

apprenticeship FRAMEWORK

Employment Related Services (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

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

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

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Skills for Justice (Justice,
Community Safety and Legal
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Apprenticeship Certificates
England

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Employment Related Services

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Framework information

Information on the Issuing Authority for this framework:

Skills for Justice (Justice, Community Safety and Legal Services)

The Apprenticeship sector for occupations in fire and rescue services, policing and law enforcement, custodial care, courts service, prosecution service, forensic science (also includes Legal Services, Youth Justice, Probation/Offender Management, Community Justice).

Issue number: 10	This framework includes:
Framework ID: FR03954	Level 2 <input type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/12/2017	This framework is for use in: England

Short description

This framework has been developed to support those who help people seeking employment. It is aimed at those working in the employability and skills sector which could include welfare to work, recruitment agencies, career guidance and other pre-employment services.

Many individuals in the sector have qualifications in particular areas but this framework draws on all of the skill areas required to develop professionals delivering employment related services, allowing individuals to develop in a particular role, widen their skills to move into other roles within the sector, and aid vertical progression into management positions.

Contact information

Proposer of this framework

This framework was proposed by the PoWER (Professionalisation of Welfare to Work) group. This group included the Welfare to Work sector's leading employers and was established to meet the skills needs and to professionalise the sector.

Employer input was collected through a series of employer engagement meetings which gathered the views across a range of individuals and organisations. The process was overseen by the PoWER group, who then took this input into account to develop this Employment Related Services framework.

Developer of this framework

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Revising a framework

Why this framework is being revised

ABC Awards are adding a new qualification

Summary of changes made to this framework

ABC Awards are adding a new qualification - Level 3 Diploma in Employability Services Sector

Qualifications removed

N/A

Qualifications added

ABC Awards qualification Level 3 Diploma in Employability Services Sector (601/5225/4) has been added

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

"Definition of Apprenticeships"

1. 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.
2. 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.
3. 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.

Profile of the Sector

Employment Related Services can be defined as working with customers, clients and communities to effect their career development or entry/re-entry into sustained employment, thus reducing dependence on welfare benefits and issues commonly associated with worklessness; including lower access and engagement in education and poorer health. It is commonly defined as 'welfare to work', but can also include Recruitment Services, Housing Associations, Health Professionals, Careers Information Advice and Guidance, delivery to young people not in employment, education or training (NEET), training and skills delivery related to pre entry employability skills.

Employment Related Service Providers often deliver contracts on behalf of Government Departments including the Department for Work & Pensions, Ministry of Justice, and Department for Education. Examples of contracts where this framework would be most appropriate are: The Work Programme, Work Choice, National Offender Management Services, Skills Funding Agency Employability contracting and a number of European Social Fund initiatives which focus on reducing worklessness. There is also scope for this framework to be used in any area which has a focus on supporting people to find and sustain suitable employment.

In October 2010 the Centre for Economic and Social Inclusion published 'Professionalising the Welfare to Work Industry, Developing a Framework for Action':

www.cesi.org.uk/publications/professionalising-welfare-work-industry-developing-framework-action

The research and publication were funded through financial and in-kind contributions from 18 leading employers and supporters of the Employment Related Services sector. The report was commissioned in response to the changes in contracting, (with a move to more outcome funded contracts) and to, for the first time, analyse the current competency and skills levels of the practitioner workforce.

The key findings and conclusions were:

- It is a relatively young and inexperienced workforce and one that experiences high levels of job satisfaction, with most respondents planning to stay in the field.
- However, there is churn in the experienced adviser workforce, with nearly half experienced advisers moving jobs within the past year. This suggests they feel they have to leave to progress in experience and salary.
- Salary and progression are areas of weakness for the sector. Respondents rated these areas lowest in terms of their own job satisfaction and expressed very high levels of interest in training and professional development. They also indicated that those outside the sector do not always perceive the industry to be a desirable one, due to a lack of career prospects.
- Most working in this area are motivated by an altruistic desire to help others.

This framework has been developed by the sector for the sector. Using contributions from the sector's leading employers, Professionalisation of Welfare to Work (PoWER) was established in response to the evident need to have qualifications that are fit for purpose. Employers in the sector along with other stakeholders have co-funded the set up of the Institute of Employability Professionals (IEP). This organisation has 3 main aims:

- to influence the future of the profession by building the credibility of practitioners and the services they provide
- to establish clear and coherent careers pathways to enable entry and progression through the sector
- to improve connections within the sector and enable the sharing of best practice

For more information about the IEP please see the following link: <http://www.iemployability.org>

This framework is built around a genuine employer led suite of qualifications, formally recognising the professionalism of the sector and assisting in the improvement of productivity, performance and customer satisfaction. Additionally the framework provides employers with a toolkit from which they can deliver relevant teaching and learning, appropriate to their evolving business needs and/or contractual requirements. As contract delivery is increasingly outcome funded, it is critical that Employment Related Service providers have the tools at their

disposal to increase the skills of the sector through work based learning and Apprenticeships.

Advanced Level pathway

This pathway has been designed for practitioners for example Personal Advisors, Job Coaches, Employment Trainers, Job Brokers, those in employer engagement roles, in-work support roles; it provides employees with an accredited pathway of qualifications which are portable as their careers develop.

This Apprenticeship will also contribute to meeting the skills priorities for England by:

- providing flexible access to a high quality Level 3 skills programme
- incorporating skills to improve the general literacy, numeracy and ICT in England
- using combined technical and competence qualifications, valued by employers, to increase productivity
- developing apprentices' Personal Learning & Thinking Skills, to build their confidence and creativity, improving their social and working lives
- developing apprentices' employability skills, making them more attractive to all employers whichever career they choose

This Apprenticeship will also contribute towards meeting the skills priorities for England as set out in the Skills for Sustainable Growth strategy.

Aims and objectives of this framework (England)

Aim:

To raise the professionalism of the Employment Related Services sector, increasing the productivity and performance of practitioners, improving delivery standards and positive progressions.

Objectives:

- to contribute towards addressing Employment Related Services specific skills gaps in order to provide a high performing, professional range of services which progresses an increased percentage of customers into long term employment
- to build on the existing skills of the workforce
- to provide practitioners with the skills required when supporting a diverse customer group with a variety of specialist and on occasion multiple and/or complex needs
- to help to bring about a more diverse workforce which reflects the community it serves through the introduction of an Apprenticeship which is accessible to people entering positions in the Employment Related Services sector
- to provide a range of skills which are portable across a range of practitioner roles in the sector
- to provide progression routes into higher level jobs

- to encourage employees to develop their problem solving skills

Entry conditions for this framework

To encourage diversity in the workforce there are no formal entry conditions for this framework. However some employers may require a Disclosure and Barring Service (DBS - formerly CRB) check before an offer of employment is made depending on the customer group that an apprentice will work with.

The Apprenticeship will suit someone who enjoys assisting others to achieve their potential, who is driven by performing well against agreed targets and who wishes to work collaboratively with customers and employers to meet their needs.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Employment Related Services

Pathways for the framework at level 3:

Pathway 1: Employment Related Services

Level 3, Pathway 1: Employment Related Services

Description of this pathway

Employment Related Services (Job Entry and Career Progression)

The total minimum credit value for this pathway is **52 credits:**

Combined qualification - 37 credits;

Functional Skills - 15 credits (English, Maths and ICT).

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

Entry requirements for this pathway are the same as the general entry conditions for the framework.

Job title(s)	Job role(s)
Personal Adviser/ Job Coach	Responsible for working one to one with individuals to identify needs, strengths/weaknesses and job/career aspirations in order to help achieve a positive employment outcome; or development plan leading to a positive employment outcome.
Tutor	Responsible for working with groups to improve employability skills. For example job search, interview techniques etc.
Job Broker/Employer Engagement	Responsible for employer liaison which generates opportunities to gain and sustain employment.
Customer Liaison	Responsible for initial screening and developing relationships with customers and employers to gain and sustain employment.

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 Employment Related Services

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/9662/7	Pearson BTEC	37	159	N/A
B1b	600/9327/4	ABC	37	159	N/A
B1c	601/4346/0	TQUK	37	159	N/A
B1d	601/7750/0	BIIAB	37	159	N/A

B2 - Level 3 Diploma in Employability Services Sector

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B2a	601/5225/4	ABC Awards	40	271	n/a

Relationship between competence and knowledge qualifications

To achieve the Diploma in Employment Related Services (B1) apprentices must complete 4 mandatory units totalling 20 credits and optional units to a minimum of 17 credits to give an overall minimum total of 37 credits.

Split between Knowledge and Competence

The following mandatory units total 11 knowledge credits:

- M/503/2400 Understanding the Employment Related Services Sector – 5 credits
- K/602/1597 Providing Excellent Customer Service – 6 credits

The remaining mandatory and optional units total a minimum of 26 credits and relate to competence.

Each element (knowledge and competence) must be separately assessed.

To achieve the Diploma in Employability Services Sector (B2) learners must achieve a minimum of 40 credits. This will be made up of 12 credits from the 3 mandatory units and at least 28 credits from the optional units (of which there are 29).

The mandatory units are:

R/506/8693 Level 3 Delivering Customer Service in the Employability Services Sector

02 T/506/8704 Level 3 Understanding the Employability Services Sector

03 R/506/8709 Level 3 Ensuring compliance in own area of responsibility

Transferable skills (England)

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

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

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

ENGLISH

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

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

YES

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

Click here to enter text.

MATHS

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

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

YES

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

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

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

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES

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 pathway

Entry into this pathway may be:

- entry from full time education
- from Intermediate Level Apprenticeships such as customer service, business & administration, contact centre operations, sales and telesales, etc.
- from unemployment
- from roles in customer service, business & administration, advice & guidance, contact centres, sales, learning & development, recruitment, etc.

Progression from this pathway

This framework allows apprentices to develop their career in a direction that suits them and their employer. Due to this flexibility there are a number of options open to apprentices on achievement of this framework. These are described below:

Jobs in the following areas:

- Employment related services roles
- Careers information advice & guidance roles
- Training roles
- Management and team leading roles

Further training and qualifications including:

- Higher Level Apprenticeships such as management & leadership (after gaining experience at a middle management level), customer service, business & administration, etc.
- Level 3/4 qualifications such as advice & guidance, customer service, management, business & administration, etc.
- Foundation degrees such as management & leadership
- Various teaching qualifications such as the L3 Award, L4 Certificate or L5 Diploma in Education and Training (these are especially relevant for tutor roles)

For further information about careers and qualifications relating to the sector please visit the Institute of Employability Professionals website: www.iemployability.org

Employee rights and responsibilities

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

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

Providers must ensure that each of the nine outcomes are covered. [The Skills CfA Induction \(ERR\) Workbook](#) and the [Skills for Justice Workbook for Apprentices](#) have been designed to provide evidence of each of the nine outcomes. One of these workbooks or a similar centre devised alternative log/workbook must be completed by apprentices as part of the Apprenticeship framework. Any alternative log/workbook must cover all of the nine outcomes. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

How to meet the requirements for ERR

ERR must be assessed and clearly evidenced. A declaration must then be signed and dated by the apprentice.

Evidence of achievement of ERR

Apprentices must complete and sign the Apprentice Declaration and Authorisation Form to declare ERR completion when applying for apprenticeship certificates. This form can be found on the Apprenticeships Certificate England website <https://acecerts.co.uk/web/>

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

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

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

How equality and diversity will be met

The sector is committed to equality and diversity and all providers endeavour to have a workforce that is representative of the communities they serve.

In October 2010 the Centre for Economic and Social Inclusion published 'Professionalising the Welfare to Work Industry, Developing a Framework for Action' found under representation of ex-service users, under 25s and of male practitioners. These are three areas of concern which the sector seeks to address by the introduction of this framework.

Many providers want to offer employment to the service users they are contracted to assist. This is because ex service users often have excellent skills based on their previous life/professional experience and have empathy with the service users who join their case load. One barrier to increasing the representation up from the current 14% is the absence of a professional route of entry. The introduction of an Apprenticeship will enable service users to enter the Employment Related Service sector via a managed and supported pathway of teaching and learning.

The Apprenticeship will also demonstrate a professionalisation commitment to the workforce and be used to encourage greater participation from the identified underrepresented groups and will facilitate diverse entry, and horizontal and vertical progression.

Training providers and employers MUST comply with the Equality Act 2010

www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/ to ensure that applicants are not discriminated against in terms of entry to and promotion within the industry, using the 9 protected characteristics of:

1. age
2. disability
3. gender
4. gender reassignment
5. marriage and civil partnerships
6. pregnancy and maternity
7. race
8. religion and belief
9. sexual orientation

On and off the job guided learning (England)

Total GLH for each pathway

The recommended minimum Guided Learning Hours (GLH) for the Employment Related Services apprenticeship are shown below. A flexible approach to learning is encouraged for learners who have prior learning or experience. Therefore the minimum duration and GLH may be reduced, but only where a learner can demonstrate previous relevant learning or experience. However the following minimums apply:

1. To comply with Skills Funding Agency requirements, learners aged 16-18 must spend a minimum of 12 months on this Apprenticeship programme. Learners aged 19+ must also spend a minimum of 12 months on this Apprenticeship programme, unless they have documented evidence of accredited or recognised prior learning. Where this is the case, Apprenticeships will not be less than six months and must include new skills and new learning.
2. Please note, to comply with the Apprenticeship, Skills, Children and Learning Act 2010, a minimum of 280 GLH within the first year of the Apprenticeship and at least 280 GLH (pro rata) in each subsequent year must be completed.

Advanced Level pathway

The total amount of Guided Learning Hours (GLH) which includes both on and off the job guided learning is 323 GLH. This will take a minimum of 12 months.

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

For apprentices aged:

- between 16 - 18, the Apprenticeship must last at least 12 months;
- 19 and over, the Apprenticeship must be at least 12 months, unless relevant prior learning is recorded. Where this is the case, Apprenticeships will not be less than six months and must include new skills and new learning.

The GLH:

- must be planned, reviewed and evaluated jointly between the apprentice and tutor, teacher, mentor or manager;
- must allow access as and when required by the apprentice either to a tutor, teacher,

- mentor or manager;
- are delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring; feedback and assessment; collaborative/networked learning with peers; guided study;
- 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;
- completed in relation to accredited components of the framework achieved prior to the that apprenticeship training may count towards the GLH requirement for the framework;
- where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

Minimum off-the-job guided learning hours

Advanced Level pathway

An apprentice will need to complete a minimum of 237 GLH off the job (73% of the total GLH)

The calculation for off the job Guided Learning Hours is:

- 73 GLH relating to the knowledge units in the Level 3 Diploma in Employment Related Services / Level 3 Diploma in Employability Services Sector (see qualifications section)
- 45 GLH Level 2 Functional Skill in Maths (or alternative - see transferable skills section)
- 45 GLH Level 2 Functional Skill in English (or alternative - see transferable skills section)
- 45 GLH Level 2 Functional Skill in ICT (or alternative - see transferable skills section)
- 5 GLH Appraisals and reviews related to this Apprenticeship programme
- 10 GLH for ERR and Induction (to reflect the % of time for induction and ERR delivered/completed off the job)
- 2 GLH introducing the apprentice to Personal Learning and Thinking Skills
- 12 GLH minimum for mentoring

How this requirement will be met

Evidence of off the job GLH:

- Level 3 Diploma in Employment Related Services / Level 3 Diploma in Employability Services Sector
- Level 2 Functional Skills certificates for Maths, English and ICT (or alternative - see transferable skills section)
- completion of a declaration which confirms that requirements for ERR have been met (please see the section on ERR for more details about this declaration)
- coaching and mentoring record, log or diary - not required at certification

Providers will be responsible for ensuring that the minimum off the job GLH has been met.

Minimum on-the-job guided learning hours

For this pathway an apprentice will need to complete a minimum of 86 on the job GLH.

The requirement for on the job guided learning is calculated as follows:

- 86 GLH relating to the competence units in the Level 3 Diploma in Employment Related Services / Level 3 Diploma in Employability Services Sector (see qualifications section)

How this requirement will be met

Evidence for on the job GLH:

- Level 3 Diploma in Employment Related Services / Level 3 Diploma in Employability Services Sector
- Assessor log, record or diary – not currently required at certification

Providers will be responsible for ensuring that the minimum on the job GLH has been met when applying for Apprenticeship certificates.

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

There are six Personal, Learning and Thinking Skills (PLTS) that provide a framework for describing the qualities and skills needed for success in learning and life.

PLTS have been mapped to the mandatory units in the combined qualifications for this framework. This mapping gives an indication as to the most likely places where each of the PLTS can be demonstrated. However the PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to PLTS during induction so that they learn to recognise when they are achieving the skills for themselves.

Apprentices, line managers and providers must provide examples and evidence in section 9 of the [S kills for Justice Workbook for Apprentices](#) indicating where each of these skills have been demonstrated. A similar centre devised evidence recording sheet may be used, however providers will still be required to return the declaration in appendix A of the *Workbook for Apprentices*.

How to meet the requirements for PLTS:

Learning providers using the *Skills CFA Induction ERR Workbook* should note that it does not contain a section on PLTS therefore they must use the [S kills for Justice Workbook for Apprentices](#) to record evidence of PLTS. Apprentices must complete and sign the Apprentice Declaration and Authorisation Form to declare PLTS completion when applying for apprenticeship certificates. This form can be found on the Apprenticeships Certificates England website: <http://acecerts.co.uk/web/>

As part of this framework apprentices must achieve the standards set out below:

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**

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