

**Developing quality
apprenticeship frameworks
for delivery in Wales**

Guidance for framework developers

V1.1

2 September 2013

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The purpose of this document

1.1 The SASW came into force on the 23 June 2013. This document therefore:

- Replaces the guidance document 'A Quality Assurance Process to ensure apprenticeship frameworks for Wales are SASW compliant and of good quality; V1 22 August 2012';
- Includes an update to the section related to Issuing Authorities;
- Removes the requirement to use the words "NON STATUTORY" in the title of Apprenticeship frameworks. Please note that it is not necessary to amend the titles of existing frameworks and reissue. However, frameworks which are being revised and new frameworks must no longer use the words Non Statutory in the framework title.
- Makes provision for Higher Apprenticeships at Level 7.
- Includes guidance about Wider Key Skills.

1.2 This document is in two parts:

PART ONE:

- Proposes a quality assurance process for developing SASW compliant frameworks;
- incorporates the main principles from the [Best Practice Guide for developing Higher Apprenticeships in Wales](#);

PART TWO:

- provides guidance on completing the apprenticeship framework template for Wales on AFO <http://www.afo.sscalliance.org/>;
- includes tips on making frameworks compliant with the SASW;
- includes a flowchart summarising the framework development process for Wales;
- includes a 'Framework development checklist' to enable developers to ensure that the framework is SASW compliant;
- provides a glossary of terms used and FAQs about the framework development process.

1.3 All apprenticeship frameworks must demonstrate compliance with the [Specification of Apprenticeship Standards for Wales \(SASW\)](#)¹ (SASW). Where appropriate the wording from SASW Part 1 (which will form the legal

¹ There is a separate guidance document for England which can be downloaded from the Framework Creator section on AFO once an expression of interest has been accepted by the Issuing Authority. This acceptance allows developers to create their own log in to AFO to access the Guidance and develop a framework.

requirements) has been incorporated verbatim into this guidance to avoid misinterpretation.

1.4 Table 1 on page 3 provides a useful comparison of the components of SASW apprenticeships at levels 2 – 6, however, framework developers must refer to the SASW for the full specification, information requirements and guidance which includes:

- competence and technical knowledge qualifications being separate or integrated QCF qualifications, underpinned by NOS and endorsed by the relevant SSC/SSB;
- minimum credit values;
- on and off the job training hours
- entry conditions;
- equality and diversity.
- progression into and from, apprenticeships.

Apprenticeship certification

1.5 A framework must be explicit to ensure that all the requirements needed for a person to apply for apprenticeship certification are clear and unambiguous. These must be clearly stated in the ***“how this requirement will be met”*** in the on and off the job training sections.

Table 1: Summary of components of SASW Apprenticeship frameworks, Levels 2 – 7 ²

Component	Foundation Apprenticeship Level 2	Apprenticeship Level 3	Higher Apprenticeship Level 4	Higher Apprenticeship Levels 5 - 7
Competence qualification <i>To perform the skill, trade or occupation to which the framework relates</i>	Level 2	level 3	Level 4	Level s 5 - 7 which may confer eligibility for membership at the appropriate level by a relevant professional organisations such as a Chartered Institute
Technical knowledge qualification ³ <i>To perform the skill, trade or occupation, including knowledge & understanding of the industry & market</i>	Level 2	Level 3 Including those known to give access to HE courses relevant to the sector	Level 4 Including those known to give access to higher education courses relevant to the sector which can include HNC, HND, FD	Levels 5 -7 Specifying: <ul style="list-style-type: none"> one qualification conferring eligibility for professional body membership; OR an HE qualification at either level 5 or 6 such as HND, HNC or FD
Essential Skills Wales <i>Communication and Application of Number</i>	At least level 1, unless the Apprentice has already achieved level 1 ESW on entry, in which case they must achieve Level 2.	At least level 2	At least level 2	At least level 2
Essential Skills Wales ICT ⁴	At least level 1	At least level 2	At least level 2	At least level 2
Wider Key Skills: 5 <i>Improving Own Learning and Performance, Working with Others, Problem Solving</i>	See footnote 5 At least level 1 in one or more of the WKS	See footnote 5 At least level 2 in one or more of the WKS	See footnote 5 At least level 2 in one or more of the WKS	See footnote 5 Level 4 in one or more of the WKS. Framework developers are encouraged to give close consideration to the inclusion of the WKS Awards at level 4 in future versions of Higher Apprenticeship frameworks.
Employee rights and responsibilities	Yes	Yes	Yes	Where employers in the sector and other relevant partners, determine that it is required to perform the skill, trade or occupation at this level.
Additional Employer requirements (not automatically funded by the Welsh Government)	May specify a qualification (or units) of up to a maximum of six Credits either from the QCF or from the Quality Assured Lifelong Learning (QALL) pillar of the CFQW to meet specific employer requirements	Where a skill, trade or occupation requires a recognised 'Licence to Practice' for a person to be deemed lawfully competent (e.g. gas boiler fitting), then these qualifications may be included as mandatory; <ul style="list-style-type: none"> QALL qualification/units as for level 2. 	As for level 3 framework	May specify: <ul style="list-style-type: none"> a qualification that confers eligibility for membership at the appropriate level by a relevant professional body. QALL qualification /units as for level 2.

² This is a summary of the main components and must not be published separately and/or taken in isolation from the SASW requirements.

³ Note that the technical knowledge qualification can be separate from the competencies qualification, or combined with the competencies qualification but separately assessed.

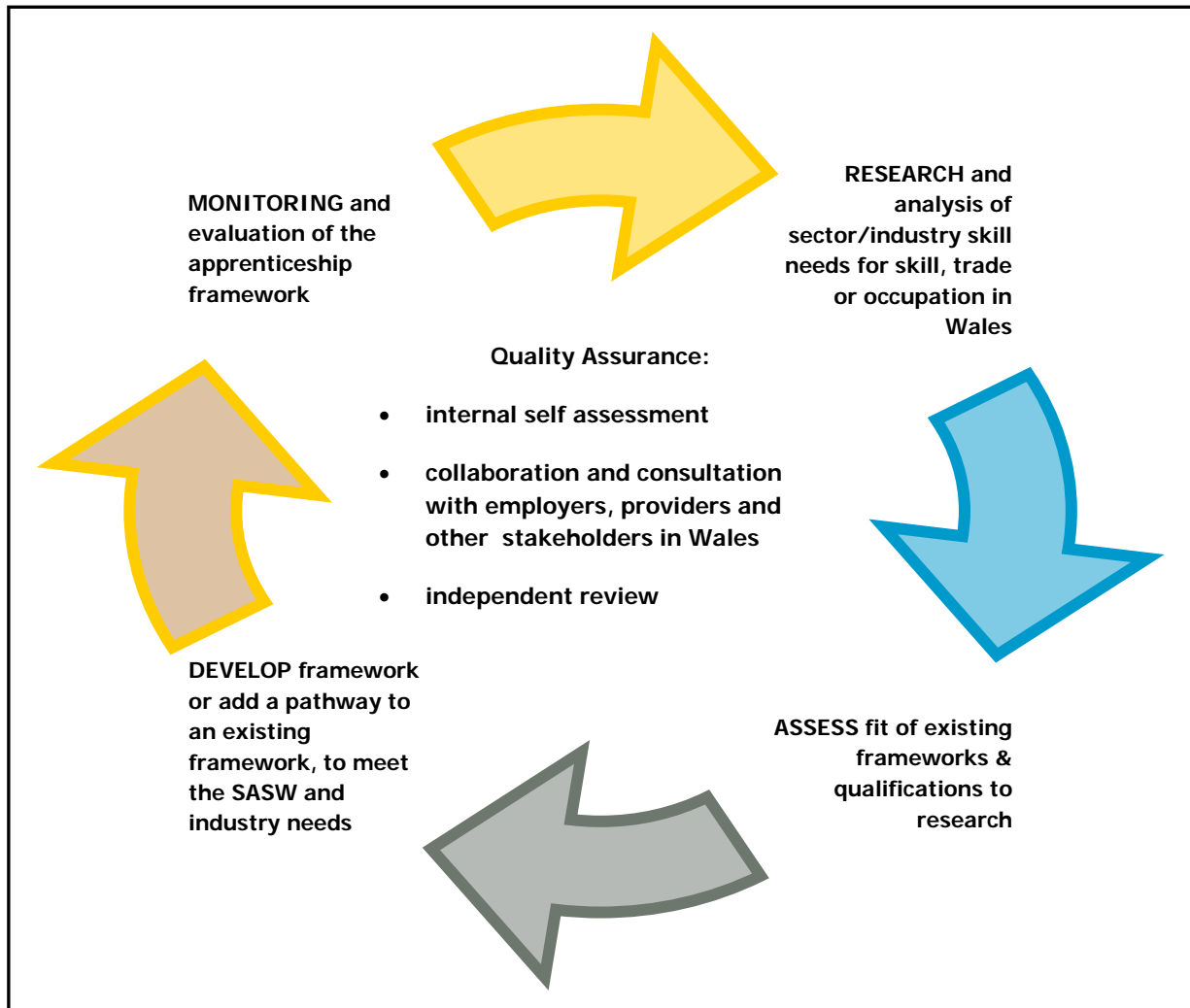
⁴ Where employers in the sector and other relevant partners, determine that ICT is required to perform the skills, trade or occupation.

⁵ One or more of the WKS where the framework developer, in consultation with employers in the sector and other relevant partners, determine that one or more of these WKS is directly relevant to effective performance in either the occupation or the employment sector.

PART ONE:
A QUALITY ASSURANCE PROCESS

Part One: A quality assurance process

Model for a Quality Assurance Process for SASW Apprenticeship framework development



Step one: Research into the specific jobs and skills required by the sector/industry

Clear job roles

- The starting point for an apprenticeship framework must be the skill, trade or occupation and the specific job roles with this. This needs to be agreed at the outset and reflected in the title, description and qualifications for each pathway in the framework. It is not appropriate to use a qualification or training course as the starting point and try to fit the apprenticeship to match.
- A well defined occupation/job role is crucial to the success of the apprenticeship. The job role needs to have breadth and depth and the nature and type of work to be performed needs to be understandable and recognised as valuable within the industry/sector.
- Use the following questions to help you identify the occupation/specific job role for your apprenticeship framework:
 - what are the jobs apprentices will do?
 - do the requirements of the occupational/job role justify an apprenticeship?
 - is an apprenticeship the most appropriate method for developing people for this role?
 - what other training or development programmes are available to develop people for these jobs rather than an apprenticeship?
 - why is this occupation/job role pivotal to the industry/sector?
 - what industry requirements are necessary for this job role – are there any legal requirements or a licence to practice which may be included under ‘Additional employer requirements’?

Progression

- are the job roles of sufficient scope to offer a range of experience to enable progression and to allow apprentices to demonstrate competence in a range of duties in a range of circumstances to industry standards?
- how will the apprenticeship aid future progression via a range of experience and additional enhancement opportunities?
- how will you show progression from each level if there are one or more levels missing from the framework?
- do the job roles have clear progression routes to employment, higher level jobs/careers, to FE and HE and to professional body membership for Higher Apprenticeships at levels 5 and 6?

Possible evidence sources: Labour Market Intelligence/research from SSCs and other UKCES commissioned bodies such as SSBs/Sector Skills Agreements/ National Occupational Standards development work/employer engagement activities/ surveys/careers or Information, Advice and Guidance (IAG) information.

Step 2: Assessing the fit of existing frameworks and qualifications to the research

Are there apprenticeship frameworks already in existence that fully or partially meet the need for the trade, skill or occupation identified?

- Having identified the specific job role(s) this apprenticeship framework will cover you will need to check if it meets a gap in the market and make sure it does not duplicate one or more pathways⁶ in an existing apprenticeship framework. This is to avoid the development of apprenticeship frameworks with only slight variations and the proliferation of unnecessary apprenticeship frameworks. To help you do this you visit the [AFO Frameworks Library](#) to check to see:
 - what other apprenticeship frameworks already exist in your industry or sector in Wales;
 - if an apprenticeship framework, or pathway in a framework already exists to cover this occupation/specific job role;
 - if a competence qualification has already been used in another apprenticeship framework

If as a framework developer, you are planning to use one or more units from NOS developed by another organisation in new qualifications for the skills, trades or occupation covered by the framework, you should contact the developer of the NOS to discuss this with them in order to:

- help to promote coherence in the range of apprenticeship frameworks available;
 - reduce the potential for duplication of frameworks;
 - ensure that you are updated about future changes to NOS.
- Use the following questions to check if your framework will fill a gap in the market and if you can justify the development of a new apprenticeship framework:
 - In which ways is the apprenticeship framework you are proposing different to what already exists? There may be a number of areas where there are overlaps with other existing frameworks, for example the occupation/job role of the competence qualification may already be covered by another framework;
 - Does it meet a clear and distinct gap in the apprenticeship market?
 - Does it have a unique focus and a different rationale?
 - If an existing framework, or one already under development appears to partly meet the same need, have you made contact with the framework developer? You could offer your help with the development of a new framework or a pathway in an existing framework.
 - Confirm if any qualifications already exist that will meet the job role for which your apprenticeship framework is being designed.
 - If qualifications do not yet exist for the job role, new qualifications will have to be developed. Awarding organisations will need to see evidence of demand to justify the development of a new qualification.

⁶ Refer to Glossary for a definition of a pathway

- Use the following questions to check if appropriate qualifications are available:
 - do qualifications exist that cover the skills, knowledge and occupational competence requirements for the job role?
 - how closely do existing qualifications match the requirements of the job role?
 - are the levels of the qualifications right for the level of the apprenticeship?
 - do the qualifications match the SSC Sector Qualification Strategy?
 - are the qualifications valid and current?
 - are employability skills built into the qualifications?
 - if there is no relevant qualification, do appropriate national occupational standards exist that could be used to develop qualifications?
 - what opportunities exist for developers to work with SSC/SSBs and awarding organisations?

Possible evidence sources:

AFO/ SSC/SSBs/ Register of regulated Qualifications (<http://register.ofqual.gov.uk/>) to identify current regulated qualifications on the Qualifications and Credit framework (QCF)/ awarding organisations/ training providers.

Step three: Developing SASW compliant apprenticeship frameworks to meet industry/sector need

In addition to identifying job roles(s), what are the other factors which inform the overall purpose and vision for the apprenticeship?

- Apprenticeships should only be developed where demand exists for an apprenticeship and where the occupation/job role for the apprenticeship meets current/emerging skills needs. This will help to ensure that the apprenticeship has credibility and is well-regarded across the industry or sector, as well as giving it longer term value. If you are not an SSC/SSB explore the rationale with the SSC/SSB for the sector.
- You will need a clear rationale as to why you are developing the apprenticeship framework. This will help you:
 - decide what issues will be addressed by the apprenticeship framework;
 - confirm that the framework is appropriate and needed;
 - justify what you are doing;
 - confirm that there is sufficient demand for this framework.
- Use the following questions to help you develop the rationale for developing this apprenticeship framework:
 1. what skills shortages or skills gaps exist in your industry or sector and at which level? How will your apprenticeship framework address these?
 2. what do employers think is the problem? For example:
 - behavioural change needed across a range of occupations;
 - compliance with emerging health and safety issues;
 - new/emerging job roles;
 - specific recruitment or retention issues:
 - new technologies;
 - need for increased productivity;
 - sector transformation, for example, company/departmental mergers, new channels of distribution, need for greater professionalisation;
 - employers are not able to tap into the talents of the wider population as the current workforce is not diverse. For example, predominantly white, male/female workforce and lack of representation from those with a learning difficulty.
 3. what are the drivers that are pushing for an apprenticeship framework to be developed? For example, how does it fit with the skills priorities for Wales?
 4. how would you describe your industry/sector in terms of what it is like now and how it will look in the future?
 5. what will happen in the industry/sector if nothing changes?
 6. how many additional people are needed in your industry/sector to carry out the job role for which this apprenticeship framework is being designed?

Part one: A Quality assurance process

7. what are the barriers to developing Higher Apprenticeship frameworks and how can these be overcome? Best Practice Guide for developing Higher Apprenticeships in Wales (available for download by framework developers on AFO) ;
8. how will this apprenticeship framework yield a good return on investment for employers?
9. having considered the above questions, is the occupation/job role you identified earlier still accurate or is another occupation/job role more appropriate?
10. how does your rationale answer the question as to why the framework is needed and why other routes, including other frameworks, are not appropriate?
11. is your rationale clear and succinct?
12. talk to providers in Wales about delivery as early as possible in the development process as this will impact on delivery and funding. As soon as a SASW framework is issued on AFO: it is immediately available for funding in principle, however:
 - funding rates will only be set if a provider contacts the Funding Team and when a provider has indicated they have the desire and the capacity to deliver within their Apprenticeship Contract.
 - the framework will need to meet the skills priorities for Wales.

Possible evidence sources:

Labour Market Intelligence/SSC/SSB research/ Sector Skills Agreements/ Sector Qualifications Strategies⁷ /National datasets such as:

- **Summary data Post 16 Education and Training:**
<http://wales.gov.uk/topics/statistics/theme/post16ed/further-educa/?lang=en>
- **Stats Wales:** <http://wales.gov.uk/topics/statistics/du/du-theme/post16/?lang=en>
- **Join the Stats Wales update service at stats.web@wales.gsi.gov.uk.**
- UKCES Evidence Reports (Working Futures, Skills for the Workplace, High performance working etc), <http://www.ukces.org.uk/publications/evidence-report-list>

⁷ A Sector Qualification Strategy (SQS) is developed by a Sector Skills Council in conjunction with key partners and outlines current and future learning and qualifications needs by employers in sectors.

Step four: Monitoring and evaluation of apprenticeship frameworks

How will you make sure your apprenticeship framework works?

- Once you have completed the templates on AFO and your apprenticeship framework has been issued and is being used, you will need to monitor how effective it is to make sure it is of the quality you were expecting. A quality apprenticeship framework is not necessarily going to be perfect first time round and lessons will be learned. You can do this through ongoing monitoring and by carrying out an evaluation.⁸

Ongoing monitoring

- On-going monitoring is important as it not only provides lessons learned on the quality assurance process, but it will also provide you with a perspective on how the apprenticeship framework is being taken-up and being used.
- Consider these questions for the purposes of on-going monitoring:
 - have you set up measures to monitor and collect continuous feedback from those who use the framework which can be used to refresh or revise the apprenticeship?
 - have you agreed timescales and a process for an ongoing review?
 - although the registration of Apprentices on the [Apprenticeship Certificates Wales](http://www.acwcerts.co.uk/) (ACW) system (<http://www.acwcerts.co.uk/>) is not a mandatory SASW requirement, the capture of information relating to Apprenticeship starts, as early as possible, will provide good management information which can be used to monitor and report on the uptake of Apprenticeships and completion success rates. Information will also be available by sector, gender, ethnicity, age, employer size and regional spread. This statistical information can be used to promote and market the Apprenticeship brand.

Evaluation

To help prepare for a future evaluation of an apprenticeship framework:

- what approaches or tools are in place to evaluate the success of the apprenticeship?
- have you agreed measures to share/collate qualitative and quantitative data that can be used to provide benchmarks for the evaluation? Setting KPIs, such as take-up rates, certificates issued, continuous improvement measures, is important;
- have you considered following a cohort of apprentices as they complete the apprenticeship framework?

⁸ The Sector Priorities Fund in Wales may be able to fund a pilot until 2014

- have you considered setting up a customer satisfaction survey aimed at early leavers, employers, learning providers and graduate apprentices?
- when will you carry out the evaluation?
- how can you ensure the evaluation is genuinely independent?
- can you use this as an opportunity to develop case studies from the experience of training providers, employers, awarding organisations and apprentices?

Principles of a quality assurance process

- 1.1 All framework developers must be able to demonstrate to the Issuing Authority that they have a robust quality assurance process in place for the development of apprenticeship frameworks.
- 1.2 A QA process for apprenticeship framework development must include as a minimum the following principles:
 - be simple, logical and capable of being updated;
 - be robust, transparent and based on collaborative and consultative working with employers and stakeholders throughout the whole process;
 - ensure that all information obtained and used as part of the development process is documented and kept secure;
 - include a clear audit trail and a record of versions to explain the rationale for decisions taken;
 - identify risks which must be documented and reviewed regularly;
 - be based on effective internal monitoring.
- 1.3 A quality apprenticeship framework will have been thoroughly checked at all stages of the development process from the initial identification of need, through to the identification of the qualification(s), the completion of the template on AFO and at the point of submission to the Issuing Authority – *refer to the glossary for a definition of an Issuing Authority (IA) in Wales*. The three main elements of the QA process are:
 - an ongoing self assessment by staff who are developing the apprenticeship framework;
 - consultation and collaborative working with employers and other stakeholders as the apprenticeship framework is being developed;
 - an independent review of the apprenticeship framework but before it is submitted to the Issuing Authority. *Make use of the checklist for framework developers in Annex B.*
- 1.4 **Self assessment**
 - Self assessment can be a valuable means of ‘sanity checking’ the development work as it progresses. Self assessment could be done by:

- an employee whose job includes quality assurance;
 - members of your development group who will check and challenge each other's work for accuracy and purpose.
- As you develop the apprenticeship framework, you will need to keep checking that what you produce is accurate, practical, coherent and well written.
 - The internal process is likely to identify risks which must be documented and an assessment made of how the risks could be reduced and regularly reviewed.

1.5 Consultation and collaborative working with stakeholders

- You must consult and work with a range of employers in Wales and other stakeholders who can help you develop your apprenticeship framework.
- Beginning an early dialogue with a range of interested parties and maintaining it, will help you throughout all stages of the development process and contribute to quality delivery.
- The content of the apprenticeship framework will build upon the input, support and advice from a number of stakeholders and must include, as a minimum:
 - a representative sample of employers in Wales;
 - trade associations;
 - training providers;
 - awarding organisations;
 - higher education institutions; (in the case of Higher Apprenticeships and Level 3 Apprenticeships – where applicable);
 - professional bodies (in the case of Level 3 Apprenticeships and Higher Apprenticeships Levels 4 – 7);
 - the relevant SSC/SSB.
- The formation of a 'steering or advisory group' consisting of representatives from the above organisations is often a helpful way to keep the development work on track and in line with your overall vision.
- These organisations will be able to help inform the rationale for developing the apprenticeship framework in the first place, because they can provide information on:
 - what are key drivers in the industry, such as economic, demographic, environmental, legislative, technological changes;
 - how the employment market will change within the industry/sector when the apprenticeship framework is introduced;
 - where the jobs are, or could be, in the future;
 - the skills and behaviours the industry/sector will need from its workforce;
 - progression routes into employment, FE, HE and professional body membership;

- how the apprenticeship framework will help to address the identified needs.

1.6 Independent review;

- To continue to quality assure your work, you should also identify one or more people not directly involved in the development of the apprenticeship framework. They can carry out an 'independent' check of your apprenticeship framework This could include other colleagues in your department or organisation, or individuals working in other related industry or sector organisations.
- An independent review of your apprenticeship framework means an independent challenge on what has been produced. The independent reviewer is not necessarily expected to have knowledge about the occupation or sector described within the apprenticeship framework, but they should be able to ask informed questions, check your work and add value to the process.
- The work and feedback from the independent reviewer must be documented and it is recommended that reviewers use the framework development checklist in Annex B.

To summarise, it is important to build into your quality assurance process when and how, you will:

- make other, relevant parties aware of the development work;
- consult with relevant stakeholders in Wales;
- collaborate with key partners;
- take account of sector intelligence;
- take account of technical expertise and experience;
- test the components of the framework, if possible;
- ensure the work has been independently checked;
- prepare for a review of the framework through on-going monitoring and evaluation.

**PART TWO:
GUIDANCE ON COMPLETING THE SASW
FRAMEWORK TEMPLATE ON AFO**

1. The purpose of Part Two

1.1 The purpose of this section is to:

- provide you with a mirror image, as far as possible, of the framework templates on AFO;
- provide additional information and examples to help you complete the template, based on the SASW;
- incorporate, where appropriate, the verbatim wording from SASW Part 1 (which form the legal requirements) to avoid misinterpretation;
- cross reference the framework completion tips to the SASW;

1.2 Use the 'Framework Development checklist' in Annex B:

- as a guide when you are writing the framework content;
- on completion to check that your framework is SASW compliant;
- as the basis for an internal/external independent review, should you decide to do this.

1.3 Read the Glossary of Terms in Annex C and the FAQs in Annex D before you begin completing the template on AFO.

1. TITLE and NATION

Field name	Introductory Text	Tip	Relates to the SASW
Which Nation is this framework for	<p>Select one button to create a framework for EITHER England or Wales, not both Nations.</p> <p>Before you proceed you must ensure that the framework you are developing does not duplicate an existing framework. Refer to the Glossary of Terms for a definition of a duplicate framework</p>	<p>You will create one complete framework at a time for either Wales or England. Once you select “convert” the system will automatically copy across all of the content which is common to both Wales and England. You will then need to customise the other framework to make sure that it meets either the SASW or the SASE requirements and reflects the terminology used in each Nation.</p> <p>Once you have selected “Create and Convert” the frameworks for Wales and England will be separate and will need to be edited individually, therefore, we strongly recommend that you finish entering information for one framework before using this function. (Refer to Section 11 of the guidance for framework developers)</p> <p>NB. Be very careful to ensure all terminology only reflects the SASW and Welsh policies. The Welsh Government routinely reads newly issued frameworks and regularly notices that English terminology has not been removed through using the ‘create and convert’ facility. For example, references to SfA or NAS or Functional Skills seem persistent offenders. If your quality assurance system does not identify these inaccuracies your framework may be rejected for funding.</p>	ALL
Framework Title	Choose a title which you feel is the ‘best fit’ to describe the occupation or range of occupations this framework will cover.	<ul style="list-style-type: none"> A framework should contain all the levels required that cover a specific skill, trade or occupational area. Separate framework documents covering individual levels within the same skill, trade or occupational area should not be issued. Higher Apprenticeship frameworks at levels 5 or 6 may be issued separately if they have been endorsed by the relevant professional body as providing eligibility for membership. 	G21 – G26

		<ul style="list-style-type: none"> • Frameworks do not need to cover the whole range of levels. Dependent on the nature of skill, trade or occupation concerned, it may be inappropriate to include a Foundation level in a framework. In other occupations, dependent on the nature of the job roles at Level 4 or above, it may not be necessary for a framework to contain a Higher Apprenticeship at any level. • A framework may include different ‘pathways’ that differentiate the range of different job roles available within the occupation. • A framework title should describe the skill, trade or occupational area it covers. A framework title should not include the words “Foundation Apprenticeship”, “Apprenticeship” or “Higher Apprenticeship”. • Where a Higher Apprenticeship framework has been endorsed/ recognised for entry by a professional body, the title of the framework may reflect terminology recognised by the sector. • A framework must be reviewed periodically to ensure it remains current. As a minimum, a framework must be reviewed at least every five years. A framework may be reviewed and updated more frequently, should the skill, trade or occupation require it. <p>Framework title examples:</p> <ul style="list-style-type: none"> ○ Business and Administration ○ Construction (Civil Engineering) ○ Jewellery, Silversmithing and Allied Trades ○ Spa Therapy ○ Vehicle Maintenance and Repair ○ Water Industry <p><u>The SASW came into force on the 23 June 2013, therefore, you must no longer use the term ‘Non Statutory’ in the title.</u></p> <p>The title will automatically appear in the “Frameworks under development” section of the Library, unless the developer does not</p>	
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		wish this to be made public. In such cases, you will need to remove the tick in the field which says “show this framework in ‘Frameworks under development’ which can be found in the library section of the site. See next tip for the implications of this decision.	
Show this framework in “Frameworks under development” section?	When this box is ticked the following fields for this framework will automatically be listed in ‘frameworks under development’: framework title, Short description, framework issue number, framework ID & the framework issuer name.	By leaving the box checked, employers, funding agencies and other stakeholders will have up to date information to help them plan, respond to queries and to ensure that frameworks are not duplicated. Warning: If this box is unchecked, then stakeholders will not be aware that a new framework is in the pipeline until it is issued.	
Short description of this framework	Using a maximum of 100 words, briefly describe the purpose of the framework, the levels included and specific job roles at each level.	As this is a framework under development, it does not need to include detailed information in this short description. This description has a dual purpose: <ul style="list-style-type: none"> • It will automatically appear in “Frameworks under development”, which can be found from the library pages of AFO. Even if you enter more than 100 words only 100 words will appear in this section and it will be visible on the open website as soon as you enter the text. You don’t want the information you have provided to describe your framework cut off at 100 words as this will confuse those using the library. • DO NOT use this section to make notes because they will automatically appear in the description of your framework in the library on the public part of the website. • It will also be seen inside the front cover of the framework when it is printed as a pdf document. This provides the reader with a short summary about the jobs and levels contained in the framework. 	G21
Issue Number	These are automatically generated by the system.	The Issue number and Framework ID are generated by AFO: <ul style="list-style-type: none"> • Issue numbers begin at number 1 for the first framework and each time the framework is revised the system will number this 	

<p>Framework ID</p>		<p>Issue 2, Issue 3 and so on.</p> <ul style="list-style-type: none"> • A framework ID begins with FR and a number is allocated by AFO at start of template completion on a first come first served basis, therefore, framework ID numbers are not sequential for each framework for a particular sector. <p><i>Note that the Framework ID is different from the <u>Framework Code which</u> is allocated by the Welsh Government.</i></p>	
<p>Date this framework must be reviewed by</p>		<p>A framework must state:</p> <ul style="list-style-type: none"> • the issue date; • the date by which it will be formally reviewed and ideally be timed to take place when qualification re-accreditation is due to synchronise the two. It is advisable to engage with awarding organisations early on to make sure that qualifications are updated in time to be used in the revised framework. <p>It may be reviewed before component qualifications reach their 'Certification End Date on the 'Qualifications and Credit Framework (QCF).</p> <p>In addition, you are advised to keep the framework under review so that elements can be updated as the framework is used and you receive feedback from different audiences. For example, employers and providers may give you their views about the usefulness of the entry conditions.</p> <p>If you are new to framework development talk to other framework developers or experts about how they co-ordinate qualification development with framework reviews.</p>	<p>6</p>
<p>Occupational sector for this framework</p>	<p>Select ONE occupational sector from the list below that best fits the framework</p>	<p>If you cannot find the occupational sector you are looking for please <u>contact the Issuing Authority on AFO that provided the login to access this area of the site.</u></p>	

2. CONTACT INFORMATION

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
Proposer of this framework	This section must contain a brief summary (no more than 4000 characters) of the approach the framework developer has taken to engage with employers on the development of this framework	<p>In addition to outlining your approach, you must include a list of key employers who have been involved.</p> <p>This information will appear in the published framework.</p>	
Who is developing this framework?		<p>Note that the Developer's contact details will appear in the issued framework which will be published on this website.</p> <p>Note: Whilst it is not mandatory for framework developers who are not SSCs or SSBs to work with SSCs/SSBs to develop a framework, they are experienced at developing frameworks and are fully aware of what is required to meet the SASW.</p> <p>Therefore, they are well placed to share their expertise to help developers:</p> <ul style="list-style-type: none"> • find out about the sector through existing/planned research and share their knowledge of the SASW; • explore the potential for adapting existing frameworks to meet their needs by, for example ,adding a pathway to an existing framework for a specific job role/range of job roles; • support developers with the development of new frameworks. 	

Your name			
Developing organisation's name			
Developing organisation type			
Your job title			
Your telephone number			
Your email address			
Postal address			
Developing organisation website (if applicable)			
	<p>Fill in the Issuing Authority details below</p> <p>An Issuing Authority is designated by Ministers to issue frameworks. The contact details for the Issuing Authority must be different to the framework developer contact details.</p>	See Glossary in Annex C for a definition of IA.	G12 – G18

Issuing Authority contact name			
Issuing Authority telephone number			
Issuing Authority contact email address			

3. PURPOSE OF THIS FRAMEWORK

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
<p>Summary of the purpose of this framework</p>	<p>This is your opportunity to ‘sell’ your framework to potential users. This is where it will explain how it will help:</p> <ul style="list-style-type: none"> • employers to meet their skills needs • apprentices manage their ambitions • providers to deliver an quality experience <p>You can explain why it has been developed and what it is designed to do, change and achieve.</p>	<p>Use the icons on the tool bar to:</p> <ul style="list-style-type: none"> • add bullet points, numbering, bold, italics • check spelling • insert hyperlinks • to enlarge text boxes to full screen size. <p>This section must be succinct, to the point and jargon free, as it will appear in the results of the current frameworks search of the library.</p> <p>Include a rationale summarising what the sector/industry does, why employers need the framework and how it will support drivers for change. Use the following as an aide memoire to inform your content and reflect your sector – don’t just copy and paste this list:</p> <ul style="list-style-type: none"> • technological changes in the industry; • legal, market changes; • the effect of changes from the low carbon agenda; • demographic changes such as an aging workforce. • recruitment and/or retention difficulties and improving productivity; • to meet the demand for higher level skills; • to contribute towards meeting the skills priorities for Wales: <ul style="list-style-type: none"> ○ Skills for Jobs: The National Strategic Skills Audit for Wales; June 2011 http://www.ukces.org.uk/publications/nssa-wales-vol-1; ○ The Minister’s response to the WESB report on Skills for Jobs Priorities:http://www.wesb.org.uk/about/publicationss/respons-etowesb2011report/?skip=1&lang=en ○ Growth and Sustainable Jobs; ○ Digital Wales; 	<p>Linked to Sections 1 – 47 as this provides the rationale for the skill, trade or occupation(s) in the framework.</p>

		<ul style="list-style-type: none"> ○ Economic Renewal: A new direction. The need to consider Welsh speaking Apprentices: http://wales.gov.uk/topics/educationandskills/qualificationsinwales/welshmedium/welshmediumguidance/?lang=en <p>Briefly explain how these factors have affected the demand for skills at each of the levels which this framework will help to address.</p> <p>Provide evidence of demand from employers showing how this apprenticeship framework will help to address these needs at each level to develop a workforce that will improve productivity and help make organisations sustainable.</p> <p>Include examples of job titles for each level within the framework.</p> <p>Include hyperlinks to direct readers to source data and research evidence to support the development of the framework, rather than try to include the detail here.</p>	
<p>Aim and objectives of this framework Wales</p>	<p>The aim and objectives should flow from the purpose of the framework so that the rationale is clear as to how the framework will meet the needs of the sector.</p>	<p>Example aim and objectives from the Vehicle Maintenance and Repair framework for Wales:</p> <p>The aim of this framework is to attract new people into Vehicle Maintenance and Repair from a wide range of backgrounds to replace those who leave or retire and to upskill the existing workforce in Wales.</p> <p>Objectives of this framework are to:</p> <ol style="list-style-type: none"> 1. contribute to increasing the number of existing staff qualified at Level 2, Level 3 and Level 4; 2. attract more applicants from women and other under-represented groups into Vehicle Maintenance and Repair posts at Levels 2, Level 3 and Level 4; 3. develop problem solving, communication, team working, literacy, numeracy and ICT skills which are a priority for the Automotive Retail Industry; 4. provide micro businesses, which account for the majority of businesses in the Automotive Retail Sector, with access to a quality training programme to help their businesses grow; 5. provide opportunities for career progression within Vehicle Maintenance and Repair and into the wider Automotive Retail Industry into the wider Automotive Retail Industry; 	<p>1 - 47</p>

		6. provide a pathway to foundation degree and to undergraduate programmes for those who choose to do so.	
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4. ENTRY CONDITIONS

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
<p>Specify the general entry criteria for this framework</p>	<p>Entry conditions should be designed to inform individuals of the necessary prior skills, experience or personal qualities to successfully complete the framework and must comply with the principles of equality and diversity.</p> <p>These requirements will differ from sector to sector.</p>	<p>You must.</p> <p>List any legal restrictions for entry e.g.</p> <ul style="list-style-type: none"> • <i>as the xx apprenticeship may involve working with children, young people or vulnerable adults, applicants must be willing to undergo a CRB check;</i> • <i>must have a current driving licence before you begin the apprenticeship at level xx in order to do the job.</i> <p><i>Justify entry conditions which comply with the principles of equality and diversity e.g. 'entrants to an apprenticeship for the job of an electrician will need good colour vision to recognise colour coded wires and components'.</i></p> <p>Briefly describe key aspects of the role to help potential apprentices make an informed decision about whether this is the job/career for them. For example, <i>doesn't mind working outdoors/at heights/in people's homes, working shifts or away from home, has a keen interest in excellent customer service etc.</i></p> <p>State clearly if there are any other specific requirements from employers and include these as examples for each level. Alternatives to academic qualifications must be included.</p> <p>If you decide to include a list of examples, make it clear that the lists are only examples and in no particular order of preference and use the word "OR" between each example.</p>	<p>46</p>

		<p>Examples of entry conditions into the Foundation Apprenticeship at Level 2</p> <ul style="list-style-type: none"> • a portfolio of evidence from work experience, non-accredited courses, volunteering, have previously worked or are working in the sector; OR • Pathways to Apprenticeship programme in a related occupation; OR • Essential Skills Wales at level 1 or Key Skills in Communication, Application of Number and ICT (if relevant) at Level 1 acquired before entry, • Welsh Baccalaureate achievement which included specific occupational qualification(s) at level x; • other vocational qualifications such as xxx; OR • academic qualifications such as xxx. <p>Examples of entry conditions into the Apprenticeship at level 3</p> <ul style="list-style-type: none"> • a portfolio of evidence from work experience, non-accredited courses, volunteering, have previously worked or are working in the sector • Foundation Apprenticeship at Level 2 which qualifies the person for entry • Pathways to Apprenticeship programme in a related occupation; OR • Essential Skills Wales or Key Skills in Communication and Application of Number and ICT (if relevant) at level x or x ;OR • one or more of the Wider Key Skills at any level; • Welsh Baccalaureate achievement which included specific occupational qualification(s) at level x; • other vocational qualifications such as xxx; OR • academic qualifications such as xxxx. <p>Examples of entry conditions for the Higher Apprenticeship at level 4</p> <ul style="list-style-type: none"> • a portfolio of evidence which includes details of non-accredited courses, • previous experience of working at level 3 or 4 in the sector; OR • Apprenticeship at level 3 which qualifies the person for entry except where there is no relevant Apprenticeship framework; OR • Pathways to Apprenticeship programme in a related occupation; OR • Essential Skills Wales or Key Skills in Communication, Application of Number and ICT (if relevant); OR • one or more of the Wider Key Skills at any level; • Welsh Baccalaureate which included specific occupational qualification(s); 	
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		<ul style="list-style-type: none"> • other vocational qualifications such as xxx OR • academic qualifications such as xxx <p>Examples of entry conditions for the Higher Apprenticeship at levels 5 - 7</p> <ul style="list-style-type: none"> • a portfolio of evidence which includes details of non-accredited courses, • previous experience of working at level 3 or 4 in the sector; OR • Apprenticeship in this or a related framework; OR • Essential Skills Wales or Key Skills in Communication, Application of Number and ICT (if relevant) at level 1 or 2; OR • one or more of the Wider Key Skills at any level; • Welsh Baccalaureate which included specific occupational qualification(s); OR • other vocational qualifications such as xxx OR • academic qualifications such as xxx. <p>Initial assessment</p> <ul style="list-style-type: none"> • make it clear that initial assessment will be used by training providers and/or employers to identify prior learning and experience to tailor the apprentice’s Individual Learning Plan, not for screening out applicants. • in the case of APL for competence, knowledge or ESW, say that the apprenticeship programme must be tailored to allow the apprentice to undertake new learning, including learning at a higher level and develop new skills. <p>Pathway entry conditions</p> <p>Use the ‘pathway entry conditions’ if there are specific requirements for a pathway; for example, with higher apprenticeships, it is likely that apprentices will be aged over 19 in order to meet the entry conditions.</p>	
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5. PATHWAY INFORMATION

LEVEL

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
<p>What is the title for this framework at Level X in Wales?</p>	<p>The title must reflect the occupational areas the Apprentice will be working in at this level.</p> <p>You will create a framework at level 2 for the occupation, or level 3 if there is no level 2, then move on to create the next level in the same framework and so on, up to and including Level 6.</p>	<p>Use the following terms in the PATHWAY title along with the name occupation/job role:</p> <ol style="list-style-type: none"> 1. Foundation Apprenticeships are level 2 2. Apprenticeships are level 3 3. Higher Apprenticeship for levels 4 – 7 <p>Examples of pathway titles:</p> <ul style="list-style-type: none"> • Foundation Apprenticeship in Retail • Apprenticeship in Housing • Higher Apprenticeship in Leadership and Management <p><u>Do not use England terminology - the phrase ADVANCED APPRENTICESHIP MUST NOT BE USED IN WALES.</u></p>	<p>G21 – G23</p>

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
'Level X Pathway 1 title'	Enter the pathway name for the sub sector.	<p>Examples of pathway names for Hospitality and Catering framework (Foundation level):</p> <p>Pathway 1: Hospitality Services</p> <p>Pathway 2: Food and Beverage Service</p> <p>Pathway 3: Food Production and Cooking</p> <p>Pathway 4: Professional Cookery</p> <p>Pathway 5: Housekeeping</p> <p>Pathway 6: Front of House Reception</p>	G21 – G23
Description of this pathway and total credit values	<p>Brief description of approximately 12 words which should include pathway title and subsector pathway if appropriate in brackets and the total minimum credit value.</p> <p>Your framework must also add up to a minimum of 37 credits except where a framework specifies an HNC, HND or Foundation degree qualification without a QCF credit value.</p> <p>Calculate the total credit</p>	<p>Example from the Foundation Apprenticeship in Hospitality and Catering:</p> <p>Hospitality and Catering (Hospitality Services); Total minimum credit value: 62 credits:</p> <ul style="list-style-type: none"> • 37 for competence • 15 knowledge • 12 for ESW Communication and Application of Number <p>Use the minimum credit values if there are a range of qualifications in the pathway with different credit values.</p>	3 & 4

	by adding up the credit values for all qualifications in the pathway, for example: Competence, Knowledge, ESW, WKS, ERR If an accredited QCF unit).		
Entry conditions for this pathway	Specify any entry conditions for this pathway in addition to the <u>general</u> framework entry requirements. If there are no requirements, say that "There are no additional requirements other than the general entry conditions".	<p>If there are legal restrictions for the pathway state clearly what these are.</p> <p>Any other entry conditions for the pathway must be justified to avoid discrimination</p> <p>e.g. Apprentices must have the ability to work at heights and in enclosed spaces for specific pathways within the Construction Building framework.</p>	46

JOBS

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
<p>Job title and Job roles</p>	<p>Provide a short job title and a brief description of the job role to explain what an Apprentice will do on a day to day basis.</p> <p><i>(300 character limit for job roles)</i></p>	<p>Job titles:</p> <p>Generic job titles or generic occupational titles must not be used. This is crucial as the job title will inform both the competencies and knowledge qualifications required for the skills, trade or occupation in the pathway.</p> <p>Ensure that there is a clear distinction between the job titles and job roles to show progression from each level.</p> <p>Job roles:</p> <p>Must include a brief description of the range of activities apprentices will carry out. Make the job roles succinct but as interesting as possible, so that those reading the framework understand what the job role requires.</p> <p><i>Examples of specific job titles and job roles from The Water Industry framework for Wales:</i></p> <p>Level 2:</p> <p>Leakage Operative <i>Ensure actions reduce risks to health and safety in the industry, assess the configuration of the metered area on the water supply network, trace the route of water pipes and locate surface fittings, determine the location of water loss.</i></p> <p>Level 3</p> <p>Leakage Field Technician <i>Evaluate data to identify potential water leakage, determine leakage detection methods and techniques in response to water loss, programme, deploy and collect data from data-logging equipment and utilise and confirm performance of measuring equipment on the water</i></p>	<p>4 (first sentence)</p> <p>7 a-c</p> <p>22 a & b</p> <p>29 a & b</p> <p>36 a & b</p>

		<p><i>distribution network.</i></p> <p>Level 4 Leakage Manager <i>Managing leakage control activities on the water distribution network.</i></p>	
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QUALIFICATIONS

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
Qualifications	<p>There are three qualification tables which need to be completed – one each for competence, knowledge and combined competence and knowledge qualifications.</p> <p>Where competence and knowledge is contained in separate qualifications, developers must show which knowledge qualifications contain the underpinning knowledge for a particular competence qualification.</p>	<p>An Apprenticeship framework may offer a choice of qualifications by including a range of different competence, knowledge and integrated qualifications that may be chosen.</p> <p>The SASW states that an apprenticeship framework must identify:</p> <ul style="list-style-type: none"> • EITHER a competences qualification and a separate technical knowledge qualification; • OR an integrated qualification which combines competence and technical knowledge elements in which each element is separately assessed. <p>This means that once you have decided on an approach for a pathway – either separate competence and technical knowledge OR integrated qualifications, you cannot offer both approaches in the same pathway.</p>	G30
Competence qualifications for this pathway	Use this table where the competence qualification is a separate qualification from the knowledge qualification.	<p>A competency qualification:</p> <ul style="list-style-type: none"> • must be at least 10 credits on the QCF; • recognised by professional body for a Higher Apprenticeship at level 5 or 6, the attainment of which satisfied eligibility for membership; • must be based on the NOS from the employment sector for which the framework is designed and be at a level which reflects the job role; should consider the needs of Welsh speaking apprentices and promote opportunities to learn through the medium of Welsh. • 	5,7, 8 G20

Part Two: Guidance on completing the AFO template for Wales

Knowledge qualifications for this pathway	Use this table where the knowledge qualification is a separate qualification from competence qualification.	<p>A technical knowledge qualification must:</p> <ul style="list-style-type: none"> • be at least 10 credits on the QCF; • be based on the NOS; provide the technical knowledge and understanding of the theoretical concepts specifically related to the skill, trade or occupation to underpin occupational competence; • equip apprentices with the knowledge and understanding of the industry and its market. 	<p>7 & 8</p> <p>22 & 23</p> <p>29 & 30</p> <p>36 & 37</p> <p>G20</p>
Combined qualifications for this pathway	Use this table where the knowledge element is separately assessed but is accredited as a single qualification which combines competence and knowledge.	<ul style="list-style-type: none"> • A combined competence and technical knowledge qualification must reflect the guidance for competence and knowledge qualifications above AND be at least 10 credits on the QCF for competence and 10 credits for knowledge. 	As above
ADDING NEW OR EDITING EXISTING QUALIFICATIONS			
Add/edit COMPETENCE qualifications for this pathway	Competence qualifications must be a minimum of 10 credits for competence and 10 credits for knowledge to meet the SASW.	<p>Total credits in a framework must be a minimum of 37 on the QCF, except in frameworks where a Foundation Degree, HNC or HND are used as these have a CQFW credit value.</p> <p>Each qualification should have one title entered into the first row, followed by the qualification reference number, awarding organisation name, credit value, GLH.</p> <p>You may leave the UCAS tariff points field blank as this is not mandatory at this stage.</p>	<p>3,5,7,8</p> <p>22 & 23</p> <p>29 & 30</p> <p>36 & 37</p> <p>G20</p>

		<ul style="list-style-type: none"> • To add an awarding organisation: If more than one awarding organisation offers the same qualification, please click 'add awarding organisation' to create a new line for this information. • To delete a line: select 'delete' on right of the appropriate row. <p>Once you have finished editing the qualification, please click 'save and close'.</p> <p>To return to the qualification screen without editing the qualification, please click 'cancel'.</p>	
<p>Add/edit KNOWLEDGE qualifications for this pathway</p>	<p>Knowledge qualifications must be a minimum of 10 credits, except where a framework specifies a Foundation Degree, HNC or HND for which there is no QCF credit value.</p>	<p>Each qualification should have one title entered into the first row.</p> <p>The qualification reference number, awarding organisation name, credit value, GLH.</p> <p>You may leave the UCAS tariff points field blank as this is not mandatory at this stage.</p> <ul style="list-style-type: none"> • To add an awarding organisation: If more than one awarding organisation offers the same qualification, please click 'add awarding organisation' to create a new line for this information. • To delete a line: select 'delete' on right of the appropriate row. <p>Once you have finished editing the qualification, please click 'save and close'. To return to the qualification screen without editing the qualification, please click 'cancel'.</p>	<p>7,8</p> <p>22 & 23</p> <p>29 & 30</p> <p>36 & 37</p> <p>G20</p>

<p>Add/edit COMBINED qualifications for this pathway</p>	<p>Competence and knowledge units must add up to a minimum of ten credits each.</p>	<p>Each qualification should have one title entered into the first row.</p> <p>The qualification reference number, awarding organisation name, credit value, GLH. You may leave the UCAS tariff points field blank as this is not mandatory at this stage.</p> <p>To add an awarding organisation: If more than one awarding organisation offers the same qualification, please click 'add awarding organisation' to create a new line for this information.</p> <ul style="list-style-type: none"> To delete a line: select 'delete' on right of the appropriate row. <p>Once you have finished editing the qualification, please click 'save and close'.</p> <p>To return to the qualification screen without editing the qualification, please click 'cancel'.</p>	<p>7 & 8 22 & 23 29 & 30 36 & 37 G20</p>
<p>Relationship between competence and knowledge qualifications</p>	<p>Use this section to explain the relationship between competence and knowledge qualifications to help employers and apprentices make an informed choice as to which qualifications best meet their needs for a specific job role.</p>	<p>Separate competence and knowledge qualifications:</p> <p>You must explain:</p> <ul style="list-style-type: none"> which knowledge qualification relates to specific competence qualifications for each of the job roles in the pathway; you must no longer solely use "K1 provides the underpinning knowledge for C1" etc significant differences in the content and size (number of GLH and credit values) of competence and knowledge qualifications to help employers and apprentices decide which is the best qualification for the job role - apprenticeships are about driving up standards, not opting for the minimum GLH and credit value. 	<p>7 a & b 22 a & b 29 a & b 36 a & b</p>

		<p>Combined qualifications:</p> <p>You must clearly state where the knowledge and competence is contained in combined qualifications and show how they meet the minimum of ten credits for competence and the minimum of ten for knowledge to meet SASW requirements.</p>	
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ESSENTIAL SKILLS WALES (ESW)

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
Essential Skills Wales qualifications	Communication and Application of Number are mandatory.	<p>Essential Skills Wales qualifications must appear in this field and not Key Skills.</p> <p>The minimum levels for Essential Skills Wales qualifications are:</p> <ul style="list-style-type: none"> • Level 2 Foundation Apprenticeship: at least Level 1 Essential Skills Wales; • Level 3 Apprenticeship: at least Level 2 Essential Skills Wales; • Levels 4 – 7: Higher Apprenticeship: at least Level 2 Essential Skills Wales. 	<p>9 – 12</p> <p>24</p> <p>31</p> <p>36</p> <p>38</p> <p>G36 - 38</p>
ICT		Where employers in the sector and other relevant partners determine that ICT is required to perform the skills, trade or occupation, ICT may be included to at least level 1 in the Foundation Apprenticeship and at least level 2 in Apprenticeships and Higher Apprenticeships.	13
Inclusion of ICT	Please outline your rationale if you have not included ICT as a framework requirement.	Your rationale should outline why ICT is not relevant to perform the skills, trade or occupation to which the framework relates, the reasons you have decided not to include ICT in the framework, following consultation with employers.	13

PROGRESSION INTO AND FROM THIS PATHWAY

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
Progression routes into and from this pathway	Explain progression routes into the framework which might be similar to entry conditions) and from this pathway. Say how Apprentices that complete this Apprenticeship pathway can progress to specific , named jobs and careers, undertake further qualifications, and for level 3 and higher apprenticeships, include progression to related Foundation degree(s), Honours and Masters programmes	<p>Use sub headings to show progression into the pathway and for progression from the pathway.</p> <p>E.G Progression routes into the xx Level Apprenticeship in xxx</p> <ul style="list-style-type: none"> • Give clear entry routes into apprenticeships such as previous experience of having worked in the sector, foundation learning or other atypical routes; • Demonstrate how other qualifications and programmes such as Pathways to Apprenticeships, GCSEs and A levels can lead into the Apprenticeship and possibly count towards achievement of an Apprenticeship. You may wish to include Nation specific programmes, such as Young Apprenticeships, but make it explicit that these are National specific e.g. a Young Apprenticeship is only available in England. • For entry to a Level 3 Apprenticeship, include achievement of at least one Foundation Apprenticeship which qualifies a person for entry , except where there is no relevant Foundation Apprenticeship; • For entry to Higher Apprenticeships at levels 4 - 6, achievement of at least one apprenticeship framework at level 3 which qualifies a person for entry except where there is no relevant apprenticeship framework. 	47

		<p>Progression routes from the xx level Apprenticeship in xxx</p> <ul style="list-style-type: none"> • specify a range of jobs/occupations which the individual completing the framework is qualified to undertake for each pathway; • highlight elements of frameworks which would enable Apprentices to transfer between and across sectors; • describe customary practice in the sector, for example it may be normal practice for a higher apprentice to spend time consolidating their roles and practicing their skills for a period of time before progressing onto something else; • name a range of other qualifications such as FE and/or HE qualifications, depending on the level of the framework achieved, to which apprentices could progress; • for Apprenticeship and Higher Apprenticeship frameworks must include opportunities for progression to HE, including progression to a Degree, FD or professional qualification; • state if achievement of the Higher Apprenticeship framework is recognised or endorsed for membership of a professional body; • if there are too many qualifications,, give examples and include a hyperlink to careers websites for further information; • insert the weblink to SSC/SSB careers websites. <p>If there are any gaps in progression routes (e.g. if a framework contains levels 2 and 3 and then jumps to a level 5), explain:</p> <ul style="list-style-type: none"> • why this is the case • whether a route is being developed to fill the gap, • if appropriate, what the alternative progression routes might be. 	
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EMPLOYEE RIGHTS AND RESPONSIBILITIES

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
Employee rights and responsibilities	Briefly describe how ERR will be delivered, and how achievement will be evidenced.	<p>Note that this is <u>Employee</u> Rights and Responsibilities, not Employment or Employer and is mandatory in frameworks at levels 2 – 4.</p> <p>For Higher Apprenticeships at level 5 and 6, where employers in the sector and other relevant partners determine that ERR is required to perform the skills, trade or occupation, ERR can be included.</p> <p>Specify which of the following methods is used to deliver and evidence ERR:</p> <ol style="list-style-type: none"> 1. A QCF ERR Unit: <ul style="list-style-type: none"> • Include the unit title, reference number, Awarding Organisation name(s), GLH, and credit value. • State that a copy of the certificate of achievement of the ERR unit must be provided when applying for an apprenticeship completion certificate. 2. ERR workbook <ul style="list-style-type: none"> • Include the name of the developer of the workbook and where it is available • State that the sign off sheet must be signed by the apprentice and the provider before applying for an apprenticeship completion certificate. 3. Embedded in qualifications <ul style="list-style-type: none"> • State that this must list the nine ERR outcomes and be signed by the apprentice and provider before applying for an apprenticeship completion certificate. <p><i>Note that there is no longer a need to list the 9 outcomes of ERR in the framework as the standard of attainment is included in the methods of delivery and recording above.</i></p>	<p>14 & 15</p> <p>25</p> <p>32</p> <p>40</p> <p>G44 – G47</p>

6. EQUALITY AND DIVERSITY

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
Equality and diversity	<p>A framework must state in approximately 200 words:</p> <ol style="list-style-type: none"> 1. Whether and where there is under-representation within the occupation(s). 2. Any barriers to entry and progression within the occupation for certain individuals. 3. What action is being taken to remove these barriers or to justify them objectively for the framework? 	<ol style="list-style-type: none"> 1. Under-representation in the sector: <ul style="list-style-type: none"> • whilst apprenticeships on their own cannot bring about changes to under representation the sector or to the industry as a whole, they can be used as a tool to encourage a wider range of applicants, including those from under-represented groups to enter the occupation; • use Labour Market Information for the sector/industry as a whole for this section, to explain trends for the sector. 2. Barriers to entry and progression <p>Explain why there is under representation in the workforce, for example:</p> <ul style="list-style-type: none"> • there are perceptions that jobs in xx occupation are traditionally done by men/women; • that the industry has traditionally recruited graduates which often disadvantage those from some socio economic groups; • there are pockets of under-representation due to geographical location of industries/sectors. 3. Action being taken to address barriers to take up and progression: <p>Explain the ways in which this apprenticeship framework will contribute to addressing these issues e.g.</p> <ul style="list-style-type: none"> • challenge employers during the framework development process to think beyond traditional entry routes to jobs; • be as flexible as possible when writing entry conditions to the framework to encourage applications from a wider range of applicants; • formally recognise the value of mentoring support in encouraging apprentices to complete the framework by recommending a minimum number of off the job GLH for mentoring; • using campaigns/promotional events aimed at under-represented groups, 	45, 46 47

		<p>showing non stereotypical images on promotional materials and websites etc.</p> <p>Include a statement referring to the protected characteristics of the Equality Act 2010 which places a duty on employers and providers to comply with the Act and insert the following weblink:</p> <p>http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/</p>	
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7. ON AND OFF-THE-JOB TRAINING HOURS FOR WALES

Total on and off the job training hours for each pathway

There are various requirements about on and off the job training hours that **must** be specified using all the fields on this page.

The total training hours must be specified to include the number of hours to be delivered on and off-the-job

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
TOTAL on and off the job training hours for each pathway at each level.	In this first field you must specify the total on and off the job training hours for each pathway, followed by series of statements which reflect the SASW. If the framework has multiple pathways, then instead of showing the total on and off the job training hours in this section, include it in the pathway title section beneath the total credit values.	<ul style="list-style-type: none"> • show the total on and off the job training hours for each pathway and level by totalling the <i>Guided Learning Hours</i> for the all of the qualifications in the pathway; • include time spent on other activities such as induction, mentoring, ESW, WKS, ERR; • state that training hours are delivered during contracted working hours under an Apprenticeship Agreement, or during a qualifying period ending on the date of application for a certificate (5 years is recommended, but a shorter/longer timescale can be set); • if the job roles in the framework at particular levels are predominantly part time, include a statement that the timescales for the framework must be extended so that the correct number of on and off the job training hours are achieved; • state that on and off the job training hours: <ul style="list-style-type: none"> ○ must be planned, reviewed and evaluated jointly between the apprentice and tutor, teacher, mentor or manager; ○ must allow training support via a tutor, teacher, mentor or manager; ○ are delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring; feedback and assessment; collaborative/networked learning with peers; guided study; <i>provide examples from the sector as to how this will be delivered in the “how this requirement will be met” in the off the job and on the job sections.</i> 	17 – 20 G48 - 50

<p>Minimum off the job training hours</p>	<p>Clearly specify the total number of training hours that an apprentice must receive off-the-job to complete the framework for each pathway and level.</p>	<ul style="list-style-type: none"> • show the total off the job training hours for each pathway and level; • include a breakdown showing the training hours for each component of the off the job training (technical knowledge, coaching, mentoring, ERR, ESW, WKS etc) • check totals! 	
<p>How will this requirement be met?</p>	<p>Clearly describe how off the job learning will be delivered in your sector and how it will be recorded and evidenced.</p>	<p>Delivery and recording of off the job training hours:</p> <ul style="list-style-type: none"> • these must be recorded and suggest ways in which apprentices can do this such as a diary or a portfolio; • include examples of activities apprentices will take part in OFF-THE- JOB and away from the immediate pressures of the workplace in order to develop the knowledge required for the job role. E.g. access to a computer during working hours, day release, block release, web based learning, mentoring. <p>Evidence of completion of the off the job training hours:</p> <ul style="list-style-type: none"> • for each pathway and level list the evidence required for off the job training in order to apply for an apprenticeship completion certificate; • where recognition of prior learning is identified, state what evidence is required to demonstrate that customisation has taken place. • if a person starts the apprenticeship already holding the knowledge qualification state what the acceptable time limits are. note that WKS achieved as part of the Welsh BaccaLaureate can be accepted, but that when applying for an apprenticeship completion certificate, the WKS certificate must state that these have been achieved as the WB certificate does not show these separately; • state that a declaration signed by the apprentice and provider that the off the job training hours have been completed and that this declaration must be provided as evidence when applying for an apprenticeship completion certificate. • state whether a declaration form to evidence on and off the job training hours is available for providers and where this can be downloaded. 	
<p>Minimum on the job training</p>	<p>Enter the total on- the- job</p>	<ul style="list-style-type: none"> • show the total ON THE JOB TRAINING HOURS for each pathway and level; 	

<p>hours</p>	<p>training hours an apprentice will do. If there is more than one pathway, enter the pathway title and show the total on- the- job training hours for each pathway.</p>	<ul style="list-style-type: none"> include a breakdown showing the training hours for each component of the on the job hours (competence qualification, induction, etc 	
<p>How will this requirement be met?</p>	<p>Clearly describe how on the job learning will be delivered in your sector and how it will be recorded and evidenced.</p>	<p>Delivery and recording of on the job training hours:</p> <ul style="list-style-type: none"> include examples of activities apprentices will take part in ON-THE- JOB in order to demonstrate occupational competence and an understanding of the workplace e.g. embedding knowledge into workplace activities, coaching sessions and performance reviews, mentoring, assessment of competence, the building of portfolios, keeping diaries/logs, peer review discussions; state that on the job training hours must be recorded and suggest ways in which apprentices can do this such as a diary or a portfolio. <p>Evidence of completion of the total on the job training hours:</p> <ul style="list-style-type: none"> for each pathway and level list the evidence required for on the job training in order to apply for an apprenticeship completion certificate; where recognition of prior learning is identified, state what evidence is required to demonstrate that customisation has taken place; if a person starts the apprenticeship already holding the competencies qualification what the acceptable time limits are;state that a declaration signed by the apprentice and provider that the on the job training hours have been completed and that this declaration must be submitted as evidence when applying for an apprenticeship completion certificate. state whether a declaration form to evidence on and off the job training hours is available for providers and where this can be downloaded. 	

8. WIDER KEY SKILLS

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
Wider Key Skills Wales	<p>Specify the level (minimum level 1) and why each of the Wider Key Skills qualifications is required or not required</p> <p>These Wider Key Skills are OPTIONAL for frameworks in Wales. It is up to each developer to determine the need and level for each of these, following consultation with employers.</p>	<p>A framework may specify the standard of attainment in the WKS, where the framework developer, in consultation with employers and other relevant stakeholders in the sector, determines that one or more of the WKS is directly relevant to effective performance in either the occupation or the sector.</p> <p>An apprenticeship framework may specify as a Welsh Certificate requirement that one or more of the three Wider Key Skills is required:</p> <ul style="list-style-type: none"> • to at least level 1 in a Foundation level framework; • to at least level 2 in an Apprenticeship framework; • to at least level 2 or above in a Higher Apprenticeship framework at level 4; <p>and</p> <ul style="list-style-type: none"> • to at least Level 3 or above in Higher Apprenticeship frameworks at levels 5, 6 or 7. <p>One or more of the WKS of Improving own Learning and Performance, Working with Others and Problem Solving may be stipulated as the means to transfer and contextualise learning in a workplace setting for competence based qualifications attained prior to entering an apprenticeship.</p> <p>If one or more of the WKS are not included in the framework, reasons must be given as to why they have not been specified or may specify where the achievement of the WKS competencies is located – either within a qualification or elsewhere, if appropriate.</p>	<p>16</p> <p>G39 - G43</p>

9. ADDITIONAL EMPLOYER REQUIREMENTS

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
Additional employer requirements	Include information about any additional qualifications, units or other employer requirements which employers have requested.	<p>If there are additional employer requirements, state clearly what these are and that they may not be not funded in Wales. State if they are optional components and whether or not they are a requirement for Welsh apprenticeship certification.</p> <p>Foundation Apprenticeship, Level 2:</p> <p>May specify a qualification (or units) of up to a maximum of six Credits either from the QCF or from the Quality Assured Lifelong Learning (QALL) pillar of the QCFW to meet specific employer requirements.</p> <p>Apprenticeship Level 3 and Higher Apprenticeships Level 4:</p> <p>As for level 2 plus where a skill, trade or occupation requires a recognised 'Licence to Practice' for a person to be deemed lawfully competent (e.g. gas boiler fitting), then these qualifications may be included as mandatory in a level 3 framework.</p> <p>Higher Apprenticeships Level 5 - 7</p> <ul style="list-style-type: none"> • a qualification that confers eligibility for membership at the appropriate level by a relevant professional body; • a qualification (or units) of up to a maximum of six Credits either from the QCF or from the Quality Assured Lifelong Learning (QALL) pillar of the QCFW to meet specific employer requirements. <p>Qualifications will normally be at the level of the framework. If they are above or below, then you would need to have a strong evidence-base to justify this. This may need further guidance in the light of experience. If there are no additional employer requirements, state "There are no additional employer requirements".</p>	<p>21</p> <p>28</p> <p>35</p> <p>42 - 43</p>

10. REVISING A FRAMEWORK

Note that in order to gain access to AFO to revise a framework once it has been issued developers must use the *EXPRESSION OF INTEREST* facility on AFO.

The *Expression of Interest* section must be completed giving the title of the framework and framework ID of the framework to be revised including brief reasons for the revision. The Issuing Authority has up to one week to respond and they will email an invitation to the developer. Click on the link in the email to accept the invitation and then log into your account as normal to access the framework.

Field name	Introductory Text	Tip	Relates to the following sections in the SASW
Who is making this revision? Your organisation Your email address	Insert the name, job title and email address of the person making the revisions, plus the name of the organisation.		
Why is this framework being revised?	Use no more than 50 words to summarise the reasons for the revision	Examples of common reasons for revising a framework include: <ul style="list-style-type: none"> • to add, remove or extend qualifications which have expired; • to revise qualification levels beyond the minimum required in the SASW, based on robust evidence showing support from employers; • to update information in the framework following a formal evaluation and review; • to respond to comments from users about the relevance and quality of the framework. 	6

<p>Summary of changes being made to this framework</p>		<ul style="list-style-type: none"> • Write a brief summary which states that the framework is being revised to add, remove or extend (edit) qualifications • If there are other changes, such as those following evaluation and review of the framework, summarise these briefly here. 	
<p>Qualifications removed</p>		<ul style="list-style-type: none"> • If this does not apply to the framework write N/A in this field • Group qualifications by pathway (if appropriate) and use a separate grouping and sub heading for competence, knowledge and transferable skills qualifications • List qualification titles, reference numbers and awarding organisation name for each of qualifications removed using a separate bullet point for each qualification removed. <p>This is a summary of the changes only – you still need to go to the qualifications table to:</p> <ul style="list-style-type: none"> • delete qualifications for each of the levels in each of the pathways • make changes to the relationship between competence and knowledge qualifications. 	
<p>Qualifications added</p>		<ul style="list-style-type: none"> • If this does not apply to the framework write N/A in this field • Group qualifications by pathway (if appropriate) and use a separate grouping and sub heading for competence, knowledge and transferable skills qualifications. • List qualification titles, reference numbers and awarding organisation name for each of qualifications added using a separate bullet point for each qualification. • This is a summary of the changes only – you still need to go to the qualifications table to: <ul style="list-style-type: none"> ○ delete qualifications for each of the levels in each of the pathways ○ make changes to the relationship between competence and knowledge qualifications. • Funding agencies are only allowed to fund apprenticeship frameworks if qualifications are on the QCF. Ensure that this is the case before including these qualifications in this framework, otherwise there is likely to be a delay between the issue date and the funding date. 	
<p>Qualifications extended</p>		<ul style="list-style-type: none"> • If this does not apply to the framework write N/A in this field. • Group qualifications by pathway (if appropriate) and use a separate grouping and sub heading for competence, knowledge 	

		<p>and transferable skills qualifications</p> <ul style="list-style-type: none">• List qualification titles, reference numbers and awarding organisation name for each of qualifications extended using a separate bullet point for each qualification.• To extend qualifications, use the editing function in the qualifications tables.	
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11. CREATE AND CONVERT FUNCTIONALITY

What does this feature do?

Where the same framework is required in both England and Wales, for legal reasons these must be created as separate frameworks. This feature enables you to create a complete, separate framework for either England or Wales. You can choose to 'Create and Convert' a framework to an English or Welsh version at any point in the development process however, **we strongly recommend** entering **ALL** of the information for one Nation to save you re-typing generic pages, such as competence and knowledge qualifications.

The Create and Convert feature automatically creates a framework for the new nation. It copies all 'generic' pages (i.e. those which are the same for frameworks in both nations) into the new form.

Whichever Nation you begin with first, the framework must still be edited to reflect differences between the SASE and the SASW, especially the language and terminology which in some cases in Nation specific e.g Wales does not use the term Advanced Apprenticeship. You must ensure that the Summary of the purpose of the framework accurately reflects the sector profiles and skills priorities for England or for Wales as these may be different.

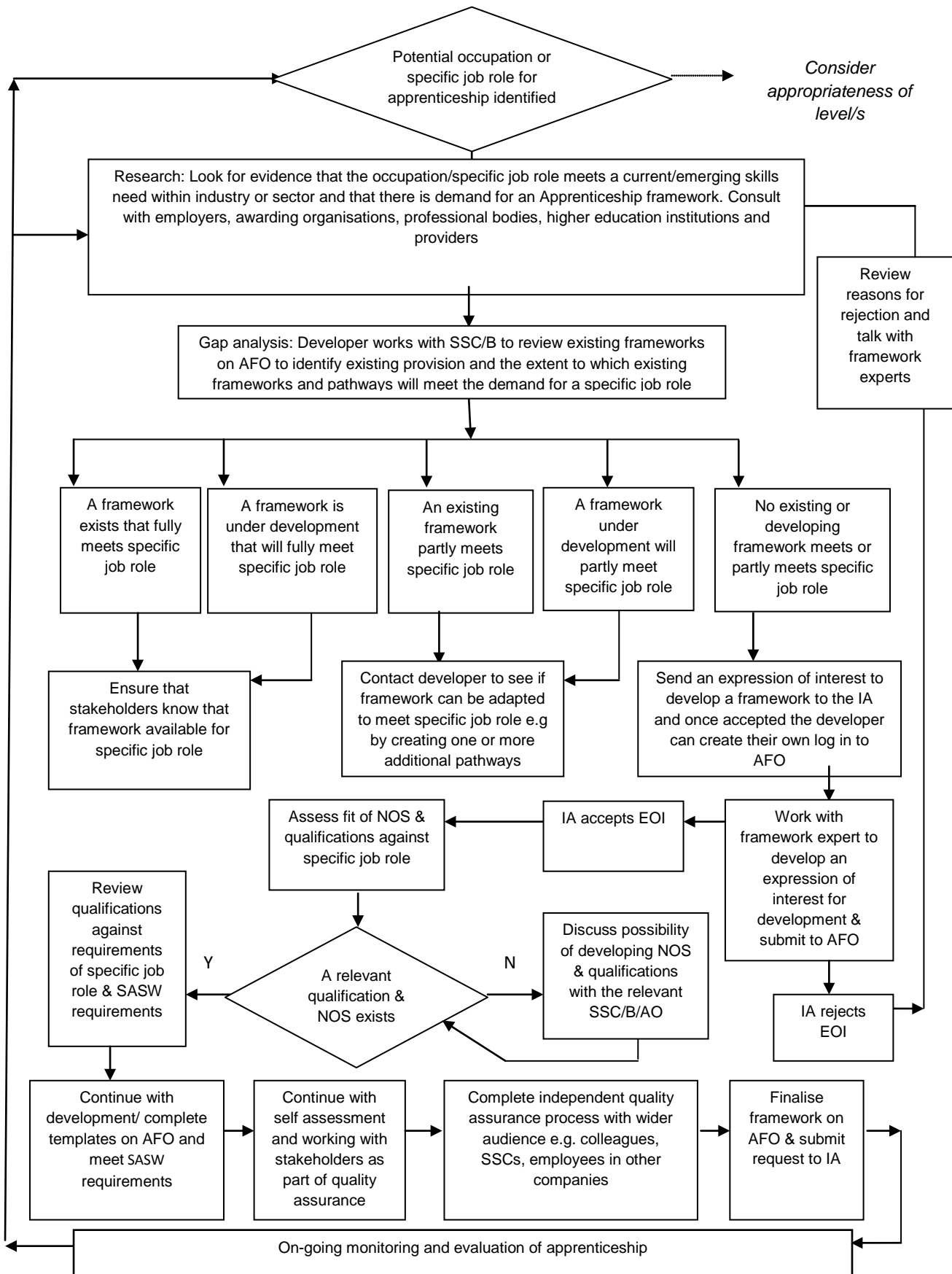
Nation specific fields are indicated in the framework creator by including the relevant nation in brackets in the section of field title or page name: e.g. "Personal Learning and Thinking Skills and on and off the job guided learning hours will appear for England but Essential Skills Wales and on and off the job training hours will appear in the Wales version. Frameworks must also reflect the terminology for each Nation e.g. Level 2 Intermediate Apprentices and 14-19 Diplomas and Young Apprenticeships only apply to England and Foundation Apprenticeships, Pathways to Apprenticeships and the Welsh Baccalaureate only apply in Wales.

IMPORTANT:

- To avoid duplication, **this feature can only be used once, and with permanent effect**, after which the two nation's frameworks will be completely separate. These frameworks will then need to be updated separately, if there are any changes to either or both of them. In addition, once you have used this feature, you will not be able to change the nationality of either framework (this is to ensure that one framework is for Wales and the other for England).
- This feature can only be used once, to create a new nation framework using the completed "generic" fields (ones common to both the Wales and England versions of the framework) which are copied from the framework you have completed. After that, any changes will need to be made to each of the two separate frameworks.

We advise you not to use this feature until you are satisfied that all the fields on the generic pages are complete.

Annex A: Summary of the apprenticeship framework development process



A checklist for framework developers

For convenience a Word version of this checklist can be downloaded from AFO

Title of Framework	Framework ID and Issue Number	Foundation	Apprenticeship	Higher Apprenticeships			
		Level 2	Level 3	Level 4	Level 5	Level 6	Level 7

Requirement	Yes
Qualifications related to the sector:	
1. Qualifications in each pathway total a minimum of 37 credits and a breakdown showing the credit value of each component for the pathway. All totals must add up correctly.	
2. The competence qualification(s) is underpinned by NOS.	
3. The technical knowledge qualification(s) is underpinned by NOS.	
4. The competence and knowledge qualifications are at the appropriate level for the level of the framework as stated in the SASW and it is clear that they meet the minimum of 10 credits for competence and 10 for knowledge.	
5. Where competence and knowledge are combined in one qualification, they are separately assessed and the minimum of 10 credits for competence and 10 for knowledge is clearly identified.	
6. If the framework includes a Higher Apprenticeship pathway at level 4 does it meet one of the following requirements? <ul style="list-style-type: none"> • A separate competence and knowledge qualification at level 4, each of which carries at least 10 credits on the QCF; or • An integrated qualification at level 4 which combines competence and technical knowledge elements which are separately assessed, each of which must carry at least 10 credits on the QCF; or • A competences qualification at level 4 which can be a separate Foundation Degree, HND or HNC as the relevant technical qualification. 	
7. If the framework is for Higher Apprenticeship at level 5, 6 or 7, does it clearly state: <ul style="list-style-type: none"> • one qualification demonstrating competence and one qualification demonstrating technical knowledge, each of which must carry at least ten credits on the QCF. • one qualification combining competence and knowledge which are separately assessed, each of which must carry at least ten credits on the QCF. 	

<ul style="list-style-type: none"> • one qualification conferring eligibility for professional membership that is the equivalent of at least ten CQFW credits at Level 5 or 6. • a Higher Education qualification at either level 5 or Level 6 which carries at least ten credits on the CQFW as the relevant technical knowledge. 	
Essential Skills Wales	
8. Are Communication and Application of Number included in the framework at the appropriate level?	
9. If ICT is included is at the appropriate level? If it is not included are the reasons for this clearly explained?	
Employee rights and responsibilities	
10. The framework clearly explains for each level and pathway, which of the three methods will be used to evidence ERR.	
Wider Key Skills (WKS) qualifications	
11. If one or more of the WKS qualifications are included in the framework does it follow the SASW guidance about the level and is it clear how they will be delivered? If WKS are not included are the reasons for this clearly explained?	
On and off the job training hours	
12. The pathway includes the total on and off the job training hours and a clear breakdown as to how this total has been arrived at for each pathway and level.	
13. The pathway clearly specifies the total number of off the job training hours and a breakdown showing the training hours allocated to qualifications and other components e.g. training hours for the technical knowledge qualification, ESW, ERR, mentoring etc.	
14. The remaining training hours to be delivered on the job and there is a clear breakdown of the total on the job hours for each pathway and level. E.g. training hours for the competence qualification, induction, coaching etc.	
15. Have the on and off the job training hours been calculated correctly for each pathway/level?	
Additional employer requirements	
16. Is the rationale for the inclusion of additional employer requirements clearly explained?	
17. Does this section list the titles, reference numbers and level of any qualifications if applicable?	
18. Are any licences' to practice clearly described if applicable?	
19. Is it clear that these additional employer requirements may not be funded?	
20. If there are no additional employer requirements is this stated clearly?	

Information requirement	
Equality and Diversity	
21 . Does the framework clearly state:	
<ul style="list-style-type: none"> ○ whether there is under-representation within the occupations? ○ what the barriers to entry and progression are for individuals within these groups are; ○ action being taken to remove these barriers or to justify them objectively for the apprenticeship framework; ○ the ways in which the framework is inclusive and demonstrates an active approach to identifying and removing barriers to entry & progression. 	
Entry conditions	
22. Does the framework clearly state the evidence and justification for any entry conditions which comply with the principles of equality and diversity?	
23. Do the entry conditions clearly specify alternatives to prior qualifications e.g. portfolio of evidence from work experience, non accredited courses and volunteering which demonstrate that the individual has the potential to complete the apprenticeship?	
24. Does the framework make clear that the entry conditions may be demonstrated by prior achievement of qualifications which the IA, in consultation with employers in the sector and other relevant partners, consider form a necessary basis for framework completion?	
25. Does the framework make clear that where applicants have accredited prior learning that apprentices must be offered training which helps them to develop new skills and learning at a higher level?	
26. Do the entry conditions clearly specify any legal restrictions that limit entry to the apprenticeship?	
Progression Routes	
27. Does the framework clearly explain the progression routes into and from the apprenticeship at each level in the framework?	
28. Does the framework clearly specify the job roles and career opportunities on completion of the framework for each pathway and level?	
29.. Does the framework clearly specify the opportunities for further training and education, including HE programmes, if relevant for each level and pathway on completion of the framework for each pathway and level?	
30. Does the framework clearly specify the entry routes into the apprenticeship, including demonstrating how other qualifications such as Pathways to apprenticeships, Welsh Baccalaureate, GCSEs and A levels can lead into an apprenticeship and possibly count towards achievement?	
31. Does the framework clearly specify the occupations and/or specific job roles which, on completion of the framework, they will be qualified to do?	
Completion conditions	
32. Is the evidence required for claiming an apprenticeship completion certificate clearly explained?	

General	
33. Does the framework use Wales-specific terminology? <i>It must not use terms from England such as SASE, NAS, Intermediate/Advanced Apprenticeships, GLH, Functional Skills, PLTS.</i>	
34. If the framework covers individual levels within the same skill, trade or occupational area are they all contained in the same framework? Separate frameworks for each level should not be issued. Also refer to 36 below for the rule about issuing separate frameworks for higher apprenticeships at level 5 and 6.	
35. If the framework is for level 5 or 6 is it a separate framework from the framework for the skills, trade or occupation at levels 2,3 or 4 (or whichever level exists), which has been endorsed by the relevant professional body as providing eligibility for membership? If this is not the case, then it must not be issued as a separate framework and must be included in the framework at level 2,3 or 4 if relevant	
36. Is the titling convention followed for the title on the front cover? i.e. it <i>must not</i> include the word Apprenticeship, the level of the framework or the words 'Non Statutory'	

Name of Framework developer:		Name of framework reviewer(s) :	
Job Title:		Job Title:	
Organisation:		Organisation:	
Date draft framework forwarded for review/checking:		Date signed off:	

Glossary of terms used for framework development

AFO Apprenticeship Frameworks Online.

- This is the web portal that Apprenticeship framework developers use to develop frameworks and Issuing Authorities use to issue frameworks.

Apprenticeship Agreement

- An Agreement which is signed by the employer and apprentice. This must not be confused with the Apprenticeship Learning Agreement which may also require the signature of the provider. There isn't an Apprenticeship Agreement document, however, information about the content and format of an Apprenticeship Agreement is available at <http://www.apprenticeships.org.uk/Partners/Policy/Apprenticeship%20Agreement.aspx>

Certification end date

- The last date on which a certificate may be issued by the awarding organisation for a qualification that is used in the Apprenticeship framework

Competencies qualification (also known as the competence qualification)

- The qualification(s) required to demonstrate the competencies required for performance in a particular occupation or job role and which must be at least the same level as the framework.
- A competencies qualification can be used in **more than one framework** in Wales where appropriate to reflect the occupational competencies in a particular pathway. For example, introductory welding skills lead into different higher level occupations such as farriery and engineering, which means welding may appear in both frameworks to reflect the job roles being performed and to ensure progression. (Note: The same competency qualification can only be used ONCE in a framework that will be used in England.) The funding agency in England will view frameworks which include a competency qualification which has already been approved in another framework, to be a duplicate framework and will not fund another framework which includes the same competence qualification.

Credit

- Every unit and qualification within the QCF has a credit value showing how much time it takes to complete (one credit represents 10 hours). There are 3 sizes of qualification on QCF: Award: Certificate: Diploma. In terms of size, an Apprenticeship framework is equivalent to the Diploma which is 37 credits or more. In Wales, Essential Skills Wales and Wider Key Skills carry a notional 6 credits each.

Credit and Qualifications Framework for Wales (CQFW)

The Credit and Qualification Framework for Wales (CQFW) recognises all learning that takes place in School, Further Education, Higher Education and Work Based Learning. In Wales, through CQFW, it is possible to have all learning activity accredited, including the learning that takes place in the community, through volunteering and through employer's in-house training and continuous professional development (CPD) programmes.

Duplicate framework

- A framework which includes a competencies qualification already included in another framework. Duplication of a framework is allowed in Wales, provided that there is an evidence- based case for this. (Refer to the notes about competencies qualification on the previous page).

Employee Rights and Responsibilities

- Apprentices will learn about their rights and responsibilities as paid employees and these are based on nine national outcomes summarised in the SASW.

Entry conditions

- These are defined in the SASW and are those conditions necessary to ensure that individuals can complete the framework. They must comply with the principles of equality and diversity and there must be evidence to justify entry conditions.

Essential Skills Wales

- Communication, Application of Number and ICT.

Equality and diversity

- Apprenticeships must be inclusive and must ensure equality of opportunity for all to access and progress within Apprenticeships, including those with a learning difficulty, There must be evidence of justification which means that it still complies with equality and diversity principles e.g. a legal restriction.

Expression of Interest (in developing a framework)

- The process by which an organisation wishing to be involved with the development of a framework, or wishes to develop a framework themselves, can gain access to the framework development part of the website. It is the means by which a framework is assigned to an Issuing Authority, who may then allocate log in and password information to framework developers. See FAQ Number 3 Expression of Interest.

Federation for Industry Sector Skills and Standards <http://www.sscalliance.org/>

Federation for Industry Sector Skills and Standards (previously the Alliance of Sector Skills Councils) is the national certification body for Apprenticeships and works collaboratively with certification bodies, employers and providers (Sector Skills Councils) to promote professional practice for setting skills standards across all sectors and to promote the case for continuous skills development, through Apprenticeships (and Traineeships in England), to enhance business productivity. It hosts the AFO database and provides quality assurance guidance to framework developers for recognised apprenticeship frameworks.

Framework

- A document which contains the qualifications and other requirements to meet the statutory Apprenticeship requirements of the Welsh Government. This is used by training providers and employers to make sure that no matter where in Wales the apprenticeship takes place, the framework is consistent. This does not mean that all apprentices will achieve the same outcome, as

there is scope for sectors to go beyond the minimum required by the SASW.

Framework Archive

- The place on this website where previous issues of SASW compliant frameworks are stored. As they have been developed using this web portal it is possible to search these by occupational sector, job title, qualification, level, title or nation (England or Wales). Also refer to “Legacy Frameworks”.

Framework developer

Anyone may develop an apprenticeship framework. Those who wish to develop an Apprenticeship framework may either ‘propose’ a framework idea, or 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. An electronic system, ‘Apprenticeships Frameworks Online’ (AFO) is the web-based ‘portal’ and repository for developing and issuing frameworks. It can be accessed at: <http://www.afo.sscalliance.org/>

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.

A framework will only be issued if the Issuing Authority is satisfied that the framework has been developed in accordance with the Quality Assurance system or processes in force at the time. The current Quality Assurance system for SASW frameworks is available on AFO and may be revised or updated from time to time.

A framework developer may request the assistance and support of the relevant Sector Skills Council, Standard Setting Organisation or other expert consultancy in developing a new framework. Such organisations may charge a fee for this service.

Generally, SSCs or Standard Setting Organisations will be framework developers as they represent their sector and employers. Non-SSC/SSO framework developers should work closely with their SSC/SSO to ensure that their proposed draft framework meets the needs of the sector.

SSCs have a responsibility to:

- Promote framework standards for the sector which go beyond the minimum requirements of the SASW.
- Promote coherence in the range of apprenticeship frameworks available within their sector, taking account of duplication or overlaps between related skills, trades or occupations or changes in National Occupational Standards and revisions to qualifications on the QCF.
- Reduce the potential for the duplication of frameworks within a sector through endorsing that only appropriate competencies qualifications have been specified in related skills, trades or occupations.
- Withhold their endorsement for a framework if it does not demonstrate sufficient breadth across the skill, trade or occupation.
- notify the Issuing Authority if they withhold their endorsement for a framework.

Framework “expert”

- An individual who can assist you to develop a framework.

Issue (a framework)

- The final stage of the framework development process where frameworks which meet the SASW requirements are issued on this website and the funding agencies are notified that it can go forward for public funding.

Issuing Authority (IA)

- The Issuing Authority is an organisation designated by Welsh Ministers to issue Apprenticeship frameworks for a particular sector. There is only one Issuing Authority for each occupational sector.

Issuing Authorities:

- are designated under the Apprenticeships, Skills, Children and Learning (ASCL) Act 2009 to issue Apprenticeship frameworks for a particular sector and a sector will have only one Issuing Authority;
- will work with framework developers to make sure the draft framework complies with SASW and is of high quality.

Legacy frameworks

- Frameworks which were created prior to this website using the Apprenticeship Blueprint but which are not SASW compliant.

Library (of frameworks)

- A repository for all Apprenticeship frameworks in England and Wales which allows visitors to search under a range of key words or by Issuing Authority for each sector. [AFO Frameworks Library](#)

Outcomes (of a framework)

- The qualifications and other components of the framework which are laid down in the SASW

Pathway - a different job role, within a group of related job roles, which requires a different competence.

For example in **Cultural and Heritage Venue Operations**, there are two pathways at level 2 and two pathways at level 3, each requiring different competence and targeted at specific job roles:

- **Level 2, Pathway 1, Cultural Heritage** which requires the Level 2 Certificate in Cultural Heritage and covers Exhibition Guide/Demonstrator, Conservation Assistant jobs.
- **Level 2 Pathway 2 Cultural Heritage Venue Operations** which requires the Level 2 Certificate in Supporting Cultural Venue Operations for Visitor Services Support and Administration Support Staff working in venues
- **Level 3, Pathway 1, Cultural Heritage** which requires the Level 3 Diploma in Cultural Heritage for Assistant Archivist, and museum assistants and Art Gallery Assistants/Curators.
- **Level 3 Pathway 2, Cultural Heritage Venue Operations** which requires the Level 3 Certificate in Cultural Venue Operations for Front of House and Visitor Services jobs.

Note that the same competence qualification can be used to support more than one job role.

Progression (routes)

- Defined in the SASW and described by the framework developer. Progression routes must be clearly stated in the framework both INTO Apprenticeships (from other programmes) and FROM Apprenticeships (including into Further and Higher Education).
- Progression from Apprenticeships must include examples of specific job roles/careers in the sector, relevant further and/or higher education qualifications, including progression towards professional body status for Advanced and Higher Apprenticeships.

Public funding

- As soon as a SASW framework is issued on AFO it is immediately available for funding, in principle but funding rates will only be set if:
 - it meets the skills priorities for Wales
 - a provider contacts the Funding Team and when a provider has indicated they have the desire and the capacity to deliver within their Apprenticeship Contract.

Qualifications and Credit Framework (QCF)

- A framework for creating and accrediting qualifications in England, Wales and Northern Ireland to recognise smaller steps of learning that enables learners to build up qualifications bit by bit. It helps learners achieve skills and qualifications that meet industry needs and enables work-based training to be nationally recognised. <http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/145-explaining-the-qualifications-and-credit-framework>

The Credit and qualifications framework for Wales (CQFW)**A broader framework than the QCF which contains:**

- **QALL** pillar of lifelong learning
- **QCF**
- **Higher education**
- **Visit**
<http://wales.gov.uk/topics/educationandskills/qualificationsinwales/creditqualificationsframework/?lang=en>

Sector

- An industry or part of an industry, covering groups of related occupations examples of sectors/industries are construction, engineering, freight logistics, health, manufacturing, retail etc. There is only one Issuing Authority for each occupational sector.

Sector Skills Bodies

- Employer-driven organisations to help employers address their skills needs.
- Also known as UKCES Commissioned Bodies or Standard Setting Bodies/Organisations.

Sector Skills Councils

- Employer-driven organisations that are licensed by the four Home Governments to help employers to get the skills and qualifications they need to remain competitive. (see also Alliance of Sector Skills Councils).

Skills Gap

- Where employers have an internal skills need and have difficulty finding employees with these skills or training and qualifications to meet this need.

Skills shortage

- A general shortage of workers with the skills required in the general economy e.g. science, ICT skills.

Specification of Apprenticeship Standards for England Wales

- Published by the Welsh Government and sets out the minimum requirements to be included in a recognised Apprenticeship frameworks for Wales [Specification of Apprenticeship Standards for Wales \(SASW\)](#)

Wider Key Skills qualifications

These are specific qualifications offered in Wales and a rationale for their non inclusion must be stated clearly in the framework. Wider Key Skills are:

- Working with Others
- Problem Solving
- Improving Own Learning and Performance.

These skills broadly reflect the PLTS in England frameworks.

FAQs

Source: www.afo.alliance.org

<p>1. Can anyone develop a framework?</p>	<p>Yes anyone can develop a framework. However, whilst it is not mandatory for framework developers to work with framework experts in Sector Skills Councils and Standard Setting Bodies to develop a framework, they are keen to work with other developers to:</p> <ul style="list-style-type: none"> • share their expertise, research and knowledge about the sector and of the SASW • explore the potential for adapting existing frameworks to meet their needs • support developers with the development of new frameworks. <p>Developers who wish to develop their framework without help can do so.</p> <p>All non-SSC/SSB developers will need to complete the Expression of Interest form on this website. This will assign the proposed framework, to an Issuing Authority and enable Issuing Authorities to register developers and send them log in and password information.</p>
<p>2. How do you gain access to the framework development part of this website?</p>	<p>By expressing an interest in developing a framework to the Issuing Authority. Once accepted the developer can create their own log in.</p>
<p>3. Can an EXPRESSION OF INTEREST to develop a framework be declined by an Issuing Authority?</p>	<p>Yes</p> <p>If the expression of interest would lead to unnecessary duplication of an existing framework or other reasons where the Issuing Authority and the developer have agreed not to proceed.</p>
<p>4. How long does it take to develop and issue a framework?</p>	<p>Timescales will usually be agreed between the partners during the development phase and these will need to take into account the availability of qualifications to be used in the framework.</p>
<p>5. What evidence is required to demonstrate demand for an Apprenticeship?</p>	<p>Evidence would need to be based on research which shows how the Apprenticeship can contribute towards meeting skills needs for the occupation or job role and include a projection of take up or a commitment to take on apprentices. Support from employers, federations and associations for new qualifications and for the Apprenticeship framework itself will be required. Awarding Organisations will need to know how much commercial demand there is likely to be for a new qualification before they develop them.</p>

<p>6. What happens if a framework needs to be developed for a sector which crosses over into the “footprint” of another sector?</p>	<p>An example of this is in the area of Laboratory and Science Technicians, where people are employed in Engineering Science, Bioscience and Education and in chemical, pharmaceuticals, nuclear, oil, gas, petroleum and polymer production. A framework has been developed in collaboration with Cogent and Semta, with Semta as the IA.</p> <p>Issuing Authorities will need to agree at the outset who will be the Issuer as there can only be one Issuing Authority for a framework</p>
<p>7. Can the same competence qualification be used in more than one framework?</p>	<p>Yes, it can provided that there is an evidenced-based case to justify this.</p>
<p>8. What happens after a framework has been issued?</p>	<p>The website automatically alerts the funding agencies in Wales – see funding below.</p>
<p>9. If a framework is issued will it always be funded?</p>	<p>As soon as a SASW framework is issued on AFO it is immediately available for funding in principle, however:</p> <ul style="list-style-type: none"> • funding rates will only be set if a provider contacts the Funding Team and when a provider has indicated they have the desire and the capacity to deliver within their Apprenticeship Contract;. • frameworks will need to meet the skills priorities for Wales. <p>Framework developers should involve providers in Wales as early as possible in the framework development process to ensure that funding rates are set and that delivery is not delayed.</p>
<p>10. Can an Issuing Authority decline to issue a framework?</p>	<p>Yes, usually on the basis that the framework does not comply with the SASW and/or has not been quality assured.</p>
<p>11. How is a framework revised and how often?</p>	<p>When frameworks are issued they contain a date by which the framework must be revised. Frequency of revision will be determined by expiry dates of qualifications and other key developments or requirements affecting the sector such as emerging skills gaps, technological changes, new legislation and changes in working practices.</p> <p>A framework developer can revise frameworks they have previously created. Once revised, the system will archive the previous framework and create a new Issue number e.g. if the framework was Issue 1 then the revised framework will be Issue 2.</p>
<p>12. Why are the requirements of Apprenticeship frameworks different across the UK</p>	<p>Frameworks are designed to meet the skills needs of each Country; however, they are all designed to meet the same objective which is to develop a knowledgeable, skilled and occupationally competent workforce. They all contain literacy and numeracy skills, competence, technical skills and knowledge, an understanding about the company, the sector, careers and progression opportunities and the employee’s responsibilities and rights.</p>

13. How can employers get involved with framework development?	<p>An Apprenticeship MUST be designed with the help of employers in the sector and this can be done in a number of ways:</p> <ul style="list-style-type: none">• one or more employers can propose ideas for frameworks to Issuing Authorities;• they can sit on advisory or consultation groups for Wales to agree the content of frameworks;• they can give feedback on draft frameworks for Wales and when they are being updated.
14. What support is available for new framework developers?	<p>Sector Skills Councils and SSBs employ experts in framework development. They can advise on the process, what goes into a framework or signpost you to other experts who can help. Note that there may be a charge for this service.</p>