



Department  
for Education

# **Specification of Apprenticeship Standards for England**

**March 2017**

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# Summary

## About this guidance

The *Specification of Apprenticeship Standards for England (SASE)* sets out the minimum requirements to be included in a recognised English framework. Compliance with the *SASE* is a statutory requirement of the Apprenticeships, Skills, Children and Learning (ASCL) Act.

This is the fifth version of the statutory *SASE*. It incorporates modifications to the English minimum achievement options to include British Sign Language. It will be brought into effect by order issued by the Secretary of State.

## Expiry or review date

This guidance will be reviewed before April 2018.

## What legislation does this guidance refer to?

- The Apprenticeship, Skills, Children and Learning Act 2009

## Who is this guidance for?

This guidance is for:

- Training Providers
- Employers

## Main points

- This version of *SASE* takes effect when the Apprenticeships (Modification to the Specification of Apprenticeship Standards for England) Order 2017 comes into force.
- British Sign Language has been added to the English minimum achievement options. This will apply to those starting an apprenticeship after the Apprenticeships (Modification to the Specification of Apprenticeship Standards for England) Order 2017 has come into force and, pursuant to an appropriate direction made under section 13 ASCL to the issuing authorities, those currently on an apprenticeship but who have not yet completed their apprenticeship prior to the Order coming into force.

# Intermediate Level Apprenticeship Frameworks

## Qualifications Related to the Sector

	ASCL Reference
1. An Intermediate Level Apprenticeship framework must specify the total number of credits which an apprentice must attain for a qualification on the Regulated Qualifications Framework (RQF). This must be at a minimum of 37 credits.	Section 27 (2) (a)
2. An Intermediate Level Apprenticeship framework must identify the competencies qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates. The competencies qualification must be <i>at Level 2 of the</i> RQF; underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body. To avoid duplication of frameworks in the same skill, trade or occupation, each framework must have a different competencies qualification.	Section 27 (2) (c) ( iii)
3. An Intermediate Level Apprenticeship framework must identify a technical knowledge qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate. A technical knowledge qualification is the qualification required to demonstrate achievement of the technical skills, knowledge and understanding of theoretical concepts and knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates. The technical knowledge qualification must be underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body.	Section 27 (2) (c) (ii)
4. An intermediate Level Apprenticeship framework must identify either: <ol style="list-style-type: none"> <li>a. A competencies qualification at Level 2 and a separate technical knowledge qualification, each of which must carry at least ten credits on the RQF or;</li> <li>b. An integrated qualification at level 2 which combines competence and technical knowledge elements in which each element carries at least ten credits on the RQF.</li> </ol>	Section 27 (2) (c) (ii) Section 27 (2) (a)

## Functional Skills/GCSE/Other Alternatives

	ASCL Reference
<p>5. An Intermediate Level Apprenticeship framework must specify that an apprentice must achieve (or have achieved) at least one from the following minimum options (a-f):</p> <ul style="list-style-type: none"> <li>a. a Level 1 Functional Skills qualification in English; or</li> <li>b. an E grade GCSE or international GCSE qualification in English; or</li> <li>c. a Level 1 Key Skills qualification in Literacy; or</li> <li>d. an E grade A' Level or AS Level qualification in English Language or English Literature; or</li> <li>e. an E grade O' Level qualification in English Language or Literature.</li> <li>f. a Level 1 qualification in British Sign Language or a Level 4 SCQF qualification in British Sign Language (where British Sign Language is the apprentice's primary language).</li> </ul> <p>Please note: Functional Skills/Key Skills/GCSE (with enhanced functional content) qualifications account for 5 credits each towards the total credit value of the framework.</p>	Section 27 (2) (c) (i)
<p>6. An Intermediate Level Apprenticeship framework must specify that an apprentice must achieve (or have achieved) at least one from the following minimum options (a-e):</p> <ul style="list-style-type: none"> <li>a. a Level 1 Functional Skills qualification in Mathematics; or</li> <li>b. an E grade GCSE or international GCSE qualification in Mathematics; or</li> <li>c. a Level 1 Key Skills qualification in Application of Number; or</li> <li>d. an E grade A' Level or AS Level qualification in Mathematics or Pure Mathematics or Further Mathematics; or</li> <li>e. a C grade O' Level qualification in Mathematics.</li> </ul> <p>Please note: Functional Skills/Key Skills/GCSE (with enhanced functional content) qualifications account for 5 credits each towards the total credit value of the framework.</p>	Section 27 (2) (c) (i)

	<b>ASCL Reference</b>
<p>WHERE MANDATED IN FRAMEWORK</p> <p>7. An Intermediate Level Apprenticeship framework must specify that an apprentice must achieve or have achieved at least one from the following options (a-e):</p> <ul style="list-style-type: none"> <li>a. a Functional Skills qualification in Information and Communications Technology (ICT) to either Level 1 or Level 2; or</li> <li>b. a GCSE or iGCSE qualification in ICT to at least grade E (Level 1 equivalent); or</li> <li>c. a Key Skills qualification in ICT to either Level 1 or Level 2; or</li> <li>d. an A' Level or AS Level qualification in ICT to at least grade E; or</li> <li>e. an O' Level qualification in ICT to at least grade C.</li> </ul>	Section 27 (2) (c) (i)

## **Employee Rights and Responsibilities (ERR)**

	<b>ASCL Reference</b>
<p>8. An Intermediate Level apprenticeship framework must specify that an apprentice must achieve the standards of attainment set out in the Employee Rights and Responsibilities (ERR) national outcomes. To achieve the ERR national outcomes the apprentice must demonstrate that he/she:</p> <ul style="list-style-type: none"> <li>a. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health &amp; Safety legislation, together with the responsibilities and duties of employers;</li> <li>b. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health &amp; Safety and Equality &amp; Diversity training must be an integral part of the apprentice's learning programme;</li> </ul>	Section 27 (2) (a)

	ASCL Reference
<ul style="list-style-type: none"> <li>c. 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;</li> <li>d. understands the role played by their occupation within their organisation and industry;</li> <li>e. has an informed view of the types of career pathways that are open to them;</li> <li>f. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities;</li> <li>g. knows where and how to get information and advice on their industry, occupation, training and career;</li> <li>h. can describe and work within their organisation's principles of conduct and codes of practice;</li> <li>i. recognises and can form a view on issues of public concern that affect their organisation and industry.</li> </ul>	
<p>9. An Intermediate Level Apprenticeship framework must specify where achievement of the ERR national outcomes is located within the Apprenticeship framework, either within a qualification or elsewhere, and how achievement is to be evidenced.</p>	Section 27 (2) (a)

## Personal Learning and Thinking Skills (PLTS)

	ASCL Reference
<p>10. An Intermediate Level Apprenticeship framework must specify that an apprentice must achieve the standards of attainment set out in the Personal Learning and Thinking Skills (PLTS) national outcomes. To achieve the six PLTS outcomes the apprentice must demonstrate the following skills:</p> <ul style="list-style-type: none"> <li>a. <b>Independent enquiry</b> - apprentices can 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;</li> <li>b. <b>Creative thinking</b> – apprentices think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value;</li> <li>c. <b>Reflective learning</b> – apprentices 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;</li> <li>d. <b>Team working</b> – apprentices 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;</li> </ul>	Section 27 (2) (a)
<ul style="list-style-type: none"> <li>e. <b>Self management</b> – apprentices 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;</li> <li>f. <b>Effective participation</b> – apprentices 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.</li> </ul>	Section 27 (2) (a)
<p>11. An Intermediate Level Apprenticeship framework must specify where achievement of the PLTS is located within the Apprenticeship framework, either within a qualification or elsewhere, and how achievement is to be evidenced.</p>	Section 27 (2) (a)

## On-the-Job Training and Off-the-Job Training Guided Learning Hours (GLH)

	ASCL Reference
12. An Intermediate Level Apprenticeship framework must specify the number of Guided Learning Hours (GLH) that an apprentice must receive to complete the framework. This must be a minimum of 280 GLH of which at least 100 GLH or 30% (whichever is the greater) must be delivered off-the-job and clearly evidenced. The remaining GLH must be delivered on-the-job and clearly evidenced. Guided learning relates to training which is designed to achieve clear and specific outcomes which contribute directly to the successful achievement of the Apprenticeship framework. This SASE requirement for on-the-job and off the job guided learning is intended to meet the requirement in Section 27 (2) (b) of the ASCL Act for on-the-job training and off-the-job training.	Section 27 (2) (b)
13. An Intermediate Level Apprenticeship framework must specify the number of GLH that an apprentice must receive within 12 months of starting a framework. This must be a minimum of 280 GLH.	Section 27 (2) (b)
14. An Intermediate Level Apprenticeship framework must specify that, after 12 months of starting a framework an apprentice must receive a minimum of 280 GLH in each subsequent 12 month period. Where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.	Section 27 (2) (b)

# Advanced Level Apprentices Framework

## Employee Rights and Responsibilities (ERR)

	ASCL Reference
15. An Advanced Level Apprenticeship framework must specify the total number of credits which an apprentice must attain for a qualification on the RQF. This must be at a minimum of 37 credits	Section 27 (2) (a)
16. An Advanced Level Apprenticeship framework must identify the competencies qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates. The competencies qualification must be at Level 3 of the RQF; underpinned by National Occupational Standards (NOS); and be approved by the relevant SSC or Sector Body. To avoid duplication of frameworks in the same skill, trade or occupation, each framework must have a different competencies qualification.	Section 27 (2) (c) (iii)
17. An Advanced Level Apprenticeship framework must identify a technical knowledge qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate. A technical knowledge qualification is the qualification required to demonstrate achievement of the technical skills, knowledge and understanding of theoretical concepts and knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates. The technical knowledge qualification must be underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body.	Section 27 (2) (c) (ii)
18. An Advanced Level Apprenticeship framework must identify either: <ol style="list-style-type: none"> <li>a. a competencies qualification at Level 3 and a separate technical knowledge qualification, each of which must carry at least ten credits on the RQF; or</li> <li>b. an integrated qualification at Level 3 which combines competence and technical knowledge elements in which each element is separately assessed and in which each element carries at least ten credits on the RQF.</li> </ol>	

## Functional Skills/GCSE/Other Alternatives

	ASCL Reference
<p>19. An Advanced Level Apprenticeship framework must specify that an apprentice must achieve (or have achieved) at least one from the following minimum options (a-f):</p> <ul style="list-style-type: none"> <li>a. a Level 2 Functional Skills qualification in English; or</li> <li>b. a C grade GCSE or international GCSE qualification in English; or</li> <li>c. a Level 2 Key Skills qualification in Literacy; or</li> <li>d. an E grade A' Level or AS Level qualification in English Language or English Literature; or</li> <li>e. a C grade O' Level qualification in English; or</li> <li>f. a Level 2 qualification in British Sign Language or a Level 5 SCQF qualification in British Sign Language (where British Sign Language is the apprentice's primary language).</li> </ul> <p>Please note: Functional Skills/Key Skills/GCSE (with enhanced functional content) qualifications account for 5 credits each towards the total credit value of the framework.</p>	Section 27 (2) (c) (i)
<p>20. An Advanced Level Apprenticeship framework must specify that an apprentice must achieve (or have achieved) at least one from the following minimum options (a-e):</p> <ul style="list-style-type: none"> <li>a. a Level 2 Functional Skills qualification in Mathematics; or</li> <li>b. a C grade GCSE or international GCSE qualification in Mathematics; or</li> <li>c. a Level 2 Key Skills qualification in Application of Number; or</li> <li>d. an E grade A' Level or AS Level qualification in Mathematics or Pure Mathematics or Further Mathematics; or</li> <li>e. a C grade O' Level qualification in Mathematics.</li> </ul> <p>Please note: Functional Skills/Key Skills/GCSE (with enhanced functional content) qualifications account for 5 credits each towards the total credit value of the framework.</p>	Section 27 (2) (c) (i)

	ASCL Reference
<p>WHERE MANDATED IN FRAMEWORK</p> <p>21. An Advanced Level Apprenticeship framework must specify that an apprentice must achieve or have achieved at least one from the following options (a-e):</p> <ul style="list-style-type: none"> <li>a. a Functional Skills qualification in Information and Communications Technology (ICT) to Level 2; or</li> <li>b. a GCSE or iGCSE qualification in ICT to at least grade C; or</li> <li>c. a Key Skills qualification in ICT to Level 2;</li> <li>d. an A' Level or AS Level qualification in ICT to at least grade E; or</li> <li>e. an O' Level qualification in ICT to at least grade C.</li> </ul>	Section 27 (2) (c) (i)

## Employee Rights and Responsibilities (ERR)

	ASCL Reference
22. Requirements are the same as for an Intermediate Level Apprenticeship framework.	Section 27 (2) (a)

## Personal Learning and Thinking Skills (PLTS)

	ASCL Reference
23. Requirements are the same as for an Intermediate Level Apprenticeship framework.	Section 27 (2) (a)

## On-the-Job Training and Off-the-Job Training

### Guided Learning Hours (GLH)

	ASCL Reference
24. Requirements are the same as for an Intermediate Level Apprenticeship framework.	Section 27 (2) (b)

# Higher Apprenticeship Framework

## Qualifications Related to the Sector

	ASCL Reference
25. Higher Apprenticeship frameworks must specify the total number of credits which an apprentice must attain on the Regulated Qualifications Framework (RQF) and/or through the award of a Framework for Higher Education Qualifications (FHEQ) qualification / other Higher Education Institution (HEI) qualification and/or professional qualification as recognised by the sector. This must be at a minimum of 90 credits for Levels 4 and 5 and a minimum of 120 credits for Levels 5 and 7.	Section 27 (2) (a)
26. Higher Apprenticeship frameworks must identify the competencies qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates. The competencies qualification must be at the specified level of the framework; underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body; or underpinned by professional standards as recognised by the sector. To avoid duplication of frameworks in the same skill, trade or occupation, each framework must have a different competencies qualification.	Section 27 (2) (c) (iii)
27. Higher Apprenticeship frameworks must identify a technical knowledge qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate. A technical knowledge qualification is the qualification required to demonstrate achievement of the technical skills, knowledge and understanding of theoretical concepts and knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates. The technical knowledge qualification must be underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body; or underpinned by professional standards as recognised by the sector.	Section 27 (2) (c) (ii)
28. A Higher Apprenticeship framework at Level 4 must identify either: <ul style="list-style-type: none"> <li>a. a competencies qualification at Level 4 and a separate technical knowledge qualification; or</li> <li>b. an integrated qualification at Level 4 which combines</li> </ul>	Section 27 (2) (c) (ii) Section 27 (2) (a)

	ASCL Reference
<p>competence and technical knowledge elements which are separately assessed; or</p> <p>c. an integrated qualification at Level 4 which combines the assessment of competence and technical knowledge elements.</p>	
<p>29. A Higher Apprenticeship framework at Level 5 must identify either:</p> <p>a. a competencies qualification at Level 5 and a separate technical knowledge qualification; or</p> <p>b. an integrated qualification at Level 5 which combines competence and technical knowledge elements which are separately assessed; or</p> <p>c. an integrated qualification at Level 5 which combines the assessment of competence and technical knowledge elements.</p>	<p>Section 27 (2) (c) (ii)</p> <p>Section 27 (2) (a)</p>
<p>30. A Higher Apprenticeship framework at Level 6 must identify either:</p> <p>a. a competencies qualification at Level 6 and a separate technical knowledge qualification; or</p> <p>b. an integrated qualification at Level 6 which combines competence and technical knowledge elements which are separately assessed; or</p> <p>c. an integrated qualification at Level 6 which combines the assessment of competence and technical knowledge elements.</p>	<p>Section 27 (2) (c) (ii)</p> <p>Section 27 (2) (a)</p>
<p>31. A Higher Apprenticeship framework at Level 7 must identify either:</p> <p>a. a competencies qualification at Level 7 and a separate technical knowledge qualification; or</p> <p>b. an integrated qualification at Level 7 which combines competence and technical knowledge elements which are separately assessed; or</p> <p>c. an integrated qualification at Level 7 which combines the assessment of competence and technical knowledge elements.</p>	<p>Section 27 (2) (c) (ii)</p> <p>Section 27 (2) (a)</p>



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