

# apprenticeship FRAMEWORK

## IT Application Specialist (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.

For more details of the changes please read the following preface page to the framework document.

### Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

[afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR04383](http://afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR04383)

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# CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 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 this date and not completed by 21 September 2018.

The SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements. This now allows for the acceptance of a wider range of UK-wide qualifications and also certain international qualifications, where these are supported by a suitable NARIC Statement of Comparability.

Full details relating to the exceptions eligibility criteria are contained in:

Section 5 of SASE for Intermediate Level Apprenticeships  
Section 31 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements.

Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

**Please note that the Transferable Skills tables within this document have not been updated to reflect the recent SASE changes and do not include the expanded range of acceptable qualifications. Refer to SASE for a full list of acceptable qualifications.**

The updated version of SASE can be accessed here:

<https://www.gov.uk/government/publications/specification-of-apprenticeship-standards-for-england>

# IT Application Specialist (England)

## Contents

Framework summary .....	4
Framework information .....	5
Contact information .....	7
Revising a framework .....	9
Purpose of the framework .....	11
Entry conditions .....	14
Level 2: Intermediate Apprenticeship for IT Application Specialist .....	16
Pathway 1: IT Application Specialist .....	17
Level 3: Advanced Apprenticeship for IT Application Specialist .....	28
Pathway 1: IT Application Specialist .....	29
Equality and diversity .....	41
On and off the job guided learning .....	42
Personal learning and thinking skills .....	46
Additional employer requirements .....	48

# Framework summary

## IT Application Specialist

### Intermediate Apprenticeship for IT Application Specialist

This framework includes information on Personal Learning and Thinking Skills

#### Pathways for this framework at level 2 include:

##### Pathway 1: IT Application Specialist

**Competence qualifications available to this pathway:**

N/A

**Knowledge qualifications available to this pathway:**

N/A

**Combined qualifications available to this pathway:**

B1 - Level 2 Diploma in IT User Skills (ITQ)

B2 - Level 2 Diploma for IT Users (ITQ)

B3 - Level 2 Diploma in ICT Open Systems and Enterprise (ITQ)

**This pathway also contains information on:**

- Employee rights and responsibilities
- Functional skills

## IT Application Specialist

### Advanced Apprenticeship for IT Application Specialist

This framework includes information on Personal Learning and Thinking Skills

#### Pathways for this framework at level 3 include:

##### Pathway 1: IT Application Specialist

**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 IT User Skills (ITQ)

B2 - Level 3 Diploma for IT Users (ITQ)

**This pathway also contains information on:**

- Employee rights and responsibilities
- Functional skills

# Framework information

## Information on the Issuing Authority for this framework:

### Instructus

The Apprenticeship sector for occupations in air conditioning, building services engineering, business and administration, cleaning, customer service, digital/information technology, electro technical, electrical and electronic servicing, enterprise and business support, facilities management, heating and ventilating, housing, human resources and recruitment, industrial relations, leadership and management, marketing and sales (also includes contact centres and third sector), plumbing, property and refrigeration.

Issue number: 10	<b>This framework includes:</b>  Level 2 Level 3
Framework ID: FR04383	
Date this framework is to be reviewed by: 31/07/2020	
<b>This framework is for use in: England</b>	

## Short description

This apprenticeship programme is designed for new entrants to roles in which they will be working with IT systems and software. The framework offers a wide range of optional units that the Apprentice can study to match their particular organisational and job role requirements.

Available at Levels 2 and 3, the framework is suitable for those whose main job role is to use IT applications in support of colleagues or customers in any sector or industry. This can include:

- providing support and assistance to colleagues to make effective use of available IT systems and software
- developing, testing and implementing solutions to improve workplace productivity through the use of IT
- using the advanced features of IT Application Software in the creation and amendment of many types of formatted information including documents, diagrams, spreadsheets and presentations.
- maintaining simple websites, using the internet to find and exchange information and

using social media to disseminate information.

# Contact information

## Proposer of this framework

Development of this framework, and the revised ITQ qualifications which underpin it, was undertaken in parallel with the development of revised National Occupational Standards for IT Users. An employer group was established to advise on the review process and provide detailed feedback on the development. Consultation with a number of employer focus groups helped ascertain the broad scope and coverage of the NOS and associated qualifications and framework. Opportunity to comment on draft materials was made available through an online survey and a series of focus groups with employers, training providers and awarding bodies. A large number of employers were engaged in the development process including, for example:

- Infiniti Group Technology
- Guy's & St. Thomas' NHS Foundation Trust
- Royal Air Force
- Nottinghamshire County Council
- Leicestershire County Council
- Derbyshire County Council
- BBC
- HMP Blundeston
- IBM
- John Lewis Partnership
- Buckinghamshire County Council
- Nova New Opportunities
- British Airways
- Department for Work and Pensions.

## Developer of this framework

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# Revising a framework

## Contact details

Who is making this revision: Larisa Puk  
Your organisation: Instructus  
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## Why this framework is being revised

This framework has been updated by Instructus Skills in order to amend contact details, and ensure all qualifications are up to date.

## Summary of changes made to this framework

This framework has been updated by Instructus Skills in order to amend contact details, and ensure all qualifications are up to date.

## Qualifications removed

Level 2 Diploma in IT User Skills (ITQ):

- 600/1512/3 EDI
- 600/2681/9 BCS
- 600/2803/8 SQA
- 600/7551/X IAO

Level 3 Diploma in IT User Skills (ITQ):

- 600/1513/5 EDI
- 600/2879/8 BCS
- 600/2798/8 SQA
- 600/7557/0 IAO

## Qualifications added

None

## Qualifications that have been extended

None

# Purpose of this framework

## Summary of the purpose of the framework

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

In January 2011, e-skills UK, now Instructus Skills, published Technology Insights 2011, which summarised the findings of research to provide an in depth understanding of the existing IT & Telecoms landscape and forecasts of the future based on the best available intelligence, including new input from over 2000 employers. The research highlighted that:

- IT user skills are required for over 72% of job roles.
- Over 90% of new posts specifically require IT user skills.
- Making the most of technology is arguably the single most important step that can be taken to improve productivity across the whole economy, resulting in a potential uplift of £50 billion to GVA over the next 5 years.
- One in ten employers consider there are skills gaps in the skills of their IT Users, particularly at level 3.
- Over the next 5 years, employers are anticipating increased activity in the usage of mobile computing / applications and virtualisation, new implementation of 'Green IT', and rapid development of new technologies to support business process management.
- The need for increased security and data protection remain one of the key drivers for up-skilling the workforce.

This all means that there will be an increasing number of jobs whose principal activity will be using IT to support their organisations' customers, people and processes.

This framework provides the apprentice with the competence, skills and knowledge to work effectively and efficiently with IT systems, communication and productivity tools and software applications. This includes the creation and amendment of many types of formatted information including documents, diagrams, spreadsheets and presentations. It also includes maintaining simple websites, using the internet to find and exchange information and using social media to

disseminate information.

While the main role of the Apprentice on this framework is the application of IT this may occur in the context of a range of situations and industry sectors such as:

- Office/Business Administration
- Accounts departments
- Publishing or multimedia
- Sales and Marketing departments
- Education and training.

However, it may be that the apprentice's job title does not properly reflect this since 'IT Application' is not a traditional job description. Job titles still tend to focus on historical associations with a particular sector rather than the actual content of the job in the modern workplace. In this situation careful consideration must be given as to the suitability of this framework.

Where the application of IT is subsidiary to, or is merely supportive of the main job role then an appropriate job specific framework should be preferred. This IT Application Specialist framework should be used only where it is clearly capable of providing complete coverage of the Apprentice's role.

This framework reflects new reality in the workplace by concentrating on the application of IT to solve problems and increase productivity. Any necessary role and sector content is enabled by the availability of Specialist and Bespoke Software units and also the ability to include sector specific units.

In addition to traditional data entry clerk and VDU operator job titles some more current IT-related job titles are beginning to emerge such as:

- iHub Clerk
- IT/Web Technology Officer
- ICT Technician
- IT Support
- IT Change Assistant
- IT Clerk.

An Intermediate Apprentice should be considered where the range of software applications is limited, or the activities to be carried out are mainly routine in nature. The flexible design of the ITQ allows for a particular application specialism e.g. in word processing or spreadsheets at Advanced level within an overall Intermediate framework. The addition of underpinning knowledge, personal learning and thinking skills and functional skills ensures the Apprentice can not only apply IT but is also literate, numerate and able to solve problems and work in teams as required.

The Advanced Apprentice will be prepared for job roles requiring in-depth knowledge and competence in the application of a range of systems and/or software applications, and to deal with non-routine and unfamiliar problems. They will demonstrate wide-ranging transferable skills and the ability to develop and test solutions to improve workplace productivity through the application of IT.

## **Aims and objectives of this framework (England)**

### **Aims**

The apprenticeship is made up of qualifications and learning that will provide apprentices with the skills and knowledge required to become competent in their chosen job role. The framework is designed to support employers in closing the IT Application skills gaps in their organisations.

The framework includes a balance of content in technical, business and interpersonal areas, designed to ensure apprentices have an appropriate set of IT skills to operate in their specific chosen job role.

The technical content includes units for setting up and using IT systems; system and personal security; using internet, email and collaborative software; configuring and using operating systems and mobile devices; using office applications, using multimedia, video, audio and website software and using accounting and project management software. All apprentices build the competences to plan, select and use appropriate IT tools and applications for the task and develop approaches to improve personal effectiveness and business productivity using IT.

### **Objectives**

The Apprentice will:

- become competent in use and application of the particular systems and software required in their job role
- develop skills to enhance their personal and team effectiveness through the application of IT
- gain an insight into the wider use of IT across their organisation.

# Entry conditions for this framework

There are no specific qualifications required for entry on to the apprenticeship framework.

The majority of IT Application Specialist apprenticeship roles require:

- Individuals to be proactive, fast learners
- Individuals who are able to work independently or as part of a team
- The ability to focus on assisting customers and colleagues find solutions to problems
- Good attention to detail and the ability to deliver what is required, when it is required
- Individuals to be open to change and focus on the requirements of the business at all times.

Roles in data administration or management would suit individuals who:

- Are meticulous and methodical, and can work under pressure to set deadlines
- Are well organised and efficient
- Have good problem solving ability
- Can manage multiple or complex tasks.

Roles in web publishing or social media would suit those who:

- Have an interest in design and creativity with a flair for creating audio, video and other multimedia products
- Have good communication and team-working skills.

There are no barriers to entry into the sector for any group of people.

Instructus Skills (formerly e-skills UK) expects employers and training providers to comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to, and progression within the sector, using the 8 protected characteristics of:

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

Apprenticeships should ensure that there is equality of opportunity for all and any barriers (real or perceived) are addressed to support anyone seeking to enter employment and undertaking the Apprenticeship.



## Level 2

Title for this framework at level 2

# Intermediate Apprenticeship for IT Application Specialist

### Pathways for this framework at level 2

Pathway 1: IT Application Specialist



## Level 2, Pathway 1: IT Application Specialist

### Description of this pathway

This pathway covers all job roles for IT Application Specialists working in any industry sector.

This Intermediate Apprenticeship requires a minimum of 53 credits.

38 credits from the ITQ combined qualification of which:

- 28 credits are Competence
- 10 credits are Knowledge.

15 credits from Functional Skills.

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

There are no specific entry requirements associated with this pathway.

Job title(s)	Job role(s)
IT Clerk	Applying a range of IT systems and software to support an organisation's customers, people and processes. This will generally involve applications such as word processing, spreadsheets, presentation software and internet/email.
Website technician	Updating existing websites with supplied content. Creating simple media content (audio, video, graphics, text) for existing websites.
Data Administrator	Entering and editing data using software such as: Customer Relationship Management; Accounts; Payroll and Stock control. Producing routine reports from the data held.
Digital Assistant	Using social media applications to disseminate information and engage with potential users of the organisations products or services.

# 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 2 Diploma in IT User Skills (ITQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/0993/7	City and Guilds	38	280	
B1b	000/0000/0	EDI - WITHDRAWN	00	000	
B1c	600/1633/4	Pearson	38	280-360	
B1d	600/1955/4	OCR	38	280-300	
B1e	600/2012/X	NCFE	38	280-285	
B1f	000/0000/0	BCS - WITHDRAWN	00	000	
B1g	000/0000/0	SQA - WITHDRAWN	00	000	
B1h	600/7551/X	IAO - WITHDRAWN	00	000	
B1i	601/3441/0	ProQual	38	280	
B1j	601/5965/0	FAQ	38	280-360	
B1k	601/6462/1	BIIAB	38	290-295	

## Combined qualifications available to this pathway (cont.)

B2 - Level 2 Diploma for IT Users (ITQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B2a	601/7742/1	iCQ	38	280-300	

B3 - Level 2 Diploma in ICT Open Systems and Enterprise (ITQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B3a	501/0033/6	TLM	38	260	

## Relationship between competence and knowledge qualifications

B1 - B3 draws on the units from the ITQ framework, maintained by the Tech Partnership. All ITQ Awarding Organisations use the same units in their Diplomas.

B1 - B3 includes 10 credits from mandatory knowledge units:

- Understanding the potential of IT (8 credits)
- Developing Personal and Team Effectiveness Using IT (2 credits out of 4 are assessed through knowledge test).

The remaining mandatory unit (4 credits) and a wide range of optional units (minimum 22 credits) are competence-based units.

# Transferable skills (England)

## Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical 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 these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	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.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	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.

## 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 framework requirement to ensure the apprentice gains a broad competence in the functional use of IT systems, communications and software applications no matter which optional units they select towards their ITQ.

# Progression routes into and from this pathway

While it is not mandatory for an apprentice to achieve a Level 1 qualification prior to embarking upon an Intermediate programme, it may be beneficial to begin at Level 1 with the



IT User fundamental technical skills which need to be learned at a basic level before more advanced IT user skills and techniques can be effectively applied in the workplace.

In some instances however, prior qualifications such as Functional Skills ICT at Level 1 or 2, training or experience may have equipped an apprentice for direct entry to an Intermediate Apprenticeship.

Having completed the Intermediate Apprenticeship framework, apprentices may then progress onto an Advanced Apprenticeship for IT Application Specialists.

Alternatively, apprentices may elect to return to full-time education and to complete A Levels, BTECs, or an equivalent level 3 qualification such as the Level 3 ITQ Diploma.

# Employee rights and responsibilities

This is no longer a mandatory requirement

## Delivery and assessment of ERR

The Employee Rights and Responsibilities component of the apprenticeship can be achieved through either:

### 1. A ERR Qualification/Unit:

- The L/506/1905 Employee rights and responsibilities unit - this is an optional unit included within the combined qualification
- The Level 2 Award in Employee Rights and Responsibilities - this qualification is offered by a range of organisations
- Any other approved unit or qualification listed in Instructus Skills FAQ.

### 2. ERR Workbook:

- The Instructus Skills (formerly Skills CFA) ERR workbook, available from the Instructus Skills E-learning portal ([elearning.instructus.org](http://elearning.instructus.org)) - The workbook has been designed to enable apprentices to work their way through a series of questions and activities which will bring ERR to life, making the learning more meaningful and long lasting and enhance the employability skills of the apprentice.

## ERR National Outcomes

1. 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 and Safety legislation, together with the responsibilities and duties of employers
2. 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
3. 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
4. understands the role played by their occupation within their organisation and industry
5. has an informed view of the types of career pathways that are open to them
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. knows where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles of conduct and codes of practice

9. recognises and can form a view on issues of public concern that affect their organisation and industry.

### **Evidence of achievement of ERR**

As ERR is part of the Apprentice Certificate Claim Form, there is no longer a requirement to evidence ERR completion when applying for apprenticeship certificates. However, we recommend that an internal record of ERR achievement is retained.

## Level 3

Title for this framework at level 3

# Advanced Apprenticeship for IT Application Specialist

### Pathways for this framework at level 3

Pathway 1: IT Application Specialist

## Level 3, Pathway 1: IT Application Specialist

### Description of this pathway

This pathway covers all job roles for advanced IT Application Specialists working in any industry sector.

This Advanced Apprenticeship framework requires a minimum of 54 credits.

39 credits from the ITQ combined qualification of which:

- 10 credits are Knowledge
- 29 credits are Competence.

15 credits from Functional Skills.

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

There are no specific qualifications required for entry on to the apprenticeship framework, however, many employers require good (A\*-C) GCSE passes in English and Maths in order to enter an Advanced Apprenticeship.

The majority of IT Application Specialist apprenticeship roles require:

- Individuals to be proactive, fast learners
- Individuals who are able to work independently or as part of a team
- The ability to focus on assisting customers and colleagues find solutions to problems
- Good attention to detail and the ability to deliver what is required, when it is required
- Individuals to be open to change and focus on the requirements of the business at all times.

Roles in data management would suit individuals who:

- Are meticulous and methodical, and can work under pressure to set deadlines

- Are well organised and efficient
- Can manage multiple or complex tasks.

Roles related to websites and social media:

- Have an interest in design and creativity with a flair for creating audio, video and other multimedia products
- Have good communication and team-working skills.

Roles in application helpdesk support would suit those with:

- An interest in both hardware and software
- Good problem solving ability.

Job title(s)	Job role(s)
IT Application helpdesk support	Responding to hardware and software problems; setting up user hardware, software and security; designing solutions to improve business processes using IT
IT Supervisor	Responsible for others' use of IT; developing and streamlining business processes for efficient office operations; setting up and using advanced application software features
Website manager	Planning and contributing to designing websites; creating multimedia content for websites; working with IT professionals to build new sites
IT Application Officer	Example roles 1: Preparing presentations and other learning resources; setting up mobile devices for learners; working with specialist software to manage learner records. 2: Using mobile communications; managing enquiries, quotations and orders; creating and reporting management information.

# 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 IT User Skills (ITQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/0994/9	City and Guilds	39	280-285	N/A
B1b	000/0000/0	EDI - WITHDRAWN	00	000	N/A
B1c	600/1634/6	Edexcel	39	280-360	N/A
B1d	600/1958/X	OCR	39	290-310	N/A
B1e	600/1868/9	NCFE	39	280-285	N/A
B1f	000/0000/0	BCS - WITHDRAWN	00	000	N/A
B1g	000/0000/0	SQA - WITHDRAWN	00	000	N/A
B1h	600/7557/0	IAO - WITHDRAWN	00	000	N/A
B1i	601/3442/2	ProQual	39	280	N/A
B1j	601/5964/9	FAQ	39	280-360	N/A
B1k	601/6466/9	BIIAB	39	300-305	N/A

## Combined qualifications available to this pathway (cont.)

B2 - Level 3 Diploma for IT Users (ITQ)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B2a	601/8004/3	iCQ	39	280-300	N/A

## Relationship between competence and knowledge qualifications

B1 and B2 draws on the units from the ITQ framework, maintained by the Tech Partnership. All ITQ Awarding Organisations use the same units in their Diplomas.

B1 and B2 includes 10 credits from mandatory knowledge units:

Level 3 Understanding the potential of IT (8 credits)

Level 3 Developing Personal and Team Effectiveness Using IT (2 credits out of 4 are assessed through knowledge test)

The remaining mandatory unit (5 credits) and a wide range of optional units (minimum 22 credits) are competence-based units.

# Transferable skills (England)

## Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical 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 these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	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.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	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.

## 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 framework requirement to ensure the apprentice gains a broad competence in the functional use of IT systems, communications and software applications no matter which optional units they select towards their ITQ.

# Progression routes into and from this pathway

While it is not mandatory for an apprentice to achieve an Intermediate Apprenticeship prior to

embarking upon an Advanced programme, it may be beneficial to begin at Intermediate Level as some of the fundamentals of an IT business and core technical skills need to be learned at a basic level before more advanced IT skills and techniques can be effectively applied in the workplace.

In some instances however, prior qualifications, training or experience may have equipped an apprentice for direct entry to Advanced level.

Having completed the Level 3 Advanced Apprenticeship, an apprentice can progress to further vocational study in their chosen sector, for example, to take a Foundation Degree. They may also progress to Further or Higher Education to take an HNC or HND programme.

**UCAS points for this pathway: N/A**

# Employee rights and responsibilities

This is no longer a mandatory requirement

## Delivery and assessment of ERR

The Employee Rights and Responsibilities component of the apprenticeship can be achieved through either:

### 1. A ERR Qualification/Unit:

- The L/506/1905 Employee rights and responsibilities unit - this is an optional unit included within the combined qualification
- The Level 2 Award in Employee Rights and Responsibilities - this qualification is offered by a range of organisations
- Any other approved unit or qualification listed in Instructus Skills FAQ.

### 2. ERR Workbook:

- The Instructus Skills (formerly Skills CFA) ERR workbook, available from the Instructus Skills E-learning portal ([elearning.instructus.org](http://elearning.instructus.org)) - The workbook has been designed to enable apprentices to work their way through a series of questions and activities which will bring ERR to life, making the learning more meaningful and long lasting and enhance the employability skills of the apprentice.

## ERR National Outcomes

1. 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 and Safety legislation, together with the responsibilities and duties of employers
2. 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;
3. 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
4. understands the role played by their occupation within their organisation and industry
5. has an informed view of the types of career pathways that are open to them
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. knows where and how to get information and advice on their industry, occupation, training and career
8. can describe and work within their organisation's principles of conduct and codes of practice

9. recognises and can form a view on issues of public concern that affect their organisation and industry.

### **Evidence of achievement of ERR**

As ERR is part of the Apprentice Certificate Claim Form, there is no longer a requirement to evidence ERR completion when applying for apprenticeship certificates. However, we recommend that an internal record of ERR achievement is retained.



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

## How equality and diversity will be met

There are no barriers to entry as an IT User for any group of people, indeed there are many and varied opportunities to develop knowledge and competence as an IT user in a wide range of job roles and sectors.

With over 90% of job roles now demanding IT, there is little imbalance on the basis of gender, race or religion. However, there are still an estimated 9 m people in the UK without the basic skills to use a computer and access to the internet and broadband speed remain significant barriers to workforce development. Instructus Skills have been actively campaigning as part of the government's Digital Britain initiative to break down barriers for hard-to-reach learners and ensure equality of opportunity.

Instructus Skills has initiated or participated in a number of programmes to address the knowledge of skills of business leaders and managers and assist them to exploit the full potential of IT in their business. The Business IT Guide is one such example.

With many IT users being self-taught, there is also a lack of awareness of the level of skills held by the individual. The IT User NOS are now recognised as the basis of all qualifications for IT Users in the UK, and have allowed users and employers to benchmark their current skills and address skills gaps.

All Apprenticeships supported by public funding must conform to Skills Funding Agency contractual requirements on equal opportunities. All employers of Apprentices should have an Equal Opportunities policy statement.

# On and off the job guided learning (England)

## Total GLH for each pathway

The expected minimum duration of stay for both Intermediate and Advanced Apprenticeships is 12 months. For apprentices aged 19+ relevant prior learning can be taken into consideration that could reduce the length of the apprenticeship. Relevant prior learning must be considered on an individual basis and a minimum duration of six months must be observed which must include new skills and learning.

The Intermediate level pathway has a minimum of **300 (435 with Functional Skills)** Guided Learning Hours.

This is made up as follows:

- Core and mandatory units: 130 hours
- Optional units: minimum of 150 hours
- Employee Rights and Responsibilities: 20 hours
- Functional Skills (For Apprentices without the required levels): 135 hours.

The Advanced level pathway has a minimum of **300 (435 with Functional Skills)** Guided Learning Hours.

This is made up as follows:

- Core and mandatory units: 140 hours
- Optional units: minimum of 140 hours
- Employee Rights and Responsibilities: 20 hours
- Functional Skills (For apprentices without the required levels): 135 hours.

For both levels a minimum of 280 GLH must be delivered within the first 12 months of starting the Apprenticeship, and at least 280 GLH pro rata in each subsequent 12 month period.

GLH are to be delivered during contracted working hours and the working week for an apprentice is recommended to be 30 hours.

GLH must be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager, and must allow access as and when required to that person.

GLH can be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring; feedback and assessment; collaborative/networked learning with peers; or guided study.

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.

GLH completed in relation to accredited components of the framework achieved prior to commencing the apprenticeship may count towards the GLH requirement for the framework.

### Minimum off-the-job guided learning hours

Each Intermediate Apprentice must receive at least 270 hours of off-the-job learning.

This is made up of:

- ITQ units: 115 hours
- Employee Rights and Responsibilities: 20 hours
- Functional Skills (For apprentices without the required levels): 135 hours.

Each Advanced Apprentice must receive at least 280 hours of off-the-job learning.

This is made up of:

- Core and mandatory units: 125 hours
- Employee Rights and Responsibilities: 20 hours
- Functional Skills (For apprentices without the required levels): 135 hours.

### How this requirement will be met

Off-the-job learning will be required for the Intermediate or Advanced Apprentice to achieve the knowledge component of the ITQ Diploma qualification.

Intermediate:

- Core knowledge units 85 hours
- Other units: 30 hours
- Employee Rights and Responsibilities: 20 hours
- Functional Skills (For apprentices without the required levels): 135 hours.

Advanced:

- Core knowledge units: 85 hours
- Other units: 40 hours

- Employee Rights and Responsibilities: 20 hours
- Functional Skills (For apprentices without the required levels): 135 hours.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed Apprentice Consent Form must be uploaded to ACE ([www.acecerts.co.uk](http://www.acecerts.co.uk)) if the system demands.

## Minimum on-the-job guided learning hours

The recommended minimum duration of programme is 12 months.

An Intermediate Apprentice must receive at least 165 GLH of on-the-job learning.

An Advanced Apprentice must receive at least 155 GLH of on-the-job learning.

PLTS are embedded in the qualifications and the GLH above include an allowance for this.

## How this requirement will be met

An Apprenticeship programme is fundamentally designed to be a work-based programme, whereby instructor-led learning can be immediately applied by apprentices in a real work context.

The qualifications contained in the framework reflect the overall design of an apprenticeship, containing some units which are designed to be delivered off-the-job and competence based units which are designed to be delivered on-the-job.

Wherever possible, the competences should be assessed holistically in the workplace, ensuring that any knowledge elements in the units are learned in the work and organisational context. This can be recorded by any suitable means including, for example, portfolios of work, performance reviews and work logs/diaries.

The discrete knowledge units must be taught 'off-the-job' and assessed using assignments or tests in order to ensure the apprentice has gained an appreciation of the wider impact of IT in business and society and understands the underpinning theory and principles required for their role.

An Advanced Apprentice can plan and review their use of predefined or commonly used IT tools for complex and non-routine activities. As a result of reviewing their work, they will be able to devise solutions in the use of IT tools in order to improve productivity for themselves and others. Through coaching on-the-job, they will develop transferable skills and techniques for self-help and in turn be prepared to offer support and advice to others.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed Apprentice Consent Form must be uploaded to ACE ( [www.acecerts.co.uk](http://www.acecerts.co.uk)) if the system demands.

# Personal learning and thinking skills assessment and recognition (England)

## Summary of Personal Learning and Thinking Skills

All candidates will be assessed in the mandatory unit 'Improving Productivity Using IT' in which they plan, design and develop solutions to problems using IT.

In Learning Outcome 2 they will be able to evaluate the selection and use of IT tools and systems to make sure these activities are successful.

Apprentices further develop their Personal Learning and Thinking Skills through the core unit 'Developing Personal and Team Effectiveness Using IT'.

In Learning Outcomes 1 and 2 they will assess their own strengths and weaknesses and create and implement an action plan for personal development. In Learning Outcomes 3 and 4 they will review their contribution to collaborative activities.

For PLTS guidance and mapping documentation please contact Instructus Skills [info@instructus.org](mailto:info@instructus.org)

## Creative thinking

Creative Thinking is encouraged and assessed through optional units in Presentation, Multimedia, Audio and Video software which may be selected by some candidates.

Candidates are assessed in the mandatory unit in the ITQ Diploma on their competence at identifying problems, and planning and designing solutions using IT for themselves and others.

## Independent enquiry

Independent Enquiry is reinforced and assessed through the research candidates will be doing as part of their off-the-job learning for core units in their ITQ qualification. Certain optional units focus on information search techniques and on data management.

## Reflective learning

Many of the units in the qualification ask the learner to reflect on their work, proof-reading carefully and using IT tools to make corrections as required. In the mandatory knowledge

component, learners review their own personal learning and development, their contribution to team activities using IT and give and receive feedback on their work.

## **Team working**

In the mandatory component of the qualification, learners must work as part of a team and contribute to team activities using IT.

There are several optional units for which team working is an integral part of the unit content, delivery and assessment. for example, 'Using Collaborative Technologies'.

## **Self management**

In the mandatory component of the qualification, learners review how to use IT tools to improve their personal effectiveness and productivity. They learn techniques of time and resource management, planning and evaluation.

## **Effective participation**

Learners develop their skills in Effective Participation explicitly through the mandatory component of the ITQ qualification. In the knowledge unit 'Developing personal and team effectiveness using IT' they will use IT to support team activities and review their own contribution.

# Additional employer requirements

There are no additional requirements.



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