

apprenticeship FRAMEWORK

Supporting Teaching and Learning in Physical Education and School Sport (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=FR04130

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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>

Supporting Teaching and Learning in Physical Education and School Sport (England)

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Framework summary

Supporting Teaching and Learning in Physical Education and School Sport

Advanced Level Apprenticeship in Supporting Teaching and Learning in Physical Education and School Sport

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Supporting Teaching and Learning in Physical Education and School Sport

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 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport

B2 - Level 3 Diploma in Supporting the Delivery of Physical Education and School Sport

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: 5	This framework includes:
Framework ID: FR04130	Level 3
Date this framework is to be reviewed by: 31/12/2017	This framework is for use in: England

Short description

This apprenticeship framework is to meet the needs of employers to provide a vocational pathway into the provision of Children's Physical Activity and School Sport delivery and development. The framework will ensure that there are suitably qualified people with the knowledge, understanding and competency to deliver, plan, organise and assess the learning of children in a range of environments including the community and schools.

This apprenticeship can provide a much needed progression opportunity for apprentices on an intermediate level programme as well as progression for those already working across the sector., emphasising the sectors commitment to development.

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 developed this framework in partnership with COMPASS (Community of Physical Activity and School Sport Providers) - now known as UK Active Kids.

There has been significant support from the sector for this fit for purpose framework which included vast and diverse consultation led by COMPASS as well as commercial organisations, voluntary partners, key sector stakeholders (SportsCoachUK, afPE) and community providers.

Developer of this framework

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Revising a framework

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Why this framework is being revised

This framework has been revised to check its currency and ensure all qualifications included are relevant and up to date.

Summary of changes made to this framework

This framework has been revised to check its currency and ensure all qualifications included are relevant and up to date.

Qualifications removed

The following qualification has been removed from the framework:

- YMCA Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sports 601/6826/2
- HABC Level 3 Award in Employment Awareness in Active Leisure and Learning 600/6501/1
- NCFE CACHE Level 3 Award in Employment Awareness in Active Leisure and Learning 600/1310/2
- SQA Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4938/8
- City& Guilds Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6580/4

Qualifications added

There are no new qualifications added to the framework.

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 is to meet the needs of employers and provides a vocational pathway into the provision of Children's Physical Activity and School Sport delivery and development. The framework will ensure that there are suitably qualified people with the knowledge, understanding and competency to deliver, plan, organise and assess the learning of children in a range of environments including the community and schools.

This apprenticeship can provide a much needed progression opportunity for apprentices on an intermediate level programme as well as progression for those already working across the sector, emphasising the sectors commitment to development.

This advanced level programme is also suitable for those who wish to change their careers and retrain to enter the sector at this level. Many people working with children co-ordinating and delivering physical activity and school sport will be expected to hold a degree level qualification. This framework provides a clear pathway into the sector for situations where the vocational route is appropriate and could be particularly useful for apprentices who have been former recipients of activity leadership, coaching awards before striving to progress to a physical activity, school sport role.

Aims and objectives of this framework (England)

This Apprenticeship has been developed to support the achievement of the Government's

School Sport Policy and lasting legacy of the 2012 Games. Providing learners to deliver/support the delivery of low risk activities that contribute to a physical education and school sport programme through curriculum based and/or extra-curricular activities (including holidays). This programme prepares learners for employment in a school sport setting through providing an introduction to opportunities for them to work as a physical education and school sport professional e.g. as a higher level teaching assistant (HLTA), teaching assistant (TA), sports coach, sports development officer, sports volunteer or sports leader.

There are a number of deficiencies in the school sports provision arena, which this framework will address:

- Primary School teachers receiving less than 10 hours training in delivering Physical Education during their teacher training.
- England is currently the 5th most unhealthy country in the world and it is a Government priority to tackle this trend.
- The reduction in central government funding for School Sport Partnerships which has led to an increase in private providers supporting schools to offer cost-effective provision to increase physical activity levels in/out of school.
- Almost a quarter of children are overweight or obese by the time they start primary school, and more than a third are unhealthily heavy by the time they leave.

Employer groups and technical experts were consulted and carried out research with over 5,000 employees through which identified the following challenges relating to the sector:

- Rapid sector growth through increased funding into Primary school sport & Olympic legacy requirements
- A poor range of existing qualifications to meet the current role requirements hence the development of a new Children's Activity Professional Apprenticeship framework
- An industry commitment to ensuring career progression, formalised management training or succession planning, to ensure the workforce can react and deliver to the wider remit of the sector supporting key agendas around health, education, changes to school sport and participation

There is currently a high demand for qualified and skilled workers within this growing industry and without this apprenticeship framework there would be a significant gap.

This framework aims to ensure that the workforce can support Children and Young People to participate in School Sport and Physical Activity. It is also seen as the role of this framework to ensure the workforce can develop and deliver high quality physical activity sessions for children including:

- Supporting Gifted and Talented children/young people
- Facilitating community-based sport and physical activity
- Deliver physical education and school sport programmes with clear curriculum links and

progression

- Understand child and young people development
- Understanding of schools and how physical activity influences education
- Support the assessment of children in learning through physical activity
- Providing those contributing to physical education and school sport activity programmes with a greater understanding of the National Curriculum for Physical Education and the environment in which they operate
- Improve the quality of delivery of physical education and school sport activity programmes
- Provide Key Stage 1 and 2 pupils with a better experience/engagement of physical education and school sport activities
- Ensure Physical Education and school sport activity programmes (including curricular and extra-curricular activities) are delivered to meet the low risk areas of the National Curriculum for Physical Education
- Provide Physical Education and School Sport Professionals, such as sports coaches, with an opportunity to be supported to develop their knowledge and understanding of how to effectively plan, conduct and evaluate a physical education and school sport programme that includes curriculum and extra curriculum activities

In addition all learners will fully understand how to safeguard the well-being of children and young people in their environment. The Apprenticeship also provides progression beyond the delivery of physical activity sessions in a range of environments: it covers communication and professional relationships with children, young people and adults and organising sports events and competitions.

The framework clearly addresses the need for fit for purpose training programmes in providing and up skilling current workforce as well as supporting participating organisations with capacity building to meet the sector requirements.

Entry conditions for this framework

This Advanced Level Apprenticeship framework provides a vocational pathway in to the profession of children's activity and specifically the role of Senior Children's Activity Professional.

This advanced level programme is suitable for those who wish to gain new skills by changing their careers and retrain to enter the sector at this level. Many people working with children co-ordinating and delivering physical activity and school sport will be expected to hold a degree level qualification, therefore this framework provides a pathway in to the sector for situations where the vocational route is appropriate and could be particularly useful for apprentices with the passion, enthusiasm and fun factor to engage children, young people in physical activity, to become senior professionals.

This framework provides a clear pathway into the sector for situations where the vocational route is appropriate and could be particularly useful for apprentices who have been former recipients of activity leadership, coaching awards before striving to progress to a physical activity, school sport role.

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

This framework supports the minimum standards and good practice to work with children in schools, out of school and community environments.

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 Supporting Teaching and Learning in Physical Education and School Sport

Pathways for this framework at level 3

Pathway 1: Supporting Teaching and Learning in Physical Education and School Sport

Level 3, Pathway 1: Supporting Teaching and Learning in Physical Education and School Sport

Description of this pathway

Supporting Teaching and Learning in Physical Education and School Sport

Apprentices on this programme will achieve a minimum of 72 credits in total made up of the components of this framework.

- 54 credits for competence - Level 3 (NVQ) Diploma in Supporting the Delivery of Physical Education and School Sport
- 10 credits for Transferrable skills - 5 credits for Maths and 5 credits for English
- 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 no further entry requirements in addition to those listed earlier in the main entry requirements for the framework.

Job title(s)	Job role(s)
Children's Activity Professional	Plan, deliver, assess and evaluate out of school activities, lunchtime and playtime activities and curriculum PE/physical activity in partnership with the school sports leads. Assist curriculum support and manage OFSTED early years setting.
Children's Senior Activity Professional	Plan, deliver, assess and evaluate out of school activities, lunchtime and playtime activities and curriculum PE/physical activity in partnership with the school sports leads. Assist curriculum support and manage OFSTED early years setting.
School Sports Instructor	Plan, deliver, assess and evaluate out of school activities, lunchtime and playtime activities and curriculum PE/physical activity in partnership with the school sports leads. Assist curriculum support and manage OFSTED early years setting.

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 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/9577/5	1st4sport	54	283	N/A
B1b	601/8035/3	Focus Awards	50	283	N/A

B2 - Level 3 Diploma in Supporting the Delivery of Physical Education and School Sport					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B2a	601/1247/5	Active IQ	54	283	N/A

Relationship between competence and knowledge qualifications

The learner must achieve 54 credits from 12 mandatory units.

Mandatory Units

- Communication and professional relationships with children, young people and adult (knowledge – 2 credits)
- Schools as organisations (knowledge – 3 credits)
- Understand how to safeguard the wellbeing of children and young people (knowledge – 3 credits)
- Understand child and young person development (knowledge – 4 credits)
- Support assessment for learning (competence– 4 credits)
- Plan a physical education and school sport programme (competence - 5 credits)
- Deliver a physical education and school sport programme (competence – 4 credits)
- Review the delivery of a physical education and school sport programme (competence – 3 credits)
- Organise and lead a sport event or competition (competence – 3 credits)
- Preparing for the mentoring role (knowledge – 3 credits)
- Support gifted and talented learners (competence – 4 credits)

- Facilitate community-based sport and physical activity (competence – 8 credits) and knowledge – 8 credits)

Total credits from knowledge: 23 credits.

Total credits from competence: 31 credits.

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 PROGRAMME

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

as Young Apprenticeships or other vocational qualifications and work experience.

Learners can progress into this apprenticeship after having completed the Intermediate Level Apprenticeship in Activity Leadership or Coaching.

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

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

PROGRESSION FROM THIS PROGRAMME

Progression from this Apprenticeship framework include providing an introduction to opportunities for them to work as a physical education and school sport professional e.g. as a higher level teaching assistant (HLTA), teaching assistant (TA), sports coach, sports development officer, sports volunteer or sports leader.

This framework also provides learners with guidance on further opportunities including how to:

- Contribute to physical education and school sport programmes as a sports coach, sports leaders and teaching assistant roles
- Make informed choices about an appropriate career in physical education/activity and school sport including potential of becoming a PE Teacher or Support staff within education (Primary & Secondary)

This framework can also provide progression into Management and Assessing roles within the sector and across sectors including Sport, Health and Fitness and Leisure.

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

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

UCAS points for this pathway: N/A

Employee rights and responsibilities

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

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

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

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

- YMCA Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6535/x
- Pearson BTEC 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
- VTCT Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7395/3
- Active IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7410/6
- 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
- IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 600/4710/0
- Focus Awards Level 3 Award in Employment Awareness in Active Leisure and Learning 601/4969/3

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

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

How equality and diversity will be met

This apprenticeship aims to promote diversity, opportunity and inclusion by offering a high quality learning experience.

The delivery of this programme must be in a setting free from prejudice and discrimination where all learners can contribute fully and freely and feel valued.

The selection and recruitment of apprentices for the programme must be inclusive and available to all people regardless of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, and sexual orientation and socio-economic disadvantage.

ISSUES, BARRIERS AND ACTIONS

Within the Sport and Active Leisure sector, the employers that deliver physical activity to young people and children across England face significant skills gaps across four main themes:

1. There is a lack of suitably-qualified, work-ready young people entering the industry for vacant roles that already exist and which will continue to be created during an anticipated period of significant growth during the next three years
2. There is a lack of structured vocational progression pathway for new entrants and existing employees in the industry to skill-up and progress within the sector from level 2 upwards.
3. Provision of mentoring is insufficiently relevant and failing to support sector professionals to combine the physical activity aspect of roles with the need for pastoral support such as managing challenging behaviour
4. There is a leadership and management skills gap for realising the potential of promising talent within the industry to meet the operational and strategic needs of organisational change and expansion

A recent consultation and research project conducted with over 5,000 employees through the sector trade body - COMPASS identified the following four challenges:

- Lack of suitably-qualified, work-ready young people entering the industry with existing vacancies remaining unfilled
- No structured vocational progression pathway for employees in the industry to skill-up and progress within the sector
- Insufficient professionalisation of mentoring to support sector professionals bridge the physical activity aspects of roles with the professional challenges of managing behaviour and pastoral issues faced by young people

- A leadership and management skills gap for realising the potential of promising talent within the industry to meet the operational and strategic needs of organisational change and expansion

These above mentioned challenges and skills gaps exist due to rapid sector growth through increased funding into Primary school sport and Olympic legacy requirements.

There is also a lack of a good range of existing qualifications to meet the current role requirements hence the the development of this new Physical Activity Apprenticeship framework.

In the past the sector also struggled with a lack of industry commitment to ensuring career progression, formalised management training or succession planning, which is now unsustainable with both legislative changes and the wider remit of the sector supporting key agendas around health, changes to school sport and participation.

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

On and off the job guided learning (England)

Total GLH for each pathway

Legal Requirement

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

Definition:

ON THE JOB = Time spent learning in the workplace

OFF THE JOB = Time spent away from the area of work. This could be time spent with a training provider or Further Education college or completing functional skills..

Advanced Level Apprenticeship in Supporting Teaching and Learning in Physical Education and School Sport

The total guided learning hours for this framework is set at 484 GLH and we advise the framework to be completed in no less than 12 months.

The 484 total GLH for this framework is made up from the components of this framework as follows:

- GLH associated with the competence element of the combined qualification (130 GLH)
- GLH associated with the knowledge element of the combined qualification (153 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)
- GLH associated with additional mentoring time 50 GLH

Minimum off-the-job guided learning hours

The total off the job GLH will be set at 293 GLH for this framework.

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

- the knowledge component of the combined qualification (153 GLH)
- transferrable skills (90 GLH)
- part of the employee rights and responsibilities qualification (50 GLH)

How this requirement will be met

This requirement will be met via debriefing sessions, supervision, team sessions, shift handovers and activities similar to the above listed where the learner / apprentice is away from the pressures of the workplace and is supported and mentored by fellow workers and management.

In addition to the above list, completion of the knowledge element of the combined qualification and Functional Skills assessment will also contribute to the achievement of off the job guided learning hours.

The provider will be required to gather evidence of this achievement where it occurs outside of formal certification of a qualification and be able to produce this evidence on request to the certifying body.

We propose that this will be evidenced through apprentices holding an Activepassport, 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 an individual's progress within and commitment to their career and professional development.

For more information and guidance on Activepassports, providers and employers can visit the Activepassport website <http://www.activepassport.com> and also contact SkillsActive.

Minimum on-the-job guided learning hours

The total on the job GLH will be set at 191 GLH for this framework.

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

- competence element of the combined qualification (130 GLH)
- remainder of the employee rights and responsibilities qualification (11 GLH)
- additional mentoring time (50 GLH)

How this requirement will be met

This requirement will be met by the apprentices delivering their daily job roles, gaining technical experience as well as the time they spend acquiring knowledge and skills to achieve the competence requirement set out by the apprenticeship programme / framework.

We propose that this will be evidenced through apprentices holding an Activepassport, 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 an individual's progress within and commitment to their career and professional development.

For more information and guidance on Activepassports, providers and employers can visit the Activepassport 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

In the active leisure, learning and well-being apprenticeship frameworks, Personal Learning and Thinking Skills will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the competence qualifications - in this framework in the Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport.

The evidence for achievement of Personal Learning and Thinking Skills will be the achievement certificate of the Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport.

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 Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport.

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 Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport.

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 Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport.

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 Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport.

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 Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport.

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 Level 3 NVQ Diploma in Supporting the Delivery of Physical Education and School Sport.

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

Additional employer requirements

There are no additional requirements to be completed for this framework.

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