

apprenticeship FRAMEWORK

Sporting Excellence (England)

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Sporting Excellence (England)

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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: 2	This framework includes:
Framework ID: FR00617	Level 3
Date this framework is to be reviewed by: 30/09/2011	This framework is for use in: England

Short description

The purpose of this Sporting Excellence framework is to provide a pathway for the development of elite young athletes across England in their chosen sport. This advanced level framework qualifies learners with a Level 3. This advanced level apprenticeship provides progression opportunities for athletes interested in entering an alternative in the Active Leisure and Learning sector.

Contact information

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Revising a framework

Contact details

Who is making this revision:

Your organisation:

Your email address:

Why this framework is being revised

(no information)

Summary of changes made to this framework

(no information)

Qualifications removed

(no information)

Qualifications added

(no information)

Qualifications that have been extended

(no information)

Purpose of this framework

Summary of the purpose of the framework

The purpose of this Sporting Excellence framework is to provide a pathway for the development of elite young athletes across England in their chosen sport. This advanced level framework qualifies learners with a Level 3. This advanced level apprenticeship provides progression opportunities for athletes interested in entering an alternative in the Active Leisure and Learning sector.

Aims and objectives of this framework (England)

The Government invests in elite sport to enable our very best athletes to reach their full potential. Public investment supports athletes at different levels in the performance pathway. Our most talented athletes across all the summer Olympic and Paralympic sports and the best performing winter sports are supported by UK Sport's World Class Performance Programme (WCPP). The primary focus of the public investment in this Programme is to deliver medal table targets for the London Olympics and Paralympics of Top 4 and 2nd respectively. In order to achieve these targets, £304 million of public funds is being provided to sports and athletes for the 4 year London Olympic and Paralympic cycle. Some 1,200 of the UK's most talented athletes are benefiting from this investment.

Sport England's Excel strategy strand for sport and recreation for 2009-2013 aims to develop sporting talent in England through the development of high quality support systems, aimed at growing the size and quality of the talent pool. Excel funding in excess of £100m over the four year cycle will develop and accelerate the talent pool in over 30 different sports. Precise targets regarding the size and / or the quality of the talent pool will be agreed with each sport. The key components of an effective talent system are high quality coaching; appropriate competitive opportunities; and good quality clubs and facilities. A number of young athletes within the talent pool of individual sports will need to balance their sporting aspirations alongside their academic development and education - and in that respect the Advanced Level Apprenticeship in Sporting Excellence (AASE) programme provides a valuable option for that important 16 - 19 age group. AASE is endorsed through the National Governing Bodies (NGBs) of each sport to ensure that the framework is aligned to their talent pathway. This framework is expected to make a real and tangible impact on sports' performance over the medium to long term with some benefit being realised in time for 2012 but predominantly focussed around 2016 and 2020.

Public funding is also provided to support the Talented Athlete Scholarship Scheme (TASS).

TASS underpins the support provided through UK Sport's WCPP and aims to enhance the potential for talented young people aged 16-28 to progress their development as performance athletes, whilst continuing their academic development. The Scheme is being provided with £8.5 million of public funds up to the London 2012 Olympic and Paralympic Games and this academic year is supporting around 700 athletes, across 46 sports.

In the past, sports committed to the development, education and training of elite performers have not had access to a dedicated advanced apprenticeship framework designed specifically to meet the needs of their young and talented athletes. Public funds to support that development, education and training have been accessed by ad hoc arrangements which have not provided for the structured development of the young performers.

Since the start of the framework in 2003, AASE has achieved 83% success rates (08-09), a 33% increase in starts compared to the national average and completions/ achievements rates are up by 30% in the last 12 months. There are now twenty sports engaged on the programme and there are number of current and alumni athletes that are preparing to qualify and compete in the London 2012 Olympics. This emphasises the success and support from NGBs for this framework.

The aim of this apprenticeship is to meet the needs of young people 'who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level in that sport as their main career goal'. The framework is notionally designed and targeted for 16-19 year olds.

This framework will contribute towards:

- Meeting the generic skills priorities for the sector this includes communication, team working, customer services and employability skills addressing sport sector specific skills gaps
- Developing National Governing Bodies talent pathways which are aligned with and compliment other public investment
- An increase in the number of international world class athletes winning medals at Olympic/ Paralympic/ Commonwealth Games and European Championships/ gaining professional contracts
- An increase in the size of the talent pool within sports - more inclusive, economically, ethnically
- Developing athletes with a better understanding of what it takes to perform at the highest level (there should be a notable step change through gaining access to high quality facilities, expertise, equipment etc)
- Young people will also gain expertise in nutrition, physiology and goal setting
- A way to improve life skills and a progression route to alternative sports employment

How will the framework achieve the above objectives?

- NGBs must endorse the framework ensuring they access the right talent pool and is

aligned to their existing talent systems

- The framework will allow young people the opportunity to develop the skills and knowledge needed to perform at the highest level, whilst providing opportunities for candidates to broaden expertise into other technical/occupational areas within the Active Leisure and Learning Sector
- The apprentice's knowledge about career pathways, information sources and the names of relevant professional bodies will be enhanced as part of the Diploma/ Certificate and ERR component parts of the framework
- Address the issue of generic skills priorities as all of these skills from communication, dedication, time management and team working, are essential part of the framework elements and apprentices will be required to learn, use and practice. These skills both via obtaining functional skills qualifications as well as via studying for both their competence and knowledge element of the programme

Entry conditions for this framework

NOTE TO ALL INTERESTED PARTIES

THERE ARE SPECIFIC ENTRY REQUIREMENTS FOR YOUNG PEOPLE WHO ARE DEEMED APPROPRIATE TO ACCESS THIS FRAMEWORK. THIS FRAMEWORK IS NOT AVAILABLE TO ALL COLLEGES OR PROVIDERS.

Entry onto this framework is restricted and interested private providers, FE colleges or NGBs of sport should contact SkillsActive before considering involvement in the delivery of this programme.

SkillsActive are working closely with relevant NGBs, UK Sport, TASS, the DCMS and the National Apprenticeship Service to determine eligibility for individual sports, and work with Awarding Organisations to develop a mechanism for interested parties to move towards Approved Centre status and contracting arrangements with the Skills Funding Agency.

The framework has been designed to meet the needs of young people 'who have the realistic potential to achieve excellence in their sport and are seeking to perform at the highest level as their main career goal'. National Governing Bodies will work in collaboration with SkillsActive and Sport England to develop sport- specific entry requirements to ensure that the most talented athletes are selected. These documents are available from SkillsActive on request.

There are three categories of involvement identified with regards to recruiting apprentices to this programme:

- full time contracted apprentices at professional clubs
- full time athletes identified as potential high performers by their respective NGB
- talented young people in the 'academy environment' not yet offered full time terms

Apart from being selected and recommended by their respective NGBs, SkillsActive would recommend that apprentices should have gained a minimum of 5 GCSEs A* to C, however not meeting this criteria does not exclude talented athletes from the programme.

This framework recognises that apprentices may be able to achieve occupational competence but may need additional support with their knowledge competence.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Sporting Excellence

Pathways for this framework at level 3

- Pathway 1: Sporting Excellence Pathway One
- Pathway 2: Sporting Excellence Pathway Two

Level 3, Pathway 1: Sporting Excellence Pathway One

Description of this pathway

Sporting Excellence Pathway One

Apprentices completing this pathway of the framework will achieve a minimum of 134 credits.

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

There are no further entry requirements in addition to those specified in the framework entry requirements.

SkillsActive would suggest that this pathway may be more suitable for apprentices in Professional Sports.

Job title(s)	Job role(s)
Full Time Athlete (Funded)	Athlete trains and competes full time to win titles/ championships. Athletes are funded through UK Sport- Lottery Funded programmes/ TASS
Sports Coach	Coaches bring out ability by identifying needs and planning and implementing suitable training programmes.
Support Officer in High Performance Environments	A supporting role within a talent programme/club environment. Areas of support include nutrition / physiology / strength and conditioning
Professional/ Semi Professional Athlete	Athlete is paid to train and competes full time to win titles/ championships whilst representing the mission of their employer

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Achieving Excellence in Sports Performance					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/1509/3	1st4Sport	64	458	N/A
C1b	600/1808/2	Edexcel	64	458	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Subsidiary Diploma in Sport					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/6751/5	Edexcel BTEC	60	360	N/A

K2 - Level 3 Diploma in Sport (Performance and Excellence)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/6755/2	Edexcel BTEC	120	720	N/A

Knowledge qualifications available to this pathway (cont.)

K3 - Level 3 Extended Diploma in Sport (Performance and Excellence)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/6764/3	Edexcel BTEC	180	1080	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

K1 - K3 provide underpinning knowledge and understanding for C1.

K1-K3 provide a varying level of underpinning knowledge to C1. K1-K3 also provide knowledge to support a wider secondary career option.

The National Governing Bodies in conjunction with the apprentices education provider should provide guidance regarding choice of size of qualification (K1-K3).

Transferable skills (England)

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

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

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

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

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

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

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.

Progression routes into and from this pathway

PROGRESSION ROUTES INTO THIS FRAMEWORK

Apprentices coming into the programme will have had many years experience of playing their selected sport. The National Governing Body will still need to identify talented athletes through a sport specific selection criteria. The identification will be different for each National Governing

Body. It is widely recognised that by the age of 16, athletes will have already been identified as 'high performers'. It is important that potential apprentices have the ability to work at an advanced academic level.

PROGRESSION ROUTES FROM THIS FRAMEWORK

On completion of this advanced programme, apprentices may progress into the following areas:

- Professional or semi professional sports
- Full time athlete
- Sports Coach
- Support Officer in High Performance Environments

Apprentices can also progress into Further Education or Higher Education Courses studying courses for their secondary careers options:

- Foundation Degree in Sports Coaching/ Sports Science/ Sports Science with Sports Development and Management, Higher National Diploma in Sport and Exercise Science
- Undergraduate programmes: BSc Sport and Exercise Science/ Sport Management

Apprentices can also progress into a variety of job roles within the active leisure and learning sector on completion of this advanced programme.

UCAS points for this pathway: N/A

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities is mandatory for certification.

SkillsActive envisages delivery of employee rights and responsibilities being through the apprentice's induction programme and completion of the competence qualification.

Evidence of delivery and achievement of Employee Rights and Responsibilities (ERR) is a mandatory requirement for a framework completion certificate under the ASCL Act.

The evidence requirement to enable ERR certification is completion of a Sport Specific Employee Rights and Responsibilities Booklet which has been developed or endorsed by SkillsActive and covers all nine of the national outcomes 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 and 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 necessary that both the apprentice and the employer signs off this booklet upon completion.

Please note SkillsActive request that all providers send in their ERR booklets / mapping documents to ensure they are approved and have covered all nine national outcomes before the delivery begins. This approval process is separate to the certification of ERR for the apprentice.

Level 3, Pathway 2: Sporting Excellence Pathway Two

Description of this pathway

Sporting Excellence Pathway Two

Apprentices completing this pathway of the framework will achieve a minimum of 65 credits.

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

There are no further entry requirements in addition to those specified in the framework entry requirements.

SkillsActive would suggest that this pathway may be more suitable for Olympic/Paralympic/Commonwealth Sports.

SkillsActive would recommend that other academic/ vocational qualifications should be completed outside of this apprenticeship framework to ensure that alternative career pathways remain an option should the ultimate performance outcome not be realised.

Job title(s)	Job role(s)
Full Time Athlete (Funded)	Athlete trains and competes full time to win titles/ championships. Athletes are funded through UK Sport- Lottery Funded programmes/ TASS
Professional/ Semi Professional Athlete	Athlete is paid to train and competes full time to win titles/ championships whilst representing mission of their employer
Sports Coach	Coaches bring out ability by identifying needs and planning and implementing suitable training programmes.
Support Officer in High Performance Environments	A supporting role within a talent programme/club environment. Areas of support include nutrition / physiology / strength and conditioning

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Certificate in Achieving Excellence in Sports Performance					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/1506/8	1st4Sport	26	180	N/A
C1b	600/1810/0	Edexcel BTEC	26	180	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Understanding Sports Performance					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/1334/5	1st4Sport	29	215	N/A
K1b	600/1811/2	Edexcel BTEC	29	215	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

K1 provides underpinning knowledge and understanding for C1.

Both K1 qualifications provide the same level of underpinning knowledge to C1 regardless of the choice of awarding organisation. K1 also provides knowledge to support a wider secondary career option for athletes.

Apprentices may undertake additional qualifications outside of this pathway. The athletes National Governing Body in conjunction with their education provider should ensure athletes achieve a suitable education/ sport balance.

Transferable skills (England)

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

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

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

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

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

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

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.

Progression routes into and from this pathway

PROGRESSION ROUTES INTO THIS FRAMEWORK

Apprentices coming into the programme will have had many years experience of playing their selected sport. The National Governing Body will still need to identify talented athletes through a sport specific selection criteria. The identification will be different for each National Governing

Body. It is widely recognised that by the age of 16, athletes will have already been identified as 'high performers'. It is important that potential apprentices have the ability to work at an advanced academic level.

PROGRESSION ROUTES FROM THIS FRAMEWORK

On completion of this advanced programme, apprentices may progress into the following areas:

- Professional or semi professional sports
- Full time athlete
- Sports Coach
- Support Officer in High Performance Environments

Apprentices can also progress into Further Education or Higher Education Courses studying courses for their secondary careers options:

- Foundation Degree in Sports Coaching/ Sports Science/ Sports Science with Sports Development and Management, Higher National Diploma in Sport and Exercise Science
- Undergraduate programmes: BSc Sport and Exercise Science/ Sport Management

Apprentices can also progress into a variety of job roles within the active leisure and learning sector on completion of this advanced programme.

UCAS points for this pathway: N/A

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities is mandatory for certification.

SkillsActive envisages delivery of employee rights and responsibilities being through the apprentice's induction programme and completion of the competence qualification.

Evidence of delivery and achievement of Employee Rights and Responsibilities (ERR) is a mandatory requirement for a framework completion certificate under the ASCL Act.

The evidence requirement to enable ERR certification is completion of a Sport Specific Employee Rights and Responsibilities Booklet which has been approved and endorsed by SkillsActive and covers all nine of the national outcomes 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 and 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 necessary that both the apprentice and the employer signs off this booklet upon completion.

Please note SkillsActive request that all providers send in their ERR booklets / mapping documents to ensure they are approved and have covered all nine national outcomes before the delivery begins. This approval process is separate to the certification of ERR for the apprentice.

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

How equality and diversity will be met

The Advanced Level Apprenticeship in Sporting Excellence 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 to 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 (protected characteristics in Equality Act 2010).

National Governing Bodies work with Sporting Equals to ensure that they are making a sustainable difference to the inclusion of all under-represented communities in sport and physical activity.

Issues/ Barriers

- Not all sports offer this apprenticeship programme at present (not all sports have the exemption of paying apprentices and thus cannot deliver the programme)
- There is a clear performance entry criteria
- Some sports only offer the apprenticeship programme to one gender

Solutions around the above issues are the responsibility of the NGBs/ providers and their policies around transparency of criteria.

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 Advanced Level Apprenticeship. A minimum of 100 GLH (or 30% of 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 practise 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.

The total Guided Learning Hours for this framework:

- Pathway One: 912 GLH- SkillsActive recommends that this pathway is completed within 18- 24 months. The total GLH for the first year of the programme therefore will be 608 GLH.
- Pathway Two: 485 GLH- SkillsActive recommend that this pathway is complete between 6 months and 20 months.

Minimum off-the-job guided learning hours

Pathway One- 378 GLH for the total duration of the framework, therefore the total for the first year of the programme will be 252GLH.

Pathway Two- 278 GLH which equals the first year GLH.

How this requirement will be met

This requirement will be met by debriefing sessions, completion of training, nutrition, psychology logs etc, supervision, team sessions as well as the completion of the knowledge qualification and Key Skills/ Functional Skills assessment. Here the apprentices are away from the pressure of the 'workplace' but are supported and mentored by fellow workers.

The provider will be required to gather evidence of this achievement where it occurs outside of the formal certification of the qualification.

SkillsActive propose that this will be evidenced through apprentices holding an Active Passport. Active Passport 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 <http://www.activepassport.com> and also contact SkillsActive.

Minimum on-the-job guided learning hours

Pathway One- 534 GLH for the duration of the framework, therefore the total for the first year of the programme will be 356 GLH.

Pathway Two- 210 GLH which equals the first year GLH.

How this requirement will be met

This requirement will be met by apprentices delivering their daily roles including tactical and technical experience, physical development and coaching development as well as time acquiring knowledge and skills to achieve the competence qualification set out in this framework.

The provider will be required to gather evidence of this achievement where it occurs outside of the formal certification of the qualification.

SkillsActive propose that this will be evidenced through apprentices holding an Active Passport. Active Passport 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 <http://www.activepassport.com> and also contact SkillsActive.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Personal Learning and Thinking Skills is mandatory for certification.

In the Active Leisure and Learning apprenticeship frameworks, Personal Learning and Thinking Skills will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the Level 3 NVQ Diploma in Achieving Excellence in Sports Performance/ Certificate in Achieving Excellence in Sports Performance.

The evidence for achievement of Personal Learning and Thinking Skills will be the achievement certificate of the Level 3 NVQ Diploma or Certificate in Achieving Excellence in Sports Performance.

Please access the PLTS mapping at the following link:

www.skillsactive.com/training/apprenticeships/sase_frameworks_page

Creative thinking

Creative Thinking Learning Outcomes:

Young people think creatively by generating and exploring ideas and making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Creative Thinking will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the Level 3 NVQ Diploma in Achieving Excellence in Sports Performance/ Certificate in Achieving Excellence in Sports Performance. The mapping and signposting document to demonstrate where Creative Thinking appears in the competence qualification is available on request from SkillsActive.

Independent enquiry

Independent Enquiry Learning Outcomes:

Young 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.

Independent Enquiry will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the Level 3 NVQ Diploma in Achieving Excellence in Sports Performance/ Certificate in Achieving Excellence in Sports Performance. The mapping and signposting document to demonstrate where Independent Enquiry appears in the competence qualification is available on request from SkillsActive.

Reflective learning

Reflective Learning Learning Outcomes:

Young 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.

Reflective Learning will be delivered, demonstrated, assessed and recognised as part of the Level 3 NVQ Diploma in Achieving Excellence in Sports Performance/ Certificate in Achieving Excellence in Sports Performance. The mapping and signposting document to demonstrate where Reflective Learning appears in the competence qualification is available on request from SkillsActive.

Team working

Team Working Learning Outcomes:

Young 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.

Team Working will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the Level 3 NVQ Diploma in Achieving Excellence in Sports Performance/ Certificate in Achieving Excellence in Sports Performance. The mapping and signposting document to demonstrate where Team Working appears in the competence qualification is available on request from SkillsActive

Self management

Self Management Learning Outcomes:

Young 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.

Self Management will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the Level 3 NVQ Diploma in Achieving Excellence in Sports Performance/

Certificate in Achieving Excellence in Sports Performance. The mapping and signposting document to demonstrate where Self Management appears in the competence qualification is available on request from SkillsActive.

Effective participation

Effective Participation Learning Outcomes:

Young 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.

Effective Participation will be delivered, demonstrated, assessed and evidenced as part of the Level 3 NVQ Diploma in Achieving Excellence in Sports Performance/ Certificate in Achieving Excellence in Sports Performance. The mapping and signposting document to demonstrate where Self Management appears in the competence qualification is available on request from SkillsActive.

Additional employer requirements

Some sports may require their apprentices to complete further training and/ or qualifications during their apprenticeship programme.

It is widely recognised that athletes train more and go the extra mile will be more successful and are more likely to become World Class/Professional athletes.

apprenticeship
FRAMEWORKS ONLINE

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