

# apprenticeship FRAMEWORK

## Coaching (England)

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: [https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

Issue date: 30 September 2015

**Issued By:**  
SkillsActive

Apprenticeship Certificates  
England

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

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# Coaching

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# Framework information

## Information on the Issuing Authority for this framework:

### SkillsActive

The Apprenticeship sector for occupations in sports coaching, active leisure, hairdressing and beauty (also includes fitness, stewarding, outdoors, playwork and sporting excellence).

Issue number: 11	This framework includes:
Framework ID: FR03554	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/12/2017	This framework is for use in: England

## Short description

The Apprenticeship in Coaching is designed for those individuals who wish to gain a broad, but solid foundation to allow them to follow a career in the active leisure sector as a coach in the context of a specific sport.

In active leisure, roles covered by this framework tend to be more of a community and/or club focus, and apprentices are often employed in community settings as community sport coaches or club coaches. However the advanced level pathway also caters for coaching at elite levels.

The expectation is that this framework is completed in a minimum duration of 12 months.

Please note it is recommended that apprentices are contracted and employed for a minimum of 30 hours on publicly funded programmes.

# Contact information

## Proposer of this framework

SkillsActive has developed this framework in consultation with the National Governing Bodies of the sports covered within this framework: the Lawn Tennis Association for Tennis and the Institute of Swimming covering all pool based roles.

### Developer of this framework

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# Revising a framework

## Why this framework is being revised

This framework has been revised to remove expired qualifications.

## Summary of changes made to this framework

This framework has been revised to remove expired qualifications.

## Qualifications removed

The following qualifications have been removed from the framework:

- OCR Level 2 Award in Employment Awareness in Active Leisure and Learning 600/2422/7
- EDI Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4424/x
- OCR Level 3 Award in Employment Awareness in Active Leisure and Learning 600/2423/9

## Qualifications added

The following qualifications have been added to the framework:

- Focus Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 601/4968/1
- HABC Level 3 Award in Employment Awareness in Active Leisure and Learning 600/6501/1
- Focus Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 601/4969/3

## Qualifications that have been extended

None.

# Purpose of this framework

## Summary of the purpose of the framework

### Defining Apprenticeships

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

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

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

The Apprenticeship in Coaching is designed for those individuals who wish to gain a broad, but solid foundation to allow them to follow a career in the active leisure sector as a coach in the context of a specific sport.

In active leisure, roles covered by this framework tend to be more of a community and/or club focus, and apprentices are often employed in community settings as community sport coaches or club coaches.

However the advanced level pathway also caters for coaching at elite levels.

The expectation is that this framework is completed in a minimum duration of 12 months.



## Aims and objectives of this framework (England)

The Coaching Framework is aimed at individuals looking to enter the industry as a sports coach in the context of a specific sport.

These roles are all required in a growing sector, and this is supported by the fact that sports occupations make up nearly 5% of the whole UK economy of employment. Coaches play a major part in sustaining participation rates as well as helping develop elite performance across sports. There are approximately 1,177,000 practicing coaches in the UK in a wide range of settings such as schools, youth clubs, leisure centres, and sport settings. Only around a half of these hold an up to date qualification, therefore it is important to have a sound apprenticeship framework in place giving the opportunity for coaches in the sector to gain the appropriate level and selection of qualifications. The sports specific pathways in this apprenticeship are formally recognised as part of National Governing Bodies of sport systems to develop coaches.

There is continued employer demand for coaches and this is evidenced by Sector Skills Assessment research that states that across England there is still a shortfall in coaches to meet this demand. There is a large demand for occupationally competent professionals due to the popularity of professional sport throughout England including in football, rugby, tennis and cricket. Sports included in this framework lend themselves to paid employment and long term careers at elite and non-elite levels.

In order to meet the Government target of having 2 million more adults active by 2012 as outlined in the Department of Health's 2009 strategy for Physical Activity in England (Be Active Be Healthy), coaches have played and now are playing a valuable role in improving and increasing participation through a comprehensive apprenticeship framework that allows employers to recruit and deploy these individuals in a range of settings. Moreover, there are several big events in the sector which will impact on the design and take up of this framework, including the 2012 Olympic and Paralympic Games, the 2014 Commonwealth Games and a number of planned world championships as well as the legacy of these events.

The aim of this apprenticeship is to meet the needs of employers for expansion of training programmes and widening recruitment opportunities within these professions of the sport and recreation sector.

This framework will contribute towards:

- meeting the generic skills priorities for the sector which includes communication, team working, customer services and employability skills.
- addressing sector specific skills gaps in order to provide a quality service in a range of sport and recreation settings.
- bringing about a more diverse workforce which reflects the community it serves.

How will the framework achieve this?

- The generic skills priorities for the sector will be addressed by the delivery of this

framework as the components (competence element, knowledge element, functional skills and first aid) will all contribute to improving the skills and knowledge of the future and existing workforce in the sector

- As coaching comprises a crucial part of the sport and recreation sector there is a need for a flexible and sector led framework that will meet the growing numbers looking to enter into and up skill in the sector.
- SkillsActive will encourage employers to recognize the additional value of the full apprenticeship programmes for getting their workforce qualified as this will equip the apprentices with not only all the essential generic but also the sector specific technical skills.

## Entry conditions for this framework

The **Intermediate Level Apprenticeship in Coaching** framework is designed for those individuals who wish to gain new knowledge and skills or who are looking to enter the industry and further develop their knowledge and skills in order to progress their career in coaching. The framework is also suitable for those wishing to change career after having worked in a different sector.

The **Advanced Level Apprenticeship in Coaching** framework is designed for those who already work in the sector and wish to gain new knowledge and skills to continue their professional development as well as for those who wish to enter the sector at an advanced level role. The framework is also suitable for those wishing to change career after having worked in a different sector.

It is good practice that apprentices are interviewed by both their employer and training provider and undergo a centre devised initial assessment, testing their literacy and numeracy skills as well as their attitude to the workplace and customers.

Potential apprentices should have a positive, motivating, can do attitude and be willing to work both as part of a team or on their own. They should be motivated to succeed in the sector and be willing to work shifts, sometimes unsociable hours and travel between sites. Potential apprentices are expected to have the skills to work with and motivate a variety of different clients they will work with. Apprentices might also need to undergo police checks for example when working with vulnerable adults and children.

Potential apprentices entering at an intermediate level should have an interest and perhaps an aptitude for the chosen sport and may have already gained experience through voluntary and support activities. Specific entry requirements for the advanced level framework are detailed in the relevant pathway entry requirement section.

Apprentices will be given the opportunity to gain literacy and numeracy qualifications alongside their industry related skills and qualifications.

It is not a mandatory part of this framework to achieve ICT qualifications, although apprentices are encouraged to take every opportunity to broaden their skills base.

# Level 2

Title for this framework at level 2

## Intermediate Level Apprenticeship in Coaching

Pathways for the framework at level 2:

Pathway 1:	Coaching Swimming
Pathway 2:	Coaching Tennis

# Level 2, Pathway 1: Coaching Swimming

## Description of this pathway

### Coaching Swimming and related activity sessions

Apprentices completing this pathway of the framework will achieve a minimum of 70 credits in total made up of the components of this framework.

- 37 credits for competence - Level 2 Diploma in Coaching Learning to Swim
- 17 credits for knowledge - Level 2 Certificate in Teaching Aquatics for example
- 10 credits for Transferrable skills - 5 credits per Transferrable skill
- 6 credits for ERR - Level 2 Award in Employment Awareness in Active Leisure and Learning

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

In addition to those listed in the entry requirements section, apprentices wishing to undertake a coaching swimming programme should ideally have an interest and perhaps aptitude for swimming and may have already gained experience in voluntary and support roles.

As coaches, potential apprentices should also have suitable communication skills for the role.

Job title(s)	Job role(s)
Diving Coach/ Water Polo Coach/	Plan, prepare, deliver and evaluate the coaching programme to develop participants in diving or water polo, admin duties including arranging competition fixtures and communicating results, provide nutrition and injury prevention advice
Community Sports Coach	Plan, prepare, deliver and evaluate the coaching programme to develop participants of the given sport
Swimming Coach	Plan, prepare, deliver and evaluate the coaching programme to develop participants in swimming, admin duties including arranging competition fixtures and communicating results, provide nutrition and injury prevention advice
Club Coach/Instructor	Plan, prepare, deliver and evaluate the coaching programme to develop swimming participants, provide guidance to swimming club manager, assistant coaches, and club secretary, provide nutrition and injury prevention advice
Swimming Teacher	Plan, prepare, deliver and evaluate to develop participants in swimming, provide guidance to swimming club manager and other team members, provide nutrition and injury prevention advice

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 Diploma In Coaching Learn to Swim					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/5023/8	ASA	37	301	N/A

## Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Coaching Swimming					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/2013/1	ASA	17	143	N/A

K2 - Level 2 Certificate in Coaching Synchronised Swimming					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/2017/9	ASA	17	143	N/A

### K3 - Level 2 Certificate in Coaching Diving

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	600/2015/5	ASA	17	143	N/A

### K4 - Level 2 Certificate in Coaching Water Polo

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	600/2016/7	ASA	17	143	N/A

### K5 - Level 2 Certificate in Teaching Aquatics

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	600/2075/1	ASA	17	143	N/A
K5b	601/2727/2	STA	17	143	N/A

### K6 - Level 2 Certificate in Swimming Teaching

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	600/3057/4	STA	17	135	N/A

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

K1 - K6 provides the underpinning knowledge and understanding for C1.

Selection of the most relevant knowledge qualification will be dependent on the type of employment setting the apprentice is.



# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

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

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

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

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

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

Click here to enter text.

# Progression routes into and from this pathway

## **PROGRESSION INTO THIS PROGRAMME**

There are no pre-defined entry routes, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with a variety of qualifications. These might include diplomas, GCSEs, A levels or vocational training routes such as Young Apprenticeships or other vocational qualifications and work experience.

Learners can also progress into this apprenticeship if they are already employed in the sector or may have already gained voluntary experience and wish to develop their knowledge and skills to progress their careers.

Learners can also progress into this programme from employment in a different sector as a career change.

## **PROGRESSION FROM THIS PROGRAMME**

Successful completion of the Intermediate Level Apprenticeship in Coaching can open doors to a wide range of progression opportunities within the sector. Typically, employers like to recruit staff with a mix of two or three NGB qualifications plus relevant workplace experience – completion of an apprenticeship is a good stepping stone towards meeting these needs.

Progression is possible to other areas of the active leisure, learning and well-being sector. With an appropriate level of experience, more advanced people skills and a greater portfolio of technical National Governing Body (NGB) qualifications, a wider range of roles will become accessible.

For those looking to work in an educational setting, there is normally a need for appropriate teaching qualifications which can include a degree. Looking beyond a coaching role, career development can often lead to significant elements of leadership and management within roles.

Promotion or progression into roles such as a Sport Development Officer or Manager as well as Community Sports Development Manager is also a possibility on completion of this apprenticeship programme and after having worked in the sector for some time.

A career in coaching can develop an impressive tool box of transferable skills. A range of opportunities are available to those who are willing to work towards and gain the experience and qualifications needed to work successfully within the sector. Whichever path the apprentice takes, this framework offers a sound initial platform to work from.

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## CERTIFICATION

On completion of all components of this apprenticeship programme and meeting the full framework requirement, learners or training providers/employers on the learners' behalf and authorized by the learner must apply for their overarching apprenticeship certificate to the Apprenticeship Certification England (ACE) website on [www.acecerts.co.uk](http://www.acecerts.co.uk)

## Employee rights and responsibilities

In the Active Leisure, Learning and Well-being sector the employee rights and responsibilities requirement of the apprenticeship programme will be met by all apprentices completing an externally assessed and verified qualification covering all nine national outcomes of the employee rights and responsibilities listed below:

- Employer and employee statutory rights and responsibilities under Employment Law
- Procedures and documentation in their organisation which recognises and protects their relationship with their employer / health & safety and equality & diversity training must be an integral part of the apprentice's learning programme
- The range of sources of information and advice available to on employment rights and responsibilities.
- The role played by this occupation within the organisation and industry
- Types of career pathways open to the apprentice
- Types of representative bodies and an understanding of their relevance to the industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and careers
- The organisation's principles and codes of practice
- Issues of public concern that affect the organisation and industry

It is a mandatory outcome of the apprenticeship programme that all apprentices complete one of the qualifications listed below covering all nine national outcomes of the employee rights and responsibilities listed above:

- YMCA Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 500/6534/8
- City& Guilds Level 2 Award in Employment Awareness in Active Leisure and Learning 500/6581/6
- 1st4sport Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7337/0
- VTCT Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7393/x
- Active IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7367/9
- LAO Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7237/7
- Edexcel Level 2 Award in Employment Awareness in Active Leisure and Learning 500/9273/X
- NCFE Level 2 Award in Employment Awareness in Active Leisure and Learning 501/1810/9
- CACHE Level 2 Award in Employment Awareness in Active Leisure and Learning 600/1331/x
- IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4709/4
- SQA Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4939/x
- HABC Level 2 Award in Employment Awareness in Active Leisure and Learning

600/4477/9

- NOCN Level 2 Award in Employment Awareness in Active Leisure and Learning

600/8097/8

- Focus Awards Level 2 Award in Employment Awareness in Active Leisure and Learning

601/4968/1

All of the qualifications listed above carry 6 credits each towards the total credit value of this framework.

### **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.

## Level 2, Pathway 2: Coaching Tennis

### Description of this pathway

#### Coaching Tennis and other related activity sessions

Apprentices completing this pathway of the framework will achieve a minimum of 75 credits in total made up of the components of this framework.

- 41 credits for competence - Level 2 Diploma in Coaching Tennis
- 18 credits for knowledge - Level 2 Certificate in Coaching Tennis
- 10 credits for Transferrable skills - 5 credits per Transferrable skill
- 6 credits for ERR - Level 2 Award in Employment Awareness in Active Leisure and Learning

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

In addition to those listed in the entry requirements section, apprentices wishing to undertake a coaching tennis programme should ideally have an interest and perhaps aptitude for tennis and may have already gained experience in voluntary and support roles.

As coaches, potential apprentices should also have suitable communication skills for the role.

<b>Job title(s)</b>	<b>Job role(s)</b>
Community Sports Coach	Plan, prepare, deliver and evaluate the coaching programme to develop participants of the given sport
Tennis Coach	Plan, prepare, deliver and evaluate the coaching programme to develop tennis players, provide nutrition and injury prevention advice
Club Coach / Instructor	Plan, prepare, deliver and evaluate the coaching programme to develop tennis players, provide guidance on nutrition and injury recognition and prevention, support manager, other coaches and club secretary in running of club



# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 Diploma in Coaching Tennis					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/2835/X	1st4sport	41	277	N/A

## Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Coaching Tennis					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0489/7	1st4sport	18	107	N/A

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge for C1.

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

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

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

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

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

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

[Click here to enter text.](#)

# Progression routes into and from this pathway

## **PROGRESSION INTO THIS PROGRAMME**

There are no pre-defined entry routes, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with a variety of qualifications. These might include diplomas, GCSEs, A levels or vocational training routes such as Young Apprenticeships or other vocational qualifications and work experience.

Learners can also progress into this apprenticeship if they are already employed or have gained voluntary experience in the sector and wish to develop their knowledge and skills to progress their careers.

Learners can also progress into this programme from employment in a different sector as a career change.

## **PROGRESSION FROM THIS PROGRAMME**

Successful completion of the Intermediate Level Apprenticeship in Coaching can open doors to a wide range of progression opportunities within the sector. Typically, employers like to recruit staff with a mix of two or three NGB qualifications plus relevant workplace experience – completion of an apprenticeship is a good stepping stone towards meeting these needs.

Learners can progress onto the Advanced Level Apprenticeship in Coaching Tennis and gain their level 3 qualifications while in employment.

Progression is possible to other areas of the active leisure, learning and well-being sector. With an appropriate level of experience, more advanced people skills and a greater portfolio of technical National Governing Body qualifications, a wider range of roles will become accessible.

For those looking to work in an educational setting, there is normally a need for appropriate teaching qualifications which can include a degree. Looking beyond a coaching role, career development can often lead to significant elements of leadership and management within roles.

Promotion or progression into roles such as a Sport Development Officer or Manager as well as Community Sports Development Manager is also a possibility on completion of this apprenticeship programme and after having worked in the sector for some time.

A career in coaching can develop an impressive tool box of transferable skills. A range of opportunities are available to those who are willing to work towards and gain the experience and qualifications needed to work successfully within the sector. Whichever path the apprentice takes, this framework offers a sound initial platform to work from.

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## CERTIFICATION

On completion of all components of this apprenticeship programme and meeting the full framework requirement, learners or training providers/employers on the learners' behalf and authorized by the learner must apply for their overarching apprenticeship certificate to the Apprenticeship Certification England (ACE) website on [www.acecerts.co.uk](http://www.acecerts.co.uk)

## Employee rights and responsibilities

In the Active Leisure, Learning and Well-being sector the employee rights and responsibilities requirement of the apprenticeship programme will be met by all apprentices completing an externally assessed and verified qualification covering all nine national outcomes of the employee rights and responsibilities listed below:

- Employer and employee statutory rights and responsibilities under Employment Law
- Procedures and documentation in their organisation which recognises and protects their relationship with their employer/ health & safety and equality & diversity training must be an integral part of the apprentice's learning programme
- The range of sources of information and advice available to on employment rights and responsibilities.
- The role played by this occupation within the organisation and industry
- Types of career pathways open to the apprentice
- Types of representative bodies and an understanding of their relevance to the industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and careers
- The organisation's principles and codes of practice
- Issues of public concern that affect the organisation and industry

It is a mandatory outcome of the apprenticeship programme that all apprentices complete one of the qualifications listed below covering all nine national outcomes of the employee rights and responsibilities listed above:

- YMCA Awards Level 2 Award in Employment Awareness in Active Leisure and Learning 500/6534/8
- City& Guilds Level 2 Award in Employment Awareness in Active Leisure and Learning 500/6581/6
- 1st4sport Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7337/0
- VTCT Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7393/x
- Active IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7367/9
- LAO Level 2 Award in Employment Awareness in Active Leisure and Learning 500/7237/7
- Edexcel Level 2 Award in Employment Awareness in Active Leisure and Learning 500/9273/X
- NCFE Level 2 Award in Employment Awareness in Active Leisure and Learning 501/1810/9
- CACHE Level 2 Award in Employment Awareness in Active Leisure and Learning 600/1331/x
- IQ Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4709/4
- SQA Level 2 Award in Employment Awareness in Active Leisure and Learning 600/4939/x
- HABC Level 2 Award in Employment Awareness in Active Leisure and Learning

600/4477/9

- NOCN Level 2 Award in Employment Awareness in Active Leisure and Learning

600/8097/8

- Focus Awards Level 2 Award in Employment Awareness in Active Leisure and Learning

601/4968/1

All of the qualifications listed above carry 6 credits each towards the total credit value of this framework.

### **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.



# Level 3

Title for this framework at level 3

## Advanced Level Apprenticeship in Coaching

Pathways for the framework at level 3:

Pathway 1: Coaching Tennis

## Level 3, Pathway 1: Coaching Tennis

### Description of this pathway

#### Coaching Tennis and other related activity sessions

Apprentices completing this pathway of the framework will achieve a minimum of 91 credits in total made up of the components of this framework.

- 47 credits for competence - Level 3 Diploma in Coaching Tennis
- 26 credits for knowledge - Level 3 Certificate in Coaching Tennis
- 10 credits for Transferrable skills - 5 credits per Transferrable skill
- 8 credits for ERR - Level 3 Award in Employment Awareness in Active Leisure and Learning

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

Apprentices wishing to progress into this advanced programme are required to hold the the 1st4sport Level 2 Diploma in Coaching Tennis or 1st4sport Level 2 Certificate in Coaching tennis or the 1st4sport Level 1 Award in Coaching Tennis and have had ATP/ WTA world ranking point in singles or doubles.

Job title(s)	Job role(s)
Tennis Coach	Plan, prepare deliver and evaluate the coaching programme to develop tennis players, provide guidance to club manager and senior coaches, admin duties, nutrition, injury prevention and management advice.
Senior Coach	Plan, prepare deliver and evaluate the coaching programme to develop tennis players, develop coaching strategies for different participation groups and levels, manage and mentor junior coaches, admin duties, provide nutritional guidance, offer injury management and prevention advice.
Club Coach / Instructor	Plan, prepare deliver and evaluate the coaching programme to develop tennis players, provide support to club manager other coaches and club secretary, provide nutritional guidance, offer injury management and prevention advice.
Fitness Coach	Devise and deliver fitness strategies to enhance participants performance in relation to tennis, run exercise programmes to suit different health backgrounds.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 3 Diploma in Coaching Tennis					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/1698/5	1st4sport	47	252	N/A

## Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Coaching Tennis					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	501/2248/4	1st4sport	26	140	N/A

## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge for C1.

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

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

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

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

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

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

[Click here to enter text.](#)

# Progression routes into and from this pathway

## PROGRESSION INTO THIS PROGRAMME

There are no pre-defined entry routes, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with a variety of qualifications. These might include diplomas, GCSEs, A levels or vocational training routes such as Young Apprenticeships or other vocational qualifications and work experience.

Learners can progress into this advanced apprenticeship programme after they have completed the Intermediate Level Apprenticeship in Activity Leadership (coaching or leadership pathway) or the Intermediate Level Apprenticeship in Coaching Tennis.

Learners can also progress into this apprenticeship if they are already employed in the sector and wish to develop their knowledge and skills to progress their careers.

## PROGRESSION FROM THIS PROGRAMME

On successful completion of the Advanced Level Apprenticeship in Coaching an LTA(Lawn Tennis Association) Coach License can be obtained which is required by many venues to be able to coach. Typically, employers like to recruit staff with qualifications that cover all aspects of being a tennis coach including on and off court work - completion of an apprenticeship is a good stepping stone towards meeting these needs. Please see a selection of job roles available to the apprentice on completion of this programme:

- Tennis coach – this could be working for another coach as part of their programme or running their own programme. This could take place in a number of environments, commercial club, traditional tennis club, school, park or leisure centre.
- Working for the LTA as a Tennis development Manager, Talent Performance Co-ordinator, both of these roles require a Level 3 coaching qualification

The LTA coach License is an option that is open to a coach with a Level 3 qualification. The Level 3 is the minimum qualification required to be licensed and many coaches choose to be licensed as it shows their commitment to keeping up to date through CPD as well as showing they are meeting minimum standards of deployment with first aid, CRB and references. By becoming licensed they will be able to access a range of benefits tailored for a coach including public liability insurance, employers' liability, physiotherapy cover and income protection.

Progression is possible to other areas of the active leisure, learning and well-being sector. With an appropriate level of experience, more advanced people skills and a greater portfolio of technical National Governing Body qualifications, a wider range of roles will become accessible.



For those looking to work in an educational setting, there is normally a need for appropriate teaching qualifications which can include a degree. Looking beyond a coaching role, career development can often lead to significant elements of leadership and management within roles. Promotion or progression into roles such as a Sport Development Officer or Manager as well as Community Sports Development Manager is also a possibility on completion of this apprenticeship programme and after having worked in the sector for some time.

A career in coaching can develop an impressive tool box of transferable skills. A range of opportunities are available to those who are willing to work towards and gain the experience and qualifications needed to work successfully within the sector. Whichever path the apprentice takes, this framework offers a sound initial platform to work from.

## **CERTIFICATION**

On completion of all components of this apprenticeship programme and meeting the full framework requirement, learners or training providers/employers on the learners' behalf and authorized by the learner must apply for their overarching apprenticeship certificate to the Apprenticeship Certification England (ACE) website on [www.acecerts.co.uk](http://www.acecerts.co.uk).

## Employee rights and responsibilities

In the Active Leisure and Learning sector the employment rights and responsibilities requirement of the apprenticeship programme will be met by all apprentices completing an externally assessed and verified qualification covering all nine national outcomes of the employment rights and responsibilities.

The nine national outcomes of employment rights and responsibilities are listed below:

- Employer and employee statutory rights and responsibilities under Employment Law
- Procedures and documentation in their organisation which recognises and protects their relationship with their employer/ Health and Safety, Equality and Diversity training must be an integral part of the apprentice's learning programme;
- The range of sources of information and advice available to on employment rights and responsibilities.
- The role played by this occupation within the organisation and industry;
- Types of career pathways open to the apprentice;
- Types of representative bodies and understands their relevance to their industry and organisation and their main roles and responsibilities;
- How and where to get information and advice on the industry, occupation, training and career;
- The organisation's principles and codes of practice;
- Issues of public concern that affect the organisation and industry.

It is a mandatory outcome of the apprenticeship programme that all apprentices complete one of the qualifications listed below covering all nine national outcomes of the employment rights and responsibilities listed above:

- YMCA Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6535/x
- Edexcel Level 3 Award in Employment Awareness in Active Leisure and Learning 500/9274/1
- City& Guilds Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6580/4
- 1st4sport Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7423/4
- VTCT Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7395/3
- Active IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7410/6
- LAO Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7401/5
- NCFE Level 3 Award in Employment Awareness in Active Leisure and Learning 501/1812/2
- CACHE Level 3 Award in Employment Awareness in Active Leisure and Learning 600/1310/2
- SQA Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4938/8

- IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4710/0
- HABC Level 3 Award in Employment Awareness in Active Leisure and Learning 600/6501/1
- Focus Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 601/4969/3

Please note that all of the above qualifications contribute 8 credits towards the framework.

### **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.

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

## How equality and diversity will be met

The Coaching apprenticeship aims to promote diversity, opportunity and inclusion by offering a high quality learning experience. The delivery of this programme must be in a setting free from prejudice and discrimination where all learners can contribute fully and freely and feel valued. The selection and recruitment of apprentices for the programme must be inclusive and available to all people regardless of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.

### ISSUES, BARRIERS AND ACTIONS

The UK sport and recreation sector has a slightly higher proportion of males (53%) than females (47%), and a younger than average profile. Age is a particular issue for the sector where traditionally roles in the sector are occupied by those aged 16-24 with 32% in sport and recreation. Despite this statistic, the sector is popular. The sector sees a significant drop-off as workers age, and this 'time bomb' may have an important impact on skills and experience retained within the sector. The sector has a need for multi-skilled 'all-rounders', and flexible apprenticeships can play a crucial role in feeding young talent into the sector, whilst allowing employers the opportunity to shape training programmes to their needs.

The sport and recreation sector has often been seen to have a lower level of academic attainment, in part due to it being attractive to those of a more practical nature. The work-based learning at the core of an apprenticeship is vital in assisting learners with the achievement of relevant qualifications. Overall, the sector is mainly white as seen across all industries in the UK economy (94 per cent of SkillsActive industries compared to 91 per cent across all UK industries). In terms of non-white ethnic groups, the UK sector workforce has a smaller Asian or Asian British workforce to that across all UK industries. Therefore ethnic minority representation is low within the sector, and the promotion of apprenticeships through engagement with appropriate partners and relevant initiatives will help to encourage redress.

The sport and recreation and health and fitness industries is made up of nearly 6,000 leisure centres and approximately 150,000 voluntary sports clubs. The majority of the workforce are volunteer staff who work in the club setting. As a result of the current economic situation, there is notably a competition amongst clubs and ultimately this does not only mean that the fittest will survive, but unfortunately the current economic climate has also caused a drop in pay increase and reduced support in training and development due to the cost. However, this is where an apprenticeship programme like this can contribute, by ensuring that those interested in entering the sector or are already employed in the sector are given the opportunity to gain and develop their knowledge and skills despite the current economic difficulties to ensure they stand out and succeed. 63% of the workforce is female and although

they have a presence across all roles, this decreases as the roles become more senior.

Having an intermediate level apprenticeship programmes on offer in coaching makes it possible for all members of staff to develop their skills and knowledge. Therefore this framework can contribute to encouraging more women to develop their skills and the fact that an advanced level programme is available in coaching will enable them to fill more senior roles in the near future.

By having an open access, prejudice and discrimination free recruitment process to our apprenticeship programmes, we are encouraging anyone interested from any race, religion and ethnicity to enter the sector, and this way we can make a small contribution to trying to ensure the ethnicity balance will improve over a period of time.

## On and off the job guided learning (England)

### Total GLH for each pathway

#### Legal Requirement

The Specification of Apprenticeship Standards England (SASE) states that apprentices must complete a minimum of 280 Guided Learning Hours (GLH) per year when undertaking an Intermediate Level Apprenticeship. A minimum of 100 GLH (or 30% of the total GLH whichever is greater) must be completed each year of the programme away from the apprentices' immediate area and pressure of work (off the job).

Definition:

**ON THE JOB** = Learning which encourages and enables the apprentice to demonstrate practical job-related skills and to practice and apply these skills in the context of the job. This type of learning will be delivered in the workplace and through practical experience of doing the job.

**OFF THE JOB** = Learning which encourages and enables the apprentice to develop the technical skills of the job and to develop their knowledge of theoretical concepts across a range of contexts and the wider market. This type of guided learning will be delivered away from the immediate pressures of the job. It may be delivered in the workplace, in a college or training provider premises.

### Intermediate Level Apprenticeship in Coaching Swimming

The total guided learning hours for this framework is set at 496 GLH and we advise the framework to be completed within a minimum of 12 months. Therefore the total GLH for year

one of this programme will be 496 GLH which exceeds the minimum legal requirement of 280 GLH per year.

The 496 total GLH for this framework is made up of the components of this framework as follows:

- GLH associated with the competence qualification (301 GLH)
- GLH associated with the knowledge qualification (60 GLH)
- GLH associated with the employee rights and responsibilities qualification (45 GLH)
- GLH associated with the transferrable skills qualifications (90 GLH - 45 GLH per skill)

### **Intermediate Level Apprenticeship in Coaching Tennis**

The total guided learning hours for this framework is set at 475 GLH and we advise the framework to be completed within minimum of 12 months. Therefore the total GLH for year one of this programme will be 475 GLH which exceeds the minimum legal requirement of 280 GLH per year.

The 475 total GLH for this framework is made up of the components of this framework as follows:

- GLH associated with the competence qualification (277 GLH)
- GLH associated with the knowledge qualification (63 GLH)
- GLH associated with the employee rights and responsibilities qualification (45 GLH)
- GLH associated with the transferrable skills qualifications (90 GLH - 45 GLH per skill)

### **Advanced Level Apprenticeship in Coaching Tennis**

The total guided learning hours for this framework will be set at 543 GLH as we recommend the programme to be completed within a 18 months, but the expectation is that the framework will last at least a minimum duration of 12 months.

The 543 total GLH for this framework is made up of the components of this framework as follows:

- GLH associated with the competence qualification (252 GLH)
- GLH associated with the knowledge qualification (140 GLH)
- GLH associated with the employee rights and responsibilities qualification (61 GLH)
- GLH associated with the transferrable skills qualifications (90 GLH - 45 GLH per skill)

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

### **Intermediate Level Apprenticeship in Coaching Swimming**

The total off the job GLH will be set at 173 GLH for this framework.

This is made up of the following components of the framework:

- part of the knowledge qualification (48 GLH)
- transferrable skills (90 GLH)
- part of the employee rights and responsibilities qualification (35 GLH)

### **Intermediate Level Apprenticeship in Coaching Tennis**

The total off the job GLH will be set at 175 GLH for this framework.

This is made up of the following components of the framework:

- part of the knowledge qualification (50 GLH)
- transferrable skills (90 GLH)
- part of the employee rights and responsibilities qualification (35 GLH)

### **Advanced Level Apprenticeship in Coaching Tennis**

The total off the job GLH will be set at 252 GLH for this framework.

This is made up of the following components of the framework:

- part of the knowledge qualification (112 GLH)
- transferrable skills (90 GLH)
- part of the employee rights and responsibilities qualification (50 GLH)

## **How this requirement will be met**

This requirement will be met via debriefing sessions, supervision, team sessions, shift handovers and activities similar to the above listed where the learner / apprentice is away from the pressures of the workplace and / but are supported and mentored by fellow workers and management and completion of the knowledge qualification and Key Skills or Functional Skills assessment. The provider will be required to gather evidence of this achievement where it occurs outside of formal certification of a qualification.

We propose that this will be evidenced through apprentices holding an Active Passport, which is an online skills passport supported by leading employers and training providers. It allows learners to easily build and maintain a verified record of their skills, qualifications and achievements and keeps track of individuals progress and commitment to their career and professional development.

For more information and guidance on active passports, providers and employers can visit the active passport website [www.activepassport.com](http://www.activepassport.com) and also contact SkillsActive.

## Minimum on-the-job guided learning hours

### Intermediate Level Apprenticeship in Coaching Swimming

The total on the job GLH will be set at 323 GLH for this framework.

This is made up of the following components of the framework:

- competence qualification (301 GLH)
- remainder of the knowledge qualification (12 GLH)
- remainder of the employee rights and responsibilities qualification (10 GLH)

### Intermediate Level Apprenticeship in Coaching Tennis

The total off the job GLH will be set at 300 GLH for this framework.

This is made up of the following components of the framework:

- competence qualification (277 GLH)
- remainder of the knowledge qualification (13 GLH)
- remainder of the employee rights and responsibilities qualification (10 GLH)

### Advanced Level Apprenticeship in Coaching Tennis

The total on the job GLH will be set at 291 GLH for this framework.

This is made up of the following components of the framework:

- competence qualification (252 GLH)
- remainder of the knowledge qualification (28 GLH)
- remainder of the employee rights and responsibilities qualification (11 GLH)

## How this requirement will be met

This requirement will be met by the apprentices delivering their daily job roles, gaining technical experience as well as time they spent acquiring knowledge and skills to achieve the competence requirement set out by the apprenticeship programme / framework. The provider will be required to gather evidence of this achievement where it occurs outside of formal certification of a qualification.

We propose that this could also be evidenced through apprentices holding an Active Passport, which is an online skills passport supported by leading employers and training providers. It allows learners to easily build and maintain a verified record of their skills, qualifications and achievements and keeps track of individuals progress and commitment to their career and professional development.



For more information and guidance on active passports, providers and employers can visit the active passport website [www.activepassport.com](http://www.activepassport.com) and also contact SkillsActive.

## 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

In the Active Leisure, Learning and Well-being apprenticeship frameworks, Personal Learning and Thinking Skills will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the competence qualifications - in this framework in the Diploma in Coaching at both levels.

The evidence for achievement of Personal Learning and Thinking Skills will be the achievement of the Diploma in Coaching at both levels.

## 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](http://www.acecerts.co.uk/framework_library)