

# apprenticeship FRAMEWORK

## Sports Development (England)

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

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

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

### Latest framework version?

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

[afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR04131](http://afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR04131)

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# CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 21 SEPTEMBER 2018.

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

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

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

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

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

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

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

The updated version of SASE can be accessed here:

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

# Sports Development (England)

## Contents

Framework summary .....	4
Framework information .....	5
Contact information .....	6
Revising a framework .....	7
Purpose of the framework .....	9
Entry conditions .....	13
Level 3: Advanced Level Apprenticeship in Sports Development .....	14
Pathway 1: Sports Development .....	15
Equality and diversity .....	26
On and off the job guided learning .....	27
Personal learning and thinking skills .....	30
Additional employer requirements .....	33

# Framework summary

## Sports Development

### Advanced Level Apprenticeship in Sports Development

This framework includes information on Personal Learning and Thinking Skills

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

##### Pathway 1: Sports Development

**Competence qualifications available to this pathway:**

C1 - Level 3 NVQ Diploma in Sports Development

**Knowledge qualifications available to this pathway:**

K1 - Level 3 Qualification in Sports Leadership

K2 - Level 3 Certificate in Managing Sports Volunteers

K3 - Level 3 Edexcel BTEC Certificate in Sports Development

K4 - Level 3 Edexcel BTEC Diploma in Sports Development

K5 - Level 3 Certificate in Sports Development

K6 - Level 3 Award in Increasing Participation in Sport and Active Leisure in Community Settings

K7 - Level 3 Certificate in Increasing Participation in Sport and Active leisure in Community Settings

K8 - Level 3 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings

**Combined qualifications available to this pathway:**

N/A

**This pathway also contains information on:**

- Employee rights and responsibilities
- Functional skills

# 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: 6	<b>This framework includes:</b>
Framework ID: FR04131	Level 3
Date this framework is to be reviewed by: 31/01/2019	<b>This framework is for use in: England</b>

## Short description

This apprenticeship framework provides a vocational pathway into the profession of sports development. The framework will ensure there are people with the organisational skills and political and social awareness to succeed in this important part of the sport and active leisure industry.

The expectation is that the achievement of this framework will require 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

### Developer of this framework

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# Revising a framework

## Contact details

Who is making this revision: Krisztina Biliczky  
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## Why this framework is being revised

This framework has been revised to ensure all qualifications offered within this framework are up to date and available in England for delivery.

## Summary of changes made to this framework

This framework has been updated with a newly accredited knowledge qualification.

## Qualifications removed

The following qualification has been removed from the framework:

- HABC Level 3 Award In Employment Awareness in Active Leisure and Learning 600/6501/1
- VTCT Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7395/3
- IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4710/0
- NCFE CACHE Level 3 Award in Employment Awareness in Active Leisure and Learning 600/1310/2
- City& Guilds Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6580/4
- City & Guilds Level 3 Award in Increasing Participation in Sport and Active Leisure in Community Settings 500/9519/5
- City & Guilds Level 3 Certificate in Increasing Participation in Sport and Active leisure in Community Settings 500/9644/8
- City & Guilds Level 3 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings 500/9643/6
- Sports Leaders UK Level 3 Certificate in Higher Sports Leadership 501/0085/3

## Qualifications added

The following qualifications have been added to the framework:

- Sports Leaders UK Level 3 Qualification in Sports Leadership 601/8586/7
- YMCA Level 3 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings 603/1454/0
- YMCA Level 3 Certificate in Increasing Participation in Sport and Active leisure in Community Settings 603/1446/1
- YMCA Level 3 Award in Increasing Participation in Sport and Active Leisure in Community Settings 603/1445/X

### Qualifications that have been extended

N/A

# 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.

This apprenticeship framework provides a vocational pathway into the profession of sports development. The framework will ensure there are people with the organisational skills and political and social awareness to succeed in this important part of the sport and active leisure industry.

This apprenticeship can provide a progression opportunity for apprentices on an intermediate level programme as well as progression for those already working in the sector.

This advanced programme is also suitable for those who wish to change their careers and retrain to enter the sector at this level. Many people who work in sports development will be expected to hold a degree level qualification. This framework provides a pathway in to the sector for situations where the vocational route is appropriate and could be particularly useful for apprentices who have been former recipients of sports development services and become leaders or coaches before wishing to progress to a sports development role.

## Aims and objectives of this framework (England)

It is estimated that there are between 4000 and 5000 people working in the sports development sector in the UK. Sports development aims to improve access to sport and

physical activity for people of all ages and abilities, develop communities through the use of sport and physical activity and address wider social inclusion agendas. The work is challenging and varied and may include the development of performance sport, community sport and physical activity and /or participation for particular target groups. Sports development involves organising projects, programmes, information and training to encourage people to increase their activity and have a healthier lifestyle or participate in their community.

Sports development may have one or more of the following aims or missions:

- Social justice
- Sustainable communities
- Community development
- Community safety
- Crime reduction
- Equitable practice
- Health promotion
- Social inclusion
- Social control
- Empowerment
- Success in sport
- Personal/character development
- Rehabilitation
- Self help
- Devolution
- Self determination
- Inclusion in a specific faith or community agenda
- Ethical practice
- Working and learning together
- Collective action
- Social education
- Empowerment

The most common job in sports development is the sports development officer and that job correlates with the level of this framework. Sports development officers will typically be responsible for:

- working with local communities to identify the need and demand for new activities
- improving access to sport for young people, people with disabilities and people from disadvantaged communities
- supporting Community amateur sports clubs
- organising National Governing Body qualification courses
- organising sport and physical activity events
- supporting initiatives to reduce crime and rehabilitate offenders.

Typical tasks involved in sports development can include:

- making sure resources are used and all available funding is accessed
- putting local and national policies into practice
- identifying opportunities for funding
- organising, promoting and running projects
- monitoring and evaluating projects
- attending meetings, seminars and conferences
- finding and training suitable staff, coaches and volunteers for projects
- managing resources and budgets.

These are all reflected in the National Occupational Standards for sports development and the qualifications derived from the standards.

Sports development officers sometimes promote sport in general, working for a County Sports Partnership or local authority, or concentrate on a specific sport, working for a national governing body (NGB) as a sports specific development officer.

This framework contributes towards:

- meeting the generic skills priorities for the sector including communication, team working, customer services and employability skills
- ensuring sports development professionals understand and can apply social and political knowledge to organise and manage effective sports services
- bringing about a more diverse workforce which reflects the community where sports development services are delivered
- allowing, where fundable, for graduates to demonstrate on the job competence
- providing a progression pathway to those who hold activity leadership or coaching qualifications but whose role has broadened beyond session delivery to encompass organisation, influencing policy and managing

How will the framework achieve the above objectives?

- The framework will address the issue of generic skills priorities as all of these skills from customer services to communication and team working are essential parts of the framework and apprentices will be required to learn, use and practice these skills both by obtaining functional skills qualifications and studying for both the competence and knowledge element of the programme.
- The qualifications contributing to a better skilled workforce within the sector will not only be the competence and the knowledge elements but also the additional employer's requirement which will give a great opportunity to tailor the apprentices' training programme to the employers' / customers' particular needs and for apprentices to gain additional technical skills.
- Due to the recession, it is important that the sector recognises the value of apprenticeship programmes in up skilling the sports development workforce and the value of apprentices to their businesses. Having a workforce grown internally by

apprenticeship programmes ensures that businesses are supplied with a workforce who will have not only the soft skills but also the specific technical skills to work and progress within the industry making it a successful business for the employer and a quality experience for the customers.

- The framework will provide clear progression to further specialist courses allowing continuing professional development, particularly in sports management areas.
- The apprenticeship will build further confidence in our sector from other professions such as youth work and community development.

# Entry conditions for this framework

This apprenticeship framework provides a vocational pathway in to the profession of sports development.

The framework will ensure there are people with the organisational skills and political and social awareness to succeed in this important part of the sport and active leisure industry. This apprenticeship can provide a progression opportunity for apprentices on an intermediate level programme as well as progression for those already working in the sector.

This advanced programme is also suitable for those who wish to change their careers and retrain to enter the sector at this level. Many people who work in sports development will be expected to hold a degree level qualification. This framework provides a pathway in to the sector for situations where the vocational route is appropriate and could be particularly useful for apprentices who have been former recipients of sports development services and become leaders or coaches before wishing to progress to a sports development role.

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. 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. It is an important aspect of the programme that the apprentices actually have the opportunity to do real sports development tasks; they are not just coaches doing a bit of organising, they are deciding and influencing strategy and policy which is what sports development is all about.

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 3

Title for this framework at level 3

# Advanced Level Apprenticeship in Sports Development

### Pathways for this framework at level 3

Pathway 1: Sports Development

## Level 3, Pathway 1: Sports Development

### Description of this pathway

#### Sports Development

Apprentices on this programme will achieve a minimum of 94 credits in total made up of the components of this framework.

- 64 credits for competence - Level 3 NVQ Diploma in Sports development
- 12 credits for knowledge - Level 3 Award in Increasing participation in Sport and Active Leisure in Community Settings
- 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

There are none in addition to those listed in the framework entry requirements.

<b>Job title(s)</b>	<b>Job role(s)</b>
Community Sports Development Officer / Sports Specific Development Officer	Working with local communities, National Governing Bodies and a variety of sports partnerships, organising courses, events and running a variety of projects.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Sports Development					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/1420/9	Pearson Education Ltd.	64	277	N/A
C1b	600/4301/5	1st4sport	64	277	N/A
C1c	601/1152/5	Active IQ	64	277	N/A
C1d	601/5373/8	Focus Awards	64	288	N/A

## Knowledge qualifications available to this pathway

K1 - Level 3 Qualification in Sports Leadership					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/8586/7	Sports Leaders UK	13	60	N/A

K2 - Level 3 Certificate in Managing Sports Volunteers					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/0374/1	1st4sport	14	60	N/A

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

K3 - Level 3 Edexcel BTEC Certificate in Sports Development					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	600/4081/6	Pearson Education Ltd.	20	120	N/A

  

K4 - Level 3 Edexcel BTEC Diploma in Sports Development					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	600/4083/x	Pearson Education Ltd.	50	300	N/A

  

K5 - Level 3 Certificate in Sports Development					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	601/6256/9	Focus Awards	20	120	N/A

  

K6 - Level 3 Award in Increasing Participation in Sport and Active Leisure in Community Settings					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	603/1445/X	YMCA Awards	12	103	N/A

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

K7 - Level 3 Certificate in Increasing Participation in Sport and Active leisure in Community Settings					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K7a	603/1446/1	YMCA Awards	29	222	N/A

K8 - Level 3 Diploma in Increasing Participation in Sport and Active Leisure in Community Settings					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K8a	603/1454/0	YMCA Awards	42	329	N/A

## Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

K1 - K8 provides the underpinning knowledge to C1.

A range of qualifications with a variety of credit values are available, the learner and employer could choose the qualifications most suited to the learners' needs and specific job roles. For example, for an apprentice working in a setting where they are responsible for not only managing relationships with partners but also for managing volunteers, the most appropriate selection would be the Level 3 Certificate in Managing Volunteers.

For advice and guidance on selecting the most appropriate knowledge qualification, providers and employers are welcome to contact SkillActive on an individual learner basis / case.

# 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 INTO THIS ADVANCED 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, A levels, vocational training routes and

intermediate level apprenticeships such as the Intermediate Level Apprenticeship in Activity Leadership.

This apprenticeship can provide a progression opportunity for apprentices on an intermediate level programme as well as progression for those already working in the sector. To gain progression in to the framework potential apprentices need access to work at the organising/ policy (local policy) level in sport as that is what sports development essentially is.

This advanced programme is also suitable for those who wish to change their careers and retrain to enter the sector at this level. Many people who work in sports development will be expected to hold a degree level qualification. This framework provides a pathway in to the sector for situations where the vocational route is appropriate and could be particularly useful for apprentices who have been former recipients of sports development services and become leaders or coaches before wishing to progress to a sports development role.

### **PROGRESSION FROM THIS ADVANCED PROGRAMME**

On completion of this programme, apprentices can work in the sector as Sports Development Officers covering a wide range of roles ranging from working with local communities to supporting amateur sports clubs or working with a variety of partners in organising and supporting initiatives to reduce crime and rehabilitate offenders.

Apprentices can also progress in to level 4 qualifications and job roles such as senior sports development officer or sports development manager.

Horizontal progression would include in to management and leadership roles and further qualifications in this area, such as Sports Development, Marketing, Business or even Social Sciences or Social Policy.

It is also possible for apprentices to progress onto a variety of vocational qualifications allowing them to further their portfolio of skills, these could come from the sport sector or other sectors with links to sports development such as health, youthwork or justice.

Please also check the SkillsActive Careers site for further information on progression opportunities and more detailed information on available job roles in the sector :

[www.skillsactive.com/careers](http://www.skillsactive.com/careers).

### **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 to the relevant Certifying Body to request the overarching apprenticeship certificate. For further information on this process please check the Apprenticeship Certification England (ACE) website on [www.acecerts.co.uk](http://www.acecerts.co.uk)

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

# Employee rights and responsibilities

In the Active Leisure and Learning 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 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 listed above:

- YMCA Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6535/x
- Pearson Education Ltd. Edexcel Level 3 Award in Employment Awareness in Active Leisure and Learning 500/9274/1
- 1st4sport Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7423/4
- Active IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7410/6
- IAO 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
- Focus Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 601/4969/3

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

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

## How equality and diversity will be met

This advanced level 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.

Employers/providers must be able to demonstrate their selection, recruitment and employment practices are in line with the Equality Act 2010 and there are no overt or covert discriminatory practices in relation to any of the following protected characteristics: age; disability; gender reassignment; marriage and civil partnerships; pregnancy and maternity; race; religion or belief; sex; sexual orientation; and socio-economic disadvantage.

### ISSUES, BARRIERS AND ACTIONS

The current economic climate has affected every aspect of sports and recreation, including community focused roles as well and staff working in these areas have experienced reduced support in training and development due to the cost. However, this is where an advanced apprenticeship programme can contribute, by ensuring that those interested in entering the sector or those who 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.

A significant proportion of the sports development workforce is female and although they have a presence across all roles, this decreases as the roles become more senior. Having advanced apprenticeship programmes on offer in our sector makes it possible for all members of staff to develop their skills and knowledge. Therefore the framework can contribute to encouraging more women to develop their skills to enable them to fill more senior roles.

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 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 apprentice's 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 is set at 538 GLH and we advise the framework to be completed within 18 months. Therefore the total GLH for year one of this programme will be 358 GLH which exceeds the minimum legal requirement of 280 GLH per year.

The total amount of 538 GLH is made up of the following framework components:

- GLH associated with the competence qualification (277 GLH)
- GLH associated with the knowledge qualification (60 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)
- additional GLH needed for apprentices to ensure they understand and can apply social and political knowledge to organise and manage effective sports services (50 GLH)

## Minimum off-the-job guided learning hours

The total off the job GLH will be set at 200 GLH for this framework.

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

- the knowledge qualification (60 GLH)
- transferrable skills (90 GLH)
- part of the employee rights and responsibilities qualification (50 GLH)

The recommended off the job training GLH for year one will be 133 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

**The total on the job guided learning hours for this framework is set at 338 GLH** and we advise the framework to be completed within 18 months.

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

- competence qualification qualification (277 GLH)
- remainder of the employee rights and responsibilities qualification (11 GLH)
- additional time needed for apprentices to ensure they understand and can apply social and political knowledge to organise and manage effective sports services (50 GLH)

Out of this, a total of 225 GLH has to be completed on the job in the first year on programme.

## 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 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 the 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.

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

## Summary of Personal Learning and Thinking Skills

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 Sports Development.

The evidence for achievement of Personal Learning and Thinking Skills will be the achievement of the Level 3 NVQ Diploma in Sports Development.

## 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 competence qualification. 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 competence qualification. 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 evidenced as part of the mandatory units of the competence qualification. 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 competence qualification. 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 competence qualification. 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 mandatory units of the competence qualification. The mapping and signposting document to demonstrate where Effective Participation appears in the competence qualification is available on request from SkillsActive.

## Additional employer requirements

While the achievement of additional employer requirements is not a mandatory requirement for certification of this apprenticeship programme, the sector and employers recognise the value and the need for these and completion of them will make the apprentice more employable. Therefore it is also advised for all apprentices on the programme to complete two additional qualifications to make them more employable in their chosen career. These must be an externally assessed and verified qualification, additional technical skills the apprentice can gain to make them more employable and competent in their job role. The selected qualifications have to be relevant to the organisation, linked to the competence element and relevant to the apprentice's job role.

Please note that the additional employer qualifications are not funded, the employer should contribute to the achievement of this addition to the programme.

Please select two qualifications from the list below:

- Any qualification that is deemed fit for purpose by SkillsActive and is externally awarded and validated
- Sports Leaders UK Level 3 Awards
- Any QCF accredited First Aid at Work Certificate
- Level 2 and Level 3 Certificate in Coaching [Name of Sport] qualifications (for apprentices working on sites where they are responsible for delivering coaching sessions in a context of a specific sport)
- Any Customer Service Competence Units at the same level as the framework
- QCF units that underpin the accredited assessor qualifications
- Any Pearson Education Ltd. Edexcel BTEC Sport Awards / Certificates at the same level as the framework

Please note that the Additional Employer Requirement must not be certificates of attendance and must be of a similar level (e.g. Level 3) unless the job role requires apprentices to complete a level 2 qualification before progressing onto a level 3 qualification.

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apprenticeship  
FRAMEWORKS ONLINE

For more information visit  
[www.afo.sscalliance.org](http://www.afo.sscalliance.org)