47. A Higher Apprenticeship framework at Level 5 must identify either:</p> <ul style="list-style-type: none"> a. a competencies qualification at Level 5 and a separate technical knowledge qualification; or b. an integrated qualification at Level 5 which combines competence and technical knowledge elements which are separately assessed; or c. an integrated qualification at Level 5 which combines the assessment of competence and technical knowledge elements. 	<p>Section 27 (2) (c) (ii) Section 27 (2) (a)</p>
<p>48. A Higher Apprenticeship framework at Level 6 must identify either:</p> <ul style="list-style-type: none"> a. a competencies qualification at Level 6 and a separate technical knowledge qualification; or b. an integrated qualification at Level 6 which combines competence and technical knowledge elements which are separately assessed; or c. an integrated qualification at Level 6 which combines the assessment of competence and technical knowledge elements. 	<p>Section 27 (2) (c) (ii) Section 27 (2) (a)</p>
<p>49. A Higher Apprenticeship framework at Level 7 must identify either:</p> <ul style="list-style-type: none"> a. a competencies qualification at Level 7 and a separate technical knowledge qualification; or b. an integrated qualification at Level 7 which combines competence and technical knowledge elements which are separately assessed; or c. an integrated qualification at Level 7 which combines the assessment of competence and technical knowledge elements. 	<p>Section 27 (2) (c) (ii) Section 27 (2) (a)</p>



Department
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