



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Draft Specification of Apprenticeship Standards for Wales (SASW)

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Guidance

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Draft Specification of Apprenticeship Standards for Wales (SASW)

- Audience** Sector Skills Councils, standard setting bodies, employers, trade unions, learning providers and awarding bodies.
- Overview** The SASW gives guidance on the requirements for apprenticeship frameworks. Apprenticeship frameworks help to deliver high-quality apprenticeship programmes that equip individuals with the skills they need for successful careers and equip employers with the skilled workforce needed to help them compete and grow.
- Action required** With effect from April 2010 the SASW should be used in preparing or modifying apprenticeship framework documents.
- Further information** Enquiries about this document should be directed to:
Jan Coath
Business and Skills Division
Welsh Assembly Government
Llys-y-Ddraig
Penllergaer Business Park
Swansea
SA4 9NX
Tel: 01792 224510 or 01267 245126
Fax: 01792 222498
e-mail: DCELLS-ApprenticeshipUnit@wales.gsi.gov.uk
- Additional copies** Additional copies may be obtained from:
John Noakes
Business and Skills Division
Tŷ'r Afon
Bedwas Road
Bedwas
Caerphilly
CF83 8WT
Tel: 01443 663869
e-mail: DCELLS-ApprenticeshipUnit@wales.gsi.gov.uk
- Related documents** *Skills that Work for Wales*
Consultation on the Specification of Apprenticeship Standards for Wales (SASW)
Welsh Assembly Government Response to a consultation on the Specification of Apprenticeship Standards for Wales (SASW)
Specification of Apprenticeship Standards for England (SASE)



CONTENTS

	Page
Part 1	1
The Specification of Apprenticeship Standards for Wales (SASW)	
Apprenticeship Frameworks: General	1
Foundation Apprenticeship Frameworks	3
Apprenticeship Frameworks	5
Higher Apprenticeship Frameworks	7
Part 2	9
SASW Additional Information Requirements	9
Framework Content: Qualifications	9
Part 3	11
Framework Guidance	11
Content of Frameworks	13
Entry conditions for a particular skill, trade or occupation	17
Progression routes	18

PART 1

The Specification of Apprenticeship Standards for Wales

1. The *Specification of Apprenticeship Standards for Wales (SASW)* sets out the minimum requirements to be met by recognised Welsh apprenticeship frameworks. This is the first version of the SASW and is issued to replace the Apprenticeship Blueprint on a non-statutory basis for information. The final version of SASW will be available from October 2010 and will take effect from 6th April 2011.
2. Where certain flexibilities are indicated, the term “may” is used. The persons designated by the Welsh Ministers to issue frameworks, “Issuing Authorities”, have the flexibility, in consultation with employers and other relevant partners, to increase requirements over and above those set out here. This may be in terms of increasing the level or length of any element; or treating items indicated by the term “may” as being a matter of guidance in their frameworks, either for training providers delivering apprenticeships or as requirements for attainment, or both.
3. This SASW is being issued in draft form until the relevant provisions of the Apprenticeships, Skills, Children and Learning Act 2009 (ASCL Act 2009) have been commenced. Many of the provisions in the ASCL Act 2009 relating to the SASW and to frameworks relate to apprenticeship certificate requirements. The certificate requirements will be mandatory and are identified in the draft SASW by cross-reference to the relevant sections. However, to ensure quality standards and cross-sector comparability between size and breadth of frameworks, the SASW also includes information by way of guidance on the minimum content that a framework should cover.
4. Apprenticeship frameworks are specifications of requirements for the purpose of the issue of apprenticeship certificates that are at a stated level and relate to a particular skill, trade or occupation included in an apprenticeship sector.
5. The ASCL Act 2009 requires Issuing Authorities in exercising their functions to have regard to guidance given by the Welsh Ministers. The *Guidance* contained in Part 3 of this document is being issued for information to SSCs, SSBs, framework developers other interested parties on a non-statutory basis. Those responsible for issuing frameworks should take this opportunity to begin converting existing frameworks or developing new Apprenticeship frameworks to meet the requirements of the SASW.

Apprenticeship Frameworks: General

ASCL Ref

6. An apprenticeship framework must specify the qualification level of the framework and whether it is a Level 2 Foundation Apprenticeship framework, a Level 3 Apprenticeship framework or a Level 4 Higher Apprenticeship framework.	Section 31 (1); section 12(2)(a)
7. An apprenticeship framework must identify the qualification or the integrated qualification which demonstrates	Section 31 (2)(c)(iii)

<p>the relevant occupational competencies, as the competencies qualification in relation to that framework (“the Competencies Qualification”).</p>	
<p>8. An apprenticeship framework must specify the minimum number of on-the-job training hours and the minimum number of off-the-job training hours an apprentice must receive to complete the framework and how these are to be evidenced.</p> <p>9. An apprenticeship framework may specify that off-the-job training undertaken before the apprentice started their apprenticeship may count towards the off-the-job training required for the apprenticeship if it was undertaken in relation to an accredited qualification contained in the framework for which an apprenticeship certificate is to be applied for.</p> <p>10. An apprenticeship framework must specify that on-and off-the-job training must either have been received:</p> <ul style="list-style-type: none"> a. Whilst working under an apprenticeship agreement; or b. During a qualifying period ending on the date of application for an apprenticeship certificate. A qualifying period of five years is recommended, but to meet the needs of their sector, frameworks may set a shorter or longer timescale than five years as the qualifying period. 	<p>Section 31 (2)(b)</p>
<p>11. An apprenticeship framework specifies the requirements which an apprentice must meet to be issued with an apprenticeship certificate. The requirements must, as a minimum, include:</p> <ul style="list-style-type: none"> a. The relevant Competencies Qualification(s) and/or unit(s) which an apprentice must attain. b. The relevant technical knowledge qualification(s) and/or unit(s) which an apprentice must attain. c. The Essential Skills Wales qualifications which an apprentice must obtain (and exemptions which may be allowed) for those with equivalent Key Skills qualifications or approved proxy qualifications achieved by 31st August 2011. d. The outcomes that an apprentice must achieve in Employee Rights and Responsibilities (ERR) and how they are to be evidenced. e. The outcomes that an apprentice should attain in the Wider Key Skills, if these are stipulated. f. The minimum hours of on-the-job and off-the-job training received and how they are to be evidenced. 	<p>Section 12(1)</p> <p>(Section 31(2)(a) and (c)(ii))</p> <p>(Section 31(2)(a) and (c)(ii))</p> <p>(Section 31(2)(c)(ii))</p> <p>(Section 31(2)(a))</p> <p>(Section 31(2)(a))</p> <p>(Section 32(2)(b))</p>

<p>technical knowledge, each of which must carry at least ten credits on the QCF.</p> <p>b. Specifying one integrated qualification combining competence and knowledge which are separately assessed, each of which must carry at least ten credits on the QCF.</p>	
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Essential Skills Wales

<p>19. A foundation apprenticeship framework must specify as a Welsh certificate requirement Essential Skills Wales qualifications in Communication and Application of Number to at least Level 1.</p>	<p>Section 31 (2) (a)</p>
<p>20. A foundation apprenticeship framework may specify as a Welsh certificate requirement, where Essential Skills Wales qualification(s) in Communication and/or Application of Number at Level 1 are held, relevant Essential Skills Wales qualification(s) at Level 2.</p>	<p>Section 31 (2)(a)</p>
<p>21. A foundation apprenticeship framework may specify as a Welsh certificate requirement, Essential Skills Wales qualifications in Communication and/or Application of Number at Level 2.</p>	<p>Section 31 (2)(a)</p>
<p>22. The acceptance of Key Skills qualifications as alternatives to Essential Skills Wales qualifications, where they have been achieved before 31st August 2011. An approved proxy qualification may be accepted for the Key Skill of ICT where it has been achieved before 31st August 2011.</p>	<p>Section 31 (2)(a)</p>
<p>23. A foundation apprenticeship framework may specify as a Welsh certificate requirement Essential Skills Wales qualification in Information and Communication Technology (ICT) to at least Level 1 where the Issuing Authority, in consultation with employers in the sector and other relevant partners, determines that ICT is required to perform the skill, trade or occupation to which the framework relates.</p>	<p>Section 31 (2)(c)(i)</p>

Employee Rights and Responsibilities (ERR)

<p>24. A foundation apprenticeship framework must specify the standard of attainment and how it is to be evidenced, in Employee Rights and Responsibilities in the skill, trade or occupation to which the framework relates. Issuing Authorities must have regard to the ERR national outcomes set out in the SASW Guidance. An apprenticeship framework must specify where ERR is located within the framework - for example, whether ERR is a standalone unit or module or if it is contained within another qualification.</p>	Section 31 (2)(a)
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Wider Key Skills

<p>25. A foundation apprenticeship framework may specify the standards of attainment in Wider Key Skills of Improving Own Learning and Performance, and/or Problem Solving and/or Working With Others where the Issuing Authority, in consultation with employers in the sector and other relevant partners, determines that one or more of the Wider Key Skills is directly relevant to effective performance in either the occupation or the employment sector.</p>	Section 31 (2) (a)
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Apprenticeships (Level 3) Frameworks

Qualifications Concerned with the Sector

<p>26. An apprenticeship framework must specify the qualification or qualifications required as a Welsh certificate requirement. Any such qualifications specified in apprenticeship level 3 frameworks must be underpinned by National Occupational Standards (NOS). The qualifications must be accredited by the Welsh Ministers at Level 3 on the QCF and be approved by the SSC. The qualifications must provide the evidence that the individual applying for a certificate has achieved:</p> <ul style="list-style-type: none">a. The competencies required to perform the skill, trade or occupation to which the framework relates.b. The competencies and technical knowledge required to perform the skill, trade or occupation to which the framework relates, together with knowledge and understanding of the industry and its market.c. The qualification nominated as the Competencies Qualification must be a Level 3 from the QCF.	Section 31 (2)(c)
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<p>27. An apprenticeship (Level 3) framework must satisfy the requirement stated in paragraph 26, either by:</p> <ul style="list-style-type: none"> a. Specifying one qualification demonstrating competence and one qualification demonstrating technical knowledge, each of which must carry at least ten credits on the QCF. b. Specifying an integrated qualification demonstrating competence and technical knowledge which are separately assessed, each of which must carry at least ten credits on the QCF. 	<p>Section 31 (2) (c)</p>
<p>28. An apprenticeship (Level 3) framework may include as technical knowledge qualifications, or units from a combined qualification containing both competencies and technical knowledge, the attainment of which, as part of the framework, is known to give access to higher education courses relevant to the sector.</p>	<p>Section 31 (2)(c)</p>

Essential Skills Wales

<p>29. Requirements are as for a Foundation Apprenticeship (Level 2) framework, save that:</p> <p>An apprenticeship (Level 3) framework must specify as a Welsh certificate requirement Essential Skills Wales qualifications in Communication and Application of Number to at least Level 2.</p>	<p>Section 31 (1)/Section 31(2)(c)</p>
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Employee Rights and Responsibilities (ERR)

<p>30. Requirements are as for a Foundation Apprenticeship (Level 2) framework.</p>	<p>Section 31 (2) (a)</p>
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Wider Key Skills

<p>31. Requirements are as for a Foundation Apprenticeship (Level 2) framework.</p>	<p>Section 31 (2) (a)</p>
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Higher Apprenticeships Frameworks Qualifications Concerned with the Sector

<p>32. A Higher Apprenticeship framework must specify as a Welsh certificate requirement the qualification or qualifications to be held. Any such qualifications specified in an Apprenticeship framework must be underpinned by National Occupational Standards (NOS). The qualifications must either be accredited by the Welsh Ministers to at least level 4 of the QCF and be approved by the SSC, or be a Foundation Degree/HND/HNC at the equivalent level. The qualifications must provide the evidence that the individual applying for a certificate has achieved:</p> <ol style="list-style-type: none"> a. The competencies required to perform in the skill, trade or occupation to which the framework relates. b. The competencies and technical knowledge required to perform such skill, trade or occupation. c. The qualification nominated as the Competencies Qualification must be a Level 4 from the QCF. 	<p>Section 31 (2) (c)(i)</p>
<p>33. A Higher Apprenticeship framework must satisfy the requirement stated in paragraph 31 above, either by:</p> <ol style="list-style-type: none"> a. Specifying one qualification demonstrating competence and one qualification demonstrating technical knowledge, each of which must carry at least ten credits on the QCF. b. Specifying one qualification combining competence and knowledge which are separately assessed, each of which must carry at least ten credits on the QCF. c. Specifying a Foundation Degree/HND/HNC as the relevant technical knowledge. 	<p>Section 31 (2)(c)</p>

Essential Skills Wales

<p>34. Requirements are as for an Apprenticeship (Level 3) framework.</p>	<p>Section 31 (2)(a)</p>
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Employee Rights and Responsibilities (ERR)

<p>35. Requirements are as for an Apprenticeship (Level 3) framework.</p>	<p>Section 31 (2)(a)</p>
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Wider Key Skills

<p>36. Requirements are as for a Foundation Apprenticeship (Level 2) framework.</p>	<p>Section 31 (2) (a)</p>
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Part 2

SASW Additional Information Requirement

Framework Content

Qualifications

<p>37. An apprenticeship framework must specify as a Welsh certificate requirement the total number of credits on the Qualifications and Credits Framework (QCF). This must be at a minimum of 37 credits except for Higher Apprenticeship Level 4/5 frameworks which specify a Foundation Degree, HND or HNC to meet the relevant technical knowledge requirements where the Credit and Qualifications Framework for Wales (CQFW) credit values may be used.</p> <p>38. A framework must meet the needs of the skill, trade or occupation. Whilst 37 Credits is the minimum size, employer requirements may mean that in many cases frameworks will significantly exceed this. A framework should reflect the volume of learning required for an apprentice to achieve full competency in the skill, trade or occupation to which it relates. A framework may also specify the maximum number of credits required.</p> <p>39. One or more of the Wider Key Skills may be stipulated as the means to transfer and contextualize learning in a new workplace setting for competence-based qualifications attained prior to entering an apprenticeship agreement.</p> <p>40. An apprenticeship framework must include:</p> <ul style="list-style-type: none">a. the number of QCF credits that must be attained for the Competencies Qualification;b. the number of QCF credits that must be attained for the technical knowledge qualification;c. the number of CQFW credits that must be attained for Essential Skills Wales and any Key Skills qualifications stipulated as a Welsh Certificate requirement. Each Essential Skill Wales Award currently attracts 6 credits. The Wider Key Skills will be credit rated by August 2011.	Section 31 (2)(a) Section 31(1)(b)
<p>41. All qualifications contained in an apprenticeship framework should be current. Each qualification must be identified by Title, Level and the Qualification Reference Code.</p>	Section 31 (2) (c)

<p>42. Where a skill, trade or occupation requires a recognised 'Licence to Practise' for a person to be deemed lawfully competent (for example, such as Gas Boiler Fitting or Electrical AM2 tests), then these qualifications may be included as mandatory in a framework.</p>	
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Part 3

Framework Guidance

Introduction

ASCL Ref

Background information	
<p>1. Anyone who wishes to develop an Apprenticeship framework must submit a draft framework to the Issuing Authority. The draft framework will set out the qualifications and any other requirements of the SASW. The Issuing Authority may require the framework developer to provide information or evidence in connection with the draft as the Issuing Authority thinks appropriate. The Issuing Authority will work with the framework developer to finalise the framework and to ensure that it meets the requirements specified by the SASW. The Alliance of Sector Skills Councils has developed templates and guidance, and is developing an electronic system, to support the development and issuing of frameworks. Following submission of a draft framework, the Issuing Authority will notify the framework developer within ten working days if the framework does not meet the requirements specified by the SASW and therefore cannot be issued. The Issuing Authority must give reasons for its decision. The Alliance of Sector Skills Councils - Wales can be contacted at 1 Caspian Point, Pierhead St, Cardiff, CF10 4DQ, or by phone on 02920 444135.</p>	<p>Section 21</p> <p>Section 18(1)</p> <p>Section 19(1)</p> <p>Sections 7 and 8</p>
<p>2. Generally, SSCs and SSBs will be framework developers as they represent their sector and employers. Non-SSC/SSB framework developers should work closely with the relevant Issuing Authority to ensure that their proposed draft framework meets the needs of the sector and does not duplicate existing frameworks.</p>	<p>Section 19(1)</p>
<p>3. The Apprenticeships, Skills, Children and Learning Act 2009 (“the Act”) introduces the <i>Specification of Apprenticeship Standards for Wales (SASW)</i>. The SASW sets out the requirements to be met by Welsh Apprenticeship frameworks in order for them to be issued and recognised by Issuing Authorities. Issuing Authorities will be persons designated by the Welsh Ministers to issue apprenticeship frameworks relating to a particular apprenticeship sector. Issuing Authorities may issue an apprenticeship framework only if the Issuing Authority is satisfied the framework meets the requirements specified by the SASW for recognised frameworks of that description.</p>	<p>Section 19(1)</p> <p>Section 18(3)</p>
<p>4. The Welsh certifying authority must issue an Apprenticeship certificate if a person has completed a Welsh apprenticeship in relation to the apprenticeship framework and the person has met the requirements for the issue of a certificate specified in the framework.</p>	<p>Section 22(1)</p>
<p>5. To be recognised, apprenticeship frameworks will need to meet the requirements specified by the SASW.</p>	

<p>6. From 6th April 2011 no new Apprenticeship starts will be funded by the Welsh Assembly Government against frameworks which do not meet the requirements specified by the SASW. To ensure that apprentices can complete Apprenticeships started prior to that date against existing frameworks, the Welsh Ministers will provide for existing frameworks to be treated as frameworks issued under the Act.</p>	
<p>The role of the Issuing Authority</p> <p>7. Issuing Authorities will be designated by the Welsh Ministers. The Welsh Ministers will designate a person to issue Apprenticeship frameworks relating to a particular apprenticeship sector. In most cases in Wales, the Issuing Authority will be a licensed Sector Skills Council (SSC) or the Standard Setting Body (SSB) for the particular sector. Exceptionally the Welsh Ministers may designate a person other than an SSC or SSB as the Issuing Authority for a particular sector.</p>	<p>Section 18 (1)</p>
<p>8. Recognised apprenticeship frameworks are those issued by the Issuing Authority designated by the Welsh Ministers to issue frameworks relating to that particular sector. The framework must relate to a particular skill, trade or occupation included in an apprenticeship sector.</p>	<p>Section 12 (4) Section 12(2)</p>
<p>9. The Issuing Authority must only issue frameworks which the authority is satisfied meet the requirements specified in the SASW. The Issuing Authority must comply with directions given by the Welsh Ministers and have regard to the Guidance given by the Welsh Ministers.</p>	<p>Section 19 (1) Section 18(3)</p>
<p>10. The Issuing Authority will work with employers in the sector and other relevant partners to develop or update Apprenticeship frameworks and should support increasing the range of skills, trades and occupations covered by apprenticeship frameworks. Issuing Authorities:</p> <ul style="list-style-type: none"> • May only issue frameworks which they are satisfied meet the requirements specified by the SASW and should maintain their currency through issuing updated frameworks. • Must notify the Welsh Ministers of the issue or withdrawal of a framework. • Should promote high quality framework content for the sector which may exceed the minimum requirements of the SASW. • Should promote coherence in the range of Apprenticeship frameworks within their sector. 	<p>Section 19(1) Section 20(1)(b), 20(3)(b)</p>

Content of Apprenticeship Frameworks

<p>11. It is important that those submitting frameworks for approval and Issuing Authorities can demonstrate apprenticeship frameworks are inclusive and an active approach to identifying and removing barriers to entry and progression. Those developing apprenticeship frameworks must ensure those with a learning difficulty are able to undertake an apprenticeship and achieve their full potential. Specifically, those submitting an Apprenticeship framework to the Issuing Authority must include a statement setting out:</p> <ul style="list-style-type: none"> • Whether and where there is under-representation within the skill, trade or occupation. • The barriers to entry and progression within the skill, trade or occupation for individuals within these groups. • Action taken to remove these barriers or to justify them objectively for the Apprenticeship framework. 	
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Qualifications – Competence and Knowledge

<p>12. Apprenticeships consist of a competence element and a technical knowledge element which, for the majority of existing Apprenticeship frameworks, have had separate ‘competence’ and ‘knowledge’ qualifications. Whilst historically these were known as NVQs and technical certificates, framework developers are not confined to these qualifications. Furthermore, the QCF has brought increased opportunity for combining units from qualifications which were previously separate. The SASW allows for the elements to be combined in a single integrated qualification should SSCs and employers want this. The Act defines relevant occupational competencies as the competencies required to perform the skill, trade or occupation to which the framework relates at the level required in the framework. The relevant technical knowledge is defined as the technical knowledge required to perform the skill, trade or occupation to which the framework relates at the level required in the framework.</p>	<p>Section 31 (2)</p>
<p>13. Where the knowledge and competence elements are combined and accredited as a single integrated qualification, the two elements must be separately identified and separately assessed. It is important to retain this distinction between the two elements to ensure apprentices not only demonstrate the competence to do the job, but also develop the underpinning technical skills, knowledge and understanding. It also allows for individuals to gain credit towards an Apprenticeship through prior participation in other programmes e.g. the Welsh Bacallaureate where particular options may well include the technical knowledge elements of an Apprenticeship.</p>	<p>Section 31 (2)</p>

<p>14. Where an Apprenticeship framework includes separate competence and technical knowledge qualifications, the competence qualification must be nominated as the 'Competencies Qualification'. Where there is an integrated qualification, this will be the 'Competencies Qualification'. For an apprentice to meet the standard completion conditions of the Act, the course of training leading to this qualification must be undertaken while the apprentice is working under an Apprenticeship Agreement. It is important that the 'Competencies Qualification' is, or includes, the competence elements as these are the skills that are required to perform the skill, trade or occupation to which the framework relates.</p>	<p>Section 31 (2) (c)(iii)</p>
<p>15. An Apprenticeship framework may allow for a choice of qualification by including a range of competence, knowledge and integrated qualifications. Different apprentices may be suited to different types of qualifications, all of which must fulfil the requirements set out in the previous paragraphs.</p>	<p>Section 31 (2)</p>
<p>16. Unless the knowledge requirements are specified through a Foundation Degree/HND/HNC, an Apprenticeship framework must specify that the method of assessment of the competence and knowledge qualifications (or of the integrated competence/knowledge qualification) will be determined by the relevant Issuing Authority. Assessment of the knowledge qualification or element must be externally verified.</p>	<p>Section 31 (2)</p>
<p>17. Foundation Degrees, HNDs and HNCs may be used to satisfy the relevant technical knowledge requirements for Apprenticeship frameworks at CQFW levels 4 and 5.</p>	<p>Section 31 (2)</p>
<p>18. Issuing Authorities should ensure that frameworks specify at least one Level 2 Foundation Apprenticeship framework which qualifies a person for entry to the Apprenticeship Level 3 framework, except where there is no relevant Level 2 framework. Issuing Authorities may specify a level 3 Apprenticeship framework which qualifies a person for entry to a Higher Apprenticeship framework, where a Higher Apprenticeship framework is available.</p>	
<p>19. Issuing Authorities should ensure that framework developers include UCAS tariff points for all qualifications at or above Level 3 contained in a framework.</p>	

Essential Skills Wales (ESW)

<p>20. To promote progression, where an individual has achieved Essential Skills Wales (ESW) qualifications at Level 1 in either Application of Number, Communication or ICT (if the framework requires this) or has the relevant key skill prior to starting a Level 2</p>	<p>Section 31 (1)</p>
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Apprenticeship, the employer may allow the individual to study for ESW Skills qualifications at Level 2 as part of the Apprenticeship framework. Frameworks should be written in such a way as to encourage employers to allow the individual to progress to ESW Skills at Level 2 as part of an Apprenticeship framework.	
21. Key Skills in Application of Number, Communication and ICT (together with their approved proxy qualifications achieved by 31 st August 2011) will satisfy the requirement for Essential Skills Wales.	Section 31 (2)

Wider Key Skills

<p>22. Frameworks may specify the outcomes which an apprentice is to achieve in any or all of the Wider Key Skills:</p> <ul style="list-style-type: none"> • Improving Own Learning and Performance. • Working With Others. • Problem Solving. <p>The Issuing Authority, in consultation with employers in the sector and other relevant partners, should determine whether any or all of the Wider Key Skills is directly relevant to effective performance in either the particular skill, trade or occupation or the sector.</p>	Section 31 (2)
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Employee Rights and Responsibilities (ERR)

23. An Apprenticeship framework must specify the outcomes which an apprentice is to achieve in the rights and responsibilities of employees in their current occupation and those occupation(s) to which the framework leads. An Apprenticeship framework must be designed to support achievement of the Employee Rights and Responsibilities national outcomes set out below. Achievement of ERR outcomes must be based on evidence that is subject to quality assurance.	Section 31 (1)
<p>24. The course of training in ERR must be designed so that the apprentice:</p> <ul style="list-style-type: none"> • Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers. • Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. 	Section 31 (2)

<p>Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme.</p> <ul style="list-style-type: none"> • Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme. • Understands the role played by their occupation within their organisation and industry. • Has an informed view of the types of career pathways that are open to them. • Knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities. • Knows where and how to get information and advice on their industry, occupation, training and career. • Can describe and work within their organisation's principles and codes of practice. • Recognises and can form a view on issues of public concern that affect their organisation and industry. 	
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On-and off-the-job training

<p>25. The balance of on- and off-the-job training will vary depending on the nature of the framework. The balance will be determined by the framework developer in consultation with the Issuing Authority. All on- and off-the-job training specified in the framework must be delivered within contracted working hours.</p> <p>The balance of on- and off-the-job training will vary depending on the previous experience and attainment of the learner. Where a learner enters an apprenticeship having previously attained the competencies qualification, Issuing Authorities are encouraged to set out arrangements for on-the-job training programmes that customise the learning to the workplace. Customisation programmes may include selecting appropriate additional Unit(s) from QCF qualifications, the Wider Key Skills or other competency-based qualifications relevant to the workplace.</p>	<p>Section 31 (2)</p>
<p>26. An Apprenticeship framework must specify that:</p> <ul style="list-style-type: none"> • On-the-job and off-the-job training hours are both planned, reviewed and evaluated jointly between the apprentice and a tutor, or teacher; their workplace supervisor or manager and, where relevant, the apprentice's coach or mentor. • On-the-job and off-the-job training support via either a 	<p>Section 31 (2)</p>

<p>tutor, teacher, mentor or manager is made available when required by the apprentice.</p> <ul style="list-style-type: none"> On-the-job and off-the-job training hours are delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback & assessment; collaborative/networked learning with peers; guided study. 	
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It is recommended that those developing frameworks and Issuing Authorities also include supporting information in the following topics.

1. Entry conditions for a particular skill, trade or occupation

<p>27. Those developing frameworks or Issuing Authorities may include guidance on the skills, knowledge or other attributes (“entry conditions”) which they consider necessary to ensure that individuals embarking on a framework will be able to meet the requirements specified in the framework.</p>
<p>28. Those developing frameworks or Issuing Authorities must specify the evidence and justification for any entry conditions, and must demonstrate that they comply with principles of equality and diversity.</p>
<p>29. The entry conditions may be demonstrated by the achievement of qualifications which the Issuing Authority, in consultation with employers in the sector and other relevant partners, considers form a necessary basis for meeting the requirements specified in a framework. Where the holding of prior qualifications is an entry condition, alternatives to qualifications must be included to ensure access for people with a learning difficulty. Alternatives may include a portfolio of evidence which could be taken from work experience, non-accredited courses and volunteering and which demonstrates that the individual has the potential to meet the requirements specified in the apprenticeship framework.</p>
<p>30. Those developing frameworks or Issuing Authorities may specify any restrictions that an Issuing Authority deems should apply or limit entry to an apprenticeship.</p>
<p>31. An apprenticeship framework may specify activities or other arrangements required for the Recognition of Prior Achievement for whole, part or Credits of qualifications achieved prior to entry into an apprenticeship agreement. These arrangements may include activities to ensure the apprentice is given opportunities within the workplace for up-dating or contextualising the application of prior learning.</p>

2. Progression Routes

32. Those developing frameworks or Issuing Authorities may include with the framework information on the possible progression routes into the framework and the progression opportunities open to a person who has met the requirements specified in the framework; and information that promotes the framework as an avenue for career progression including those through training with sector employers and/or through further or higher education.

33. Those developing frameworks or Issuing Authorities should describe the job roles that the individual will be qualified to undertake after completing the framework.

34. Those developing frameworks or Issuing Authorities should give details of how other qualifications such as The Welsh Baccalaureate, GCSE and A Levels can lead into an apprenticeship, and possibly count towards completing an apprenticeship. A significant number of potential apprentices will have undertaken learning in 14-19 Pathways, Pathways to Apprenticeships or other programmes providing a transition route to employment for young people, of which apprenticeships is one of the recognised outcomes. Those developing frameworks and Issuing Authorities should take into consideration progression routes into apprenticeships for people with a learning difficulty who may enter apprenticeships through such programmes.

35. Those developing frameworks or Issuing Authorities should provide guidance for foundation apprenticeships and apprenticeships to specify the opportunities for progression between apprenticeships and the Welsh Baccalaureate Qualification, including mapping the relevance or credit transfer opportunities of the 'Competencies Qualification' between them.

36. Those developing frameworks and Issuing Authorities should highlight those elements of the framework which would enable an apprentice to transfer either between frameworks within a sector or across sectors.

37. Those developing frameworks or Issuing Authorities should indicate opportunities for progression from Apprenticeships (Level 3) to Higher Apprenticeship frameworks or to higher education including either direct progression to a Degree, Foundation Degree or professional qualification, or indirect progression through bridging courses.

