Developing quality Intermediate and Advanced Level Apprenticeship frameworks for delivery in England

Guidance for framework developers
Version 2.1
2 September 2013

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1. Introduction

The purpose of this document

1.1 This document replaces "Developing Quality Apprenticeship frameworks for England: Guidance for framework developers, V2, 2 April 2013 .This Version (V2.1) includes the following changes:

- **Framework titles**: The terms 'Intermediate Level and Advanced Level Apprenticeship' must not appear on the front cover of frameworks. It is not necessary to change the titling of frameworks which have already been issued, however, when frameworks are reissued or new frameworks created, this new naming convention must be applied;
- updated transition arrangements for existing frameworks on AFO
- updated section on Funding Part three, Sections 4, 5 and 6;
- updated Annex C: Checklist for framework developers, to reflect the titling convention.

1.2 There is a separate Guidance document for the development of Higher Apprenticeships in England at Levels 4 – 7. Note that the naming convention for Higher Apprenticeships is different from Intermediate and Advanced Level Apprenticeships. Higher Apprenticeships contain the level and the words 'Higher Apprenticeship' on the framework cover.

1.3 This document is in three parts:

PART ONE: A Quality Assurance process

- reflects the **National Apprenticeship Service (NAS) Statement on Apprenticeship Quality** in a quality assurance process for framework development;

PART TWO: Completing the framework template on AFO for England

- provides guidance on completing the framework template for Intermediate and Advanced Level Apprenticeships on AFO http://www.afo.sscalliance.org/;
- includes tips on making frameworks compliant with the **Specification of Apprenticeship Standards for England (SASE)**[1], using information contained in both the **Guidance on the SASE** and the **Information requirement for the SASE** documents; download from:

[1] There is a separate guidance document for the SASW for Wales which can be downloaded from the Framework Creator section of AFO. Developers will need to express an interest in developing a framework and be accepted by the Issuing Authority, then they will be able to create their own log in to AFO.

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

- where there are legal requirements, the wording from the SASE has been incorporated verbatim in the Guidance to avoid misinterpretation;
- signposts the AFO tips to the NAS Statement on Apprenticeship Quality;
- includes a 'Framework development checklist' to enable developers to ensure that the framework takes account of the NAS Statement on Apprenticeship Quality and is SASE compliant;
- includes a glossary of terms used and FAQs about the framework development process.

PART THREE: For those seeking public funding of Apprenticeship frameworks

- provides some background context to the NAS Statement on Apprenticeship Quality;
- summarises the public funding process for England.

Transition arrangements for existing frameworks on AFO

Current Apprenticeship frameworks at levels 2 and 3 (without Higher Apprenticeship routes)

1. As there are no changes relating to the mandatory requirements for Intermediate and Advanced Level frameworks under SASE, there is no immediate requirement to update these frameworks after 6 April 2013.
2. AFO will retain the content of existing frameworks at Levels 2 and 3 (i.e. frameworks will not be archived) which can be revised and/or edited in the usual manner to update content.

Current Apprenticeship frameworks which combine Intermediate, Advanced and Higher Apprenticeships

3. If there are any revisions made to the Level 2 and 3 routes, then the change of framework title will also need to be made to reflect the new naming convention (i.e. that the terms 'Intermediate and Advanced Level Apprenticeship' must not appear on the framework cover. The guidance in Part Three contains examples of framework titles.
4. If there are **no changes** being made to the Level 4 and 5 routes, then these framework levels do **NOT** need to comply with the new SASE requirements until 5 April 2014.

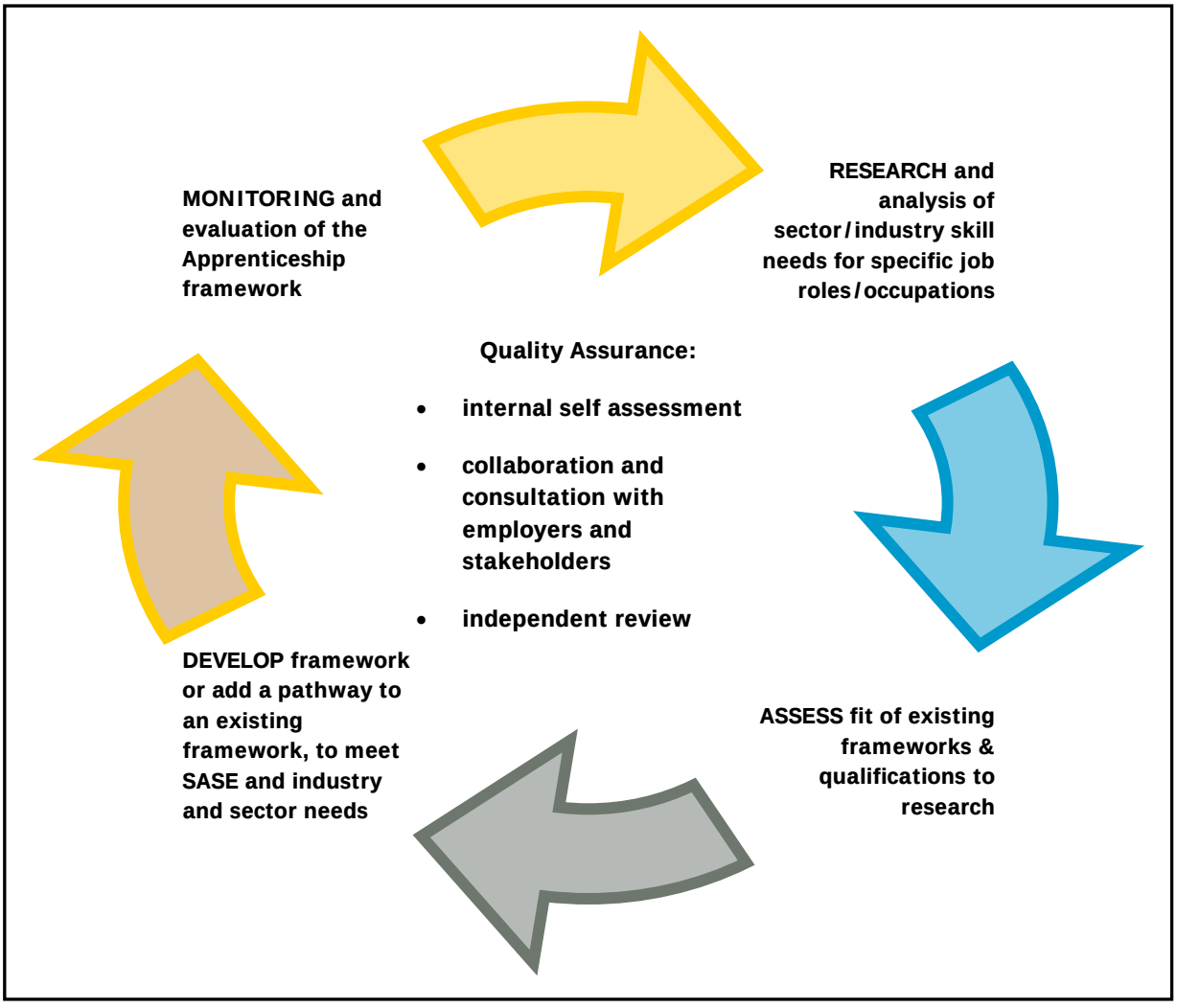
5. If there are changes being made to the Level 4 and 5 routes after 6 April 2013, then these will need to be created in a separate Higher Apprenticeship framework document using AFO. The new naming convention "Higher Apprenticeship in xxx – Levels X, X) must be followed and the framework content must be compliant with the changes to SASE. (NB: We are currently looking into options to make this process easier for framework developers who already have Higher Apprenticeship information on AFO, within combined framework documents. For example, a framework copy or cut and paste facility).
6. Where a separate Higher Apprenticeship framework is created for Levels 4 and 5 as per point 5 (i.e. which were originally part of a combined levels framework), the Level 4 and 5 sections must be deleted from the Level 2 and 3 framework document on AFO. To delete an entire level and all its pathways (e.g. Level 4 or 5) simply uncheck the box next to that level on the 'Select / Edit level' screen in the Framework Creator on AFO. A warning message will be displayed asking you to confirm that you want to delete the level and its associated pathways.

Current Higher Apprenticeship framework at Levels 4 and/or 5 which are NOT currently combined with Level 2 and 3 frameworks

7. For current Higher Apprenticeship frameworks, the policy intent is that frameworks at Levels 4 and 5 have one year to become SASE compliant (i.e. by 5 April 2014), subject to any other further policy changes relating to Apprenticeships that may have to be complied with.
8. Any existing frameworks at Levels 4 and/or 5 which are revised after 6 April 2013 **MUST** meet the new SASE requirements, **regardless of the type of revision**, even if it is just a minor change of adding a new qualification. The new naming convention must be followed. e.g. "Higher Apprenticeship in xx – Levels 4, 5, 6 or 7.
9. Any new frameworks created on AFO for Levels 4 -7, after 6 April 2013, must meet the new SASE requirements for Higher Apprenticeships and following the new naming convention e.g. "Higher Apprenticeship in xx – Levels 4, 5, 6 or 7. The online guidance and tips within AFO has been updated to reflect any changes in the way that framework developers should be completing the AFO template for the different levels of Apprenticeship. There are no functional or field name changes to AFO templates per se. For example, Level 4 and Level 5 are functionally the same as before and with all the same form fields as previously existed. However, the change is that these now require to be completed differently for the different levels of Apprenticeship. Also, the new Level 6 and Level 7 (for England) format will be identical to the current (and future) Level 4 and Level 5 format, taking account of the new SASE requirements for Higher Apprenticeships.

PART ONE: A QUALITY ASSURANCE PROCESS

2. Overview of a quality assurance process for Apprenticeship framework development at Intermediate and Advanced Levels



Step One: Researching specific jobs and skills to meet the needs of the sector/industry

- An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

- On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

- The starting point for an Apprenticeship framework, therefore, must be the occupation/specific job role at levels 2 and 3. 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 so that it meets the definition of "productive job role" in the Quality Statement. 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 at intermediate and advanced levels:

    - what are the productive and specific paid job roles apprentices will do at level 2 and 3?
    - will the job role and the training required for the job role justify the minimum duration of an Apprenticeship? *e.g. Are these jobs mainly part time, in which case be clear that there is a recommended minimum of 30 hours a week for employment to qualify for an Apprenticeship. There are exceptions where this might not be possible given the nature of employment for a particular sector, in which case the absolute minimum is 16 hours a week and the length of time the Apprenticeship takes must be extended to meet the minimum duration requirement. If this applies to a sector/job role, this must be clearly stated in the framework in the GLH section. Refer to SFA website for up to date funding rules. Use this link to access the* SFA website
    - 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 license to practice?
- are the job roles of sufficient scope to provide 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 to levels 4 and beyond - via a range of experience and additional enhancement opportunities, such as additional units with smaller employers and encourage higher levels of achievement in Maths and English?
- how will you show progression from each level and into Higher Apprenticeships?
- do the job roles have clear progression routes to higher level jobs/careers?

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

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

Are there Apprenticeship frameworks already in existence that fully or partially meet the job roles identified?

- Having identified the specific and productive 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 pathways[2] in an existing Apprenticeship framework at levels 2 and 3. 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 at levels 2 and 3;
    - 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, in which case this counts as a duplicate framework and will not be issued.

- If as a framework developer, you are planning to use one or more units from NOS developed by another organisation in new qualifications, for specific job roles covered by the framework, you should contact the developer of the NOS to discuss this with them in order to:
    - agree which SSC/SSB will be the IA given that the framework includes NOS from one or more sector(s);
    - 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.

- The job roles and, therefore, the competencies qualification, must be distinguishable from other Apprenticeship frameworks already in existence. Framework developers must ensure that competency and technical knowledge qualifications underpin the specific job role in the framework at levels 2 and 3.

- 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 framework:

[2] Refer to Glossary for a definition of a pathway

  - 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 Apprenticeship frameworks, for example, the occupation/job role or the competence qualification may already be covered by another framework;
  - does it meet a clear and distinct gap in the skills 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. Decide on the approach to use. SASE requires an Apprenticeship has “either” separate competence and knowledge qualification “or” an integrated qualification approach and you should choose which best suits the job role.

- 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 at levels 2 and 3?
  - 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?
  - 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 to work with SSCs/SSBs and awarding organisations?
  - do they have the appropriate section 96 approval for delivery to 16-18 year olds?
  - has the qualification been developed for the appropriate purpose and has an acceptable purpose code:

    - *Competence qualifications - **Purpose Code D** which confirm occupational competence and/or ‘licence to practice’*
    - *Knowledge qualifications - **Purpose Code B** which prepare for further learning or training and/or develop knowledge and/or skills in a subject area*
    - *Combined qualifications – **Purpose B or D***
    - *A robust rationale will be required where aims developed for other purposes are included within a framework.*

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 SASE compliant Intermediate and Advanced Level Apprenticeship frameworks to meet industry/sector need

As well as job roles, 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 a well regarded brand across the industry or sector. 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 at levels 2and 3?

    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 indicating that an Apprenticeship framework must be developed? For example, how does it fit with the skills priorities for England?

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 roles for which this Apprenticeship framework is being designed?

7. How will this Apprenticeship framework yield a good return on investment for employers?

8. Having considered the above questions, is the occupation/job role you identified earlier still accurate or is another occupation/job role more appropriate?

9. How does your rationale answer the question as to why the framework is needed and why other routes, including other frameworks, are not appropriate?

10. Is your rationale for the purpose of the framework clear and succinct?

Possible evidence sources:
Labour Market Intelligence/SSC/SSB research/Sector Skills Assessments /National datasets such as:

- UKCES Evidence Reports (Working Futures, Skills for the Workplace, High performance working etc), http://www.ukces.org.uk/publications/evidence-report-list
- The Data Service http://www.thedataservice.org.uk/statistics/statisticalfirstrelease/sfr_current/

Step Four: Monitoring and evaluation of Apprenticeship frameworks

How will you make sure your Apprenticeship framework delivers value for employers and apprentices?

- Once you have completed the templates on AFO and your Apprenticeship framework has been issued, approved for funding 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.

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.

- Consider these questions for the purposes of on-going monitoring:
  - have you set up measures to monitor and collect continuous feedback about how the framework is being used 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 England (ACE) system is not a mandatory SASE 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, are important.
  - have you considered following a cohort of apprentices as they complete the Apprenticeship framework?
  - 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. 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.

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 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.

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 templates on AFO and at the point of submission to the Issuing Authority. The three main elements of a 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 before it is submitted to the Issuing Authority. Refer to the checklist for framework developers in Annex C.

Self assessment

4. Self assessment can be a valuable means of ‘sanity checking’ the development work as it progresses. Self assessment could be done by:

    - an individual who is allocated this task as an internal ‘quality assurance officer’;
    - members of your development group who will check and challenge each other’s work for accuracy and purpose.

5. As you develop the Apprenticeship framework, you will need to keep checking that what you produce is accurate, practical, coherent and well written.

6. 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.

Consultation and collaborative working with stakeholders

7. You must consult and work with a range of employers, as the NAS Statement on Quality requires and with other stakeholders who can help you develop your Apprenticeship framework.

8. 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.

9. The formation of a 'steering or advisory group' consisting of representatives from organisations listed below is often a helpful way to keep the development work on track and in line with your overall vision.

10. 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:

- employers;
- trade associations;
- training providers;
- awarding organisations;
- the relevant SSCs/SSBs if you are not a framework developer;
- other SSCs/SSBs who may have similar job roles in their sector and therefore, the potential to collaborate on a framework.

11. 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 specific and productive 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 and HE and professional body membership;
- how the Apprenticeship framework will address the identified needs.

Independent review

12. 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. These could include other colleagues in your department or organisation or individuals working in other related industry or sector organisations.

13. 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.

14. The work and feedback from the independent reviewer must be documented and it is recommended that reviewers use the framework development checklist in Annex C.

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;
- → 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 FRAMEWORK TEMPLATE ON AFO

3. The Purpose of Part Two

3.1 The purpose of Part Two is to:

- provide you with the tips and guidance for completing the framework template for Intermediate and Advanced Level Apprenticeships on AFO[3];
- provide additional information and examples to help you complete the template, based on the SASE, the SASE Guidance and Additional Information;
- incorporate verbatim wording from the SASE where there are legal requirements to avoid misinterpretation;
- cross reference the framework completion tips to the NAS Statement on Apprenticeship Quality to ensure that this is reflected in the final framework.

3.2 You will need to use the **Framework Development Checklist in Annex C**:

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

3.3 Read the **Glossary of Terms in Annex D** and the **FAQs in Annex E** before you begin completing the template on AFO.

[3] Note that for convenience, the tips and guidance document for the development of Level 2 and 3 frameworks have now been separated from those for Higher Apprenticeships at Level 4-7 but the on-screen tips within AFO for Level 2 and 3 will remain combined with those relating to both Higher Apprenticeships for England and those for Wales frameworks.

Part Two: Guidance on completing the Intermediate and Advanced Level Apprenticeship framework template for England

1. TITLE and NATION

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
Which Nation is this framework for?	Select one button to create a framework for **EITHER** England or Wales, not both Nations. **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.	You will create one **complete framework** at a time for either England or Wales. Once you select "convert" the system will automatically copy across all of the content which is common to both England and Wales. You will then need to customise the other framework to make sure that it meets either the SASE or the SASW requirements and reflects the terminology used in each Nation. Once you have selected **"Create and Convert**" the frameworks for England and Wales 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.	N/A
Framework Title	Choose a title which you feel is the 'best fit' to describe the occupation or range of occupations this framework will cover.	Frameworks for related jobs and occupations at Levels 2 and 3 must be contained in one framework. • you must not create separate frameworks for the same job roles/occupation at each level as this will fragment the occupation, making career progression more difficult to demonstrate. • The terms' Intermediate Level and Advanced Level Apprenticeship' must not appear on the front cover of the framework., just a generic title which reflects the occupation/range of occupations to which the framework relates.	6

		Examples of framework titles at Levels 2 and 3 are: • Business and Administration • Construction Civil Engineering • Witness Care • Leisure Operations.	
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.	The title will automatically appear in the "Frameworks under development" section of the Library, unless the developer does not wish this to be made public. In such cases, you will need to remove the tick in the above "visible in Frameworks under Development" box. See below for implications of this decision. 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.	N/A
Short description of this framework	Using a **maximum of 600 characters** (that is typically about 100 words), briefly describe the purpose of the framework, the levels included and examples of specific job roles at each level. We recommend you do not use more than 600 characters (including punctuation and spaces) as the additional text will not appear in the 'Frameworks under development' listing"	The purpose of the short description is to provide visitors to the AFO Library with brief information about the purpose of the framework, the levels and examples of job roles within the framework at each level. It also appears in the Framework Information section towards the front of the framework and provides the reader with a useful summary about the jobs and levels contained in the framework.	1,2, 6
Issue Number	Automatically generated by the system.	The Issue number and Framework ID are generated by AFO. • **Issue numbers** begin at number 1 for the first framework and each time the framework is revised the system will number this	N/A

Framework ID		Issue 2, Issue 3 and so on. • **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. *Note for frameworks which are being publicly funded: The Framework ID is different from the **Framework Code which** is allocated by NAS once funding has been agreed.* *The 3 digit framework code is used to aggregate all starts and achievements from ILR returns against the framework which is then used for the Statistical First Release. This code remains the same regardless of the number of revisions. The framework code will only be closed if the framework ceases or is superseded by a substantially different framework such that it justifies a new framework code.*	
Date this framework must be reviewed by		A framework must state 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. It may be reviewed before component qualifications reach their Certification End Date on the Qualifications and Credit Framework (QCF). 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. If you are new to framework development talk to other framework developers or experts about how they co-ordinate qualification development with framework reviews.	N/A

Part Two: Guidance on completing the Intermediate and Advanced Level Apprenticeship framework template for England

Occupational sector for this framework	Select ONE occupational sector from the list below that best fits the framework	If you cannot find the occupational sector you are looking for please contact the Issuing Authority that provided the login to access this area of the site. Sector Subject Area Tiers 1 & 2 name and codes are need for the completion of the Apprenticeship Funding template.	1,2,6

2. CONTACT INFORMATION

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
Proposer of this framework	This section must contain a brief summary of the approach the framework developer has taken to engage with employers on the development of this framework and a list of key employers involved.	Use no more than 4000 characters for this explanation. This information will appear in the published framework.	1
Who is developing this framework?		Note that the framework developer's contact details will appear in the issued framework which will be published on this website. 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 SASE. Therefore, they are well placed to share their expertise to help developers: • Understand the sector through sharing research and share their knowledge of the SASE; • explore the potential for adapting existing frameworks to meet their needs by, for example , adding a pathway to an existing framework for the same occupation or profession; with the development of new frameworks.	N/A

Part Two: Guidance on completing the Intermediate and Advanced Level Apprenticeship framework template for England

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)			
	Fill in the Issuing Authority details below 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.	An Issuing Authority (IA) can only issue frameworks for their sector and which must not duplicate a competence qualification contained in another framework. If the framework is a collaboration between a number of sectors, then agreement must be reached at the outset as to who will issue the framework. Refer to the Glossary in Annex D for a definition of an IA.	

Part Two: Guidance on completing the Intermediate and Advanced Level Apprenticeship framework template for England

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

3. PURPOSE OF THE FRAMEWORK

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
Summary of the purpose of this framework	This is your opportunity to 'sell' your framework to potential users. This is where it will explain how it will help: • employers to meet their skills needs • apprentices manage their ambitions • providers to deliver an quality experience You can explain why it has been developed and what it is designed to do, change and achieve.	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. Begin with a definition of Apprenticeships using the NAS Quality Statement. **Defining Apprenticeships** An Apprenticeship is a job with an accompanying skills development programme, designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job learning and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs. All apprentices commencing their Apprenticeship must have an **Apprenticeship Agreement** between the employer and the apprentice**.** This can be used to reinforce the understanding of the requirements of the Apprenticeship. On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry. **Profile of the Sector** 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 only to inform your content and reflect your sector – **don't just copy and paste** this list:	1, 2 3, 4, 6, 8

		• 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 England - Skills for Sustainable Growth http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/s/10-1273-skills-for-sustainable-growth-strategy-summary; Briefly explain how these factors have affected the demand for skills at each of the levels which this framework will help to address. 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. Include examples of the specific and productive jobs contained within the framework for each level and pathway. 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.	
Aim and objectives of this framework England	The aim and objectives should flow from the rationale so that it is clear how the framework will meet the needs of the sector.	Visit the AFO library and view Issued frameworks for examples of aims and objectives in other Apprenticeship frameworks at the same level(s) you are developing.	1, 2, 3, 4, 6

4. ENTRY CONDITIONS

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
Specify the general entry criteria for this framework	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. These requirements will differ from sector to sector.	Entry conditions may be demonstrated by prior achievement of qualifications which the framework developer, in consultation with employers and other relevant partners, considers necessary. Where entry conditions are demonstrated by prior qualifications, the developer must include alternatives to ensure quality of access for people with a learning difficulty. Alternatives may include a portfolio of evidence based on work experience, non accredited courses and volunteering and which demonstrates that the individual has the potential to complete the Apprenticeship. **You must justify:** • any legal restrictions for entry e.g. *"as the xx apprenticeship may involve working with children, young people or vulnerable adults, applicants must be willing to undergo a CRB check";* • *entry conditions which comply with t*he 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'.* 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, *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.* 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. If you decide to include a list of examples, make it clear that the lists are examples and	**3, 6**

		in no particular order of preference and use the word "OR" between each example. **Examples of entry conditions into the Intermediate Apprenticeship at Level 2** • a portfolio of evidence from work experience, non-accredited courses, volunteering, have previously worked or are working in the sector; OR • achievement of a Young Apprenticeship Programme in xx : OR • the 14-19 Diploma at Foundation Level with additional specialist learning in a related sector; OR • Functional Skills, or their equivalent in English, Maths and/or ICT at level 1 or 2;OR • vocational qualifications such as xxx; OR • academic qualifications such as xxx. **Examples of entry conditions into the Advanced Apprenticeship at level 3** • a portfolio of evidence from work experience, non-accredited courses, volunteering, have previously worked or are working in the sector • Intermediate Apprenticeship in this or a related framework; OR • the 14-19 Diploma at Higher Level with additional specialist learning in a related sector; OR • Functional Skills, or their equivalent in English, Maths and/or ICT at level 1 or 2; • vocational qualifications such as xxx; OR • academic qualifications such as xxxx. **Initial assessment** • make it clear that initial assessment will be used 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 Functional Skills, state 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.	

		Pathway entry conditions Use the 'pathway entry conditions' if there are specific requirements for a pathway; o for example, at levels 2 and 3 if apprentices must have a current driving licence before they begin the Apprenticeship to do the selected job role. o by including any legal or other restrictions which must be justified.	

5. PATHWAY INFORMATION

Level

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
What is the title for this framework at Level *X* in England?	The title must reflect the occupational areas the apprentice will be working in at this level. You **MUST NOT** create separate frameworks for the same job roles/occupation at each level as this will fragment the occupation, making career progression more difficult to demonstrate.	Use the following terms in the **PATHWAY TITLE** for the level, along with the name occupation/job role: **Examples of PATHWAY titles:** • Intermediate Level Apprenticeship in Fashion and Textiles (Textiles) • Advanced Level Apprenticeship in Fashion and Textiles (Leather Goods Note that Intermediate Level Apprenticeships are level 2 and Advanced Level Apprenticeships are level 3	4,6

Part Two: Guidance on completing the Intermediate and Advanced Level Apprenticeship framework template for England

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
'Level *X* Pathway *1* title'	Enter the pathway name for the sub sector.	**Examples of pathway names:** Pathway 1: Textiles Pathway 3: Leather Goods IMPORTANT NOTE: Once you have named a pathway it must be recorded in the **Apprenticeship Funding Template** in exactly the same way and in the same order. They must always remain in the same order for subsequent revisions. Once a pathway is allocated in LARA the pathway number alone will determine its usage via the ILR. Pathways must be added sequentially up to a maximum of 20. Pathways that are ended will not be replaced as the pathway number will be closed to new starts. Minor changes to the pathway name can be accommodated but only if it is related to similar job roles.	**N/A**
Description of this pathway and total credit values	Brief description of approximately 12 words which should include pathway title and subsector pathway if appropriate in brackets and the total minimum credit value.	**Example from the Intermediate Level Apprenticeship in Fashion and Textiles (Textiles)** Total minimum credit value for this pathway is **57** credits: • Competence Qualification - 27 Credits; • Knowledge Qualification - 20 Credits; • Transferable Skills - 10 Credits (English and Maths). Use the **minimum credit values** if there are a range of qualifications in the pathway – all with different credit values. **Intermediate and Advanced Level Apprenticeship frameworks** must be a minimum of 10 credits for competence, 10 for knowledge and add up to a minimum of 37 credits in total.	**N/A**

Entry conditions for this pathway	Specify any entry conditions for this pathway in addition to the general framework entry requirements. If there are no requirements, say that "There are no additional requirements other than the general entry conditions".	These must be objectively justified to avoid discrimination e.g. ability to work at heights and in enclosed spaces for specific pathways within the Construction Building framework.	6

Jobs

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
Job title and Job roles	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. *(300 character limit for job roles)*	**Job titles** must: • be specific, reflect real jobs in the sector which have a productive purpose; • not be generic job titles or generic occupational titles - this is crucial as the job title will inform both the competencies and knowledge qualifications required for the pathway; • ensure that there is a clear distinction between the job titles and job roles to show progression from each level. **Job roles** must: • include a brief description of the range of activities apprentices will carry out; • be succinct but as interesting as possible, so that those reading the framework understand what the job role requires. *Examples of specific job titles and job roles from The Water Industry framework for England:* ***Level 2:*** ***Leakage Operative*** *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.*	**3, 4 and 6**

		Level 3 ***Leakage Field Technician*** *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 distribution network.*	

Qualifications

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
Qualifications	There are three qualification tables from which to choose, depending on whether the competence and knowledge are in separate qualifications or in a combined (integrated) qualification which combines competence and knowledge.	An Apprenticeship framework may offer a choice of qualifications by including a range of different competence, knowledge and combined (integrated) qualifications. The SASE states that an Apprenticeship framework must identify either: • a competencies qualification and a separate technical knowledge qualification (at the same level as the pathway); **OR** • an integrated qualification which combines competence and technical knowledge elements in which each element is separately assessed; **OR** • an integrated qualification which combines the assessment of competence and technical knowledge elements. 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. Where competence and knowledge is contained in separate qualifications, developers must show which knowledge qualifications contain the underpinning knowledge for a particular competence qualification. **IMPORTANT NOTE:** Whenever there is a qualification/learning aim referred to it must be accompanied by its aim reference number using the 000/0000/0 format. The aim reference is the unique	

		identifier for that particular qualification. Updated qualifications that generate a new aim reference number are new qualifications and need to be added with the old version being removed when the framework is revised.	
Competence qualifications for this pathway	Use this table where the competence qualification is a separate qualification from the knowledge qualification.	<u>A competency qualification:</u> • must be at least 10 credits on the QCF; • be underpinned by NOS and be approved by the relevant SSC or Sector Body, • to avoid duplication of frameworks in the same skill, trade or occupation, each framework must have a different competencies qualification; • ensure the purpose code is D or prepare a robust rationale why it is different.	1,2,3,4,6
Knowledge qualifications for this pathway	Use this table where the knowledge qualification is a separate qualification from competence qualification.	<u>A technical knowledge qualification must be:</u> • at least 10 credits on the QCF; • be underpinned by NOS and be approved by the relevant SSC or Sector Body; • ensure the purpose code is B or prepare a robust rationale why it is different.	1,2,3,4,6
Combined qualifications for this pathway	Use this table where competence and knowledge are combined into one qualification	<u>A combined competence and technical knowledge qualification must be:</u> • be underpinned by NOS and be approved by the relevant SSC or Sector Body, at least 10 credits on the QCF for the competence element and 10 credits for knowledge element; • ensure the purpose code is D or B or prepare a robust rationale why it is different.	1,2,3,4,6

ADDING NEW OR EDITING EXISTING QUALIFICATIONS			
Add/edit COMPETENCE qualifications for this pathway	Competence qualifications must be a minimum of 10 credits to meet the requirements of SASE	Total credits in a framework must be a minimum of 37. Competence qualifications must carry a minimum of 10 credits Each qualification should have one title entered into the first row, followed by the qualification reference number, awarding organisation name, credit value, GLH (see note below). • **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. 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'. **Note about Guided Learning Hours (GLH) for this section.** **QCF Guided Learning Hours** are related to the number of hours of teacher/tutor-supervised or directed study time required to teach a qualification or unit of a qualification set by the awarding organisation. This is different from the minimum GLH per year requirements for England which is explained in the on and off the job guided learning hours section.	1,2,3,4,6

Add/edit KNOWLEDGE qualifications for this pathway	Knowledge qualifications must be a minimum of 10 credits to meet the requirements of SASE	Total credits in a framework must be a minimum of 37. Knowledge qualifications must carry a minimum of 10 credits Each qualification should have one title entered into the first row. The qualification reference number, awarding organisation name, credit value, GLH (see note below). • **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. 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'. **Note about Guided Learning Hours (GLH) for this section).** **QCF Guided Learning Hours** are related to the number of hours of teacher/tutor-supervised or directed study time required to teach a qualification or unit of a qualification set by the awarding organisation. This is different from the minimum GLH per year requirements for England which is explained in the on and off the job guided learning hours section.	1,2,3,4,6

Add/edit COMBINED qualifications for this pathway	Competence and knowledge units must add up to a minimum of ten credits each to meet the requirements of SASE	Each qualification should have one title entered into the first row. The qualification reference number, awarding organisation name, credit value, GLH (see note below). **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. 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'. **Note about Guided Learning Hours (GLH) for this section).** **QCF Guided Learning Hours** are related to the number of hours of teacher/tutor-supervised or directed study time required to teach a qualification or unit of a qualification set by the awarding organisation. This is different from the minimum GLH per year requirements for England which is explained under on and off the job guided learning hours.	1,2,3,4,6
Relationship between competence and knowledge qualifications	Use this section to explain the relationship between competence and knowledge qualifications to help employers and apprentices make an	**Separate competence and knowledge qualifications**: You must explain: • which knowledge qualification relates to specific competence qualifications for each of the job roles in	**1,2,3,4,6**

	informed choice as to which qualifications best meet their needs for a specific job role.	the pathway; ***you must no longer solely use the terms K1 provides the underpinning knowledge for C1 etc.*** • significant differences in the content and size (in terms of differing GLH and credit values) of competence and knowledge qualifications should be explained to help employers and apprentices decide which is the most appropriate qualification for the job role being undertaken. *Apprenticeships are about driving up standards and developing the skills and competencies identified as being required for specific job roles and **not** about opting for qualifications with the minimum GLH and credit values.* **Combined (integrated) qualifications:** You must clearly identify where the separate knowledge and competence units are contained within an integrated qualification and show how they meet the minimum of 10 credits for competence and the minimum of 10 credits for knowledge in order to meet SASE requirements. Include a brief statement that those who have already achieved competence and/or knowledge qualifications before entry to the Apprenticeship must select options which will equip Apprentices with new skills and learning.	
	UCAS points for this pathway	You may leave this blank for **Level 3** frameworks as it is not required.	

Transferable Skills

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
Functional Skills / GCSE (with enhanced functional content)	Using the tables below, please specify which of the transferable skill options in English, Maths and Information and Communications Technology (ICT) will satisfy completion of your framework. Achievement of a Functional Skills qualification and achievement of a GCSE qualification (with enhanced functional content) must be selected. However, each of the other options may or may not be selected depending on whether you consider it to meet the requirements of your framework. To satisfy the framework, an apprentice needs only to meet **one** of the options selected. ICT must be included as a requirement of your framework unless it is not relevant to effective performance in the occupation or sector to which the framework relates. If you do not wish to include an option, please click to remove the tick in the box next to that	**How to use these tables:** • Options with a tick next to them will be included on this pathway and so displayed in the PDF; • If you do not wish to include an option, please click to remove the tick in the box next to that option - then it will not appear on the PDF document. Note: some items are required and for these, this tick cannot be removed; • Please enter a minimum level or grade in the empty boxes provided. To comply with SASE, you should specify the minimum level for Functional Skills at either Level 1 or Level 2 for a Level 2 framework and at Level 2 for a framework at Level 3. You should specify the minimum grade for GCSE (with enhanced functional content) at grade E or above for a Level 2 framework, and at grade C or above for a framework at Level 3; • If the content of this pathway is the same as or very similar to another pathway on this level (which you have already created) then you can copy the contents for the whole page from that pathway using the blue ***Copy entire page from another pathwa***y button. This will overwrite anything you have already entered onto this page.	**1,2,4,6,9**

	option - and it will not appear in the framework . **Note:** some items are required and for these, this tick cannot be removed.		
Maths	Enter level and credit value, where appropriate.		
English	As above		
ICT	As above		1,2
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 effective performance in the occupation or sector to which the framework relates, the reasons you have decided not to include ICT in the framework following consultation with employers.	

Progression into and from the pathway

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
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 and/or undertake further qualifications.	An Apprenticeship framework must specify the progression routes into the framework and the progression opportunities open to a person who has completed the framework. It must specify the avenues of career progression, including those through training with sector employers and/or through FE (and HE for Higher Apprenticeships) Use sub headings to show progression **into** the pathway and for progression **from** the pathway. **e.g. Progression routes into the xx Level Apprenticeship in xxx** • Give clear entry routes into Apprenticeships such as having followed the foundation learning curriculum or other atypical routes, or previous work experience/employment working or volunteering in the sector, • Demonstrate how other qualifications such as Diplomas, Young Apprenticeships, GCSEs and A levels can lead into the Apprenticeship and possibly count towards achievement of an Apprenticeship; • For entry to an Advanced Level Apprenticeships, include achievement of at least one Intermediate Level Apprenticeship in a related occupation/job role except where there is no level 2 Apprenticeship; **e.g. Progression routes from the xx Level Apprenticeship in xxx** • specify the occupations and/or job roles which the apprentice will be qualified to undertake on completion	1,2,3,4,6

		of the Apprenticeship • specify a range of career options and jobs, which are realistic given the level of the framework, as well as aspirational; • highlight elements of frameworks which would enable apprentices to move 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; • for Advanced Level Apprenticeships, frameworks must include opportunities for progression to HE, including direct progression to a Degree, FD or professional qualification, or indirect through bridging courses); • for Advanced Level Apprenticeships show progression to Higher Apprenticeships; • 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.	

Employee Rights and Responsibilities

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
Employee rights and responsibilities	Briefly describe how ERR will be delivered, and how achievement should be evidenced at point of claiming the Apprenticeship Completion Certificate.	Note that this is Employee Rights and Responsibilities, not Employment or Employer. Specify which of the following methods is used to deliver and evidence ERR for the pathway: **1. A QCF ERR Unit:** • 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 uploaded to ACE when applying for an apprenticeship completion certificate 2. **Embedded in qualifications** • State that this must list the nine ERR outcomes and be signed by the apprentice and provider before applying for an apprenticeship completion certificate. • Where ERR is embedded into competency and/or knowledge components of a framework, an ERR achievement declaration form must be uploaded to ACE when applying for an Apprenticeship completion certificate. • The declaration form should list the 9 ERR outcomes and be signed and dated by the apprentice, assessor and/or provider once they have been achieved	4,5,6,7,8, 11

		3. ERR workbook • Include the name of the developer of the workbook and where it is available • State that the ERR achievement declaration sign off sheet within the workbook must be signed by the apprentice and the provider before applying for an apprenticeship completion certificate and a copy uploaded to ACE **Note that there is no longer a need to list the 9 outcomes of ERR in the framework document itself as the standard of attainment is included in the methods of delivery and evidence recording detailed above.**	

6. EQUALITY AND DIVERSITY

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
Equality and diversity	A framework must state in approximately 200 words: 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?	**1. Under-representation in the sector:** • 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** Explain why there is under representation in the workforce, for example: • 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:** Explain the ways in which this apprenticeship framework will contribute to addressing these issues, for example: • 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;	1,2,4,6,8

		• 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; • use campaigns/ promotional events aimed at under-represented groups, showing non stereotypical images on promotional materials and websites etc. 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: http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/	

7. ON AND OFF THE JOB GUIDED LEARNING (ENGLAND)

Total GLH for each pathway

There are various requirements about GLH that **must** be specified using all the fields on this page.

The **total** guided learning hours must be specified to include the number of GLH to be delivered **both on and off-the-job** and the number of GLH to be delivered in each 12 month period of starting the Apprenticeship. Refer to the 12 minimum duration guidance in the tip below.

The SASE requires the following:

- Each pathway in a framework must include at least 280 Guided Learning Hours in total;
- At least 30% of the total GLH for each pathway (or 100 GLH, whichever is the greater) must be delivered off-the-job;
- Each pathway in a framework must include at least 280 GLH delivered within the first 12 months of starting the Apprenticeship, and at least 280 GLH pro rata for each subsequent 12 month period.

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
TOTAL GLH for each pathway at each level.	In this first field you must specify the **total minimum GLH** for each pathway, followed by series of statements which reflect the SASE and the NAS Quality Statement.	• Show the total minimum GLH for each pathway and level by totalling the GLH for the all of the qualifications in the pathway. • Include time spent on other activities such as induction, mentoring, PLTS (England), ERR • There is no need to mention that the GLH meets/exceeds the 280 GLH per year minimum. • Please set out the total minimum GLH for each year if the recommended duration of the framework is more than 12 months. • State the definitive expected minimum duration for each framework level or for each pathway if different, based on the NAS Statement on Apprenticeship Quality. • Avoid vague statements such as *it takes within, on average, about, approximately X months to complete*. • State that GLH are delivered during contracted working hours and	1,2,3,4,5,6,7,8

		that the working week for an apprentice is recommended to be 30 hours, unless the employment pattern in the sector is part time in which case apprentices must work a minimum of 16 hours a week. If this is the case, you must state that the Apprenticeship must be extended in order for the apprentice to complete the recommended minimum number of GLH. • **Include a statement that for apprentices aged**: o between 16 – 18, the Apprenticeship must last at least 12 months; o 19 and over, the Apprenticeship must be at least 12 months, unless relevant prior learning is recorded. Where this is the case, Apprenticeships will not be less than six months and must include new skills and new learning. • **State that GLH:** o must be planned, reviewed and evaluated jointly between the apprentice and tutor, teacher, mentor or manager; o must allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager; o 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; *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;* o Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice; o completed in relation to accredited components of the framework achieved prior to the that apprenticeship training may count towards the GLH requirement for the framework; o where an apprentice completes an Apprenticeship part way through a 12 month period (clearly after the minimum regulatory duration requirements have been met), an apprentice must receive a proportion of the annual minimum of 280 GLH, which is at least equal to the	

		proportion of the final 12 month period spent on the Apprenticeship.	
Minimum **off the job** Guided Learning Hours per year	Clearly specify the total minimum number of GLH that an apprentice must receive off-the-job for each pathway and level, in order to complete the framework	• show the total **OFF THE JOB GLH** for each pathway and level; • include a breakdown showing the GLH for each component of the off the job GLH (technical knowledge, coaching, mentoring, ERR, FS etc) • check totals! • the total must be at least 30% of total GLH (or 100 GLH whichever is the greater) delivered off-the-job. **Illustration showing breakdown of Off the Job GLH totals, minimum duration and GLH per year** ***NOTE: If there is more than one competence/technical knowledge qualification, use the GLH for the qualification with the <u>lowest number of GLH</u>*** **Intermediate Level Apprenticeship in xx** **Pathway Title: xxx** 1. Minimum recommended duration of programme is 12 months 2. Total of 393 minimum off the job GLH for the duration of the programme 3. Breakdown for this pathway as follows: • Technical knowledge element: minimum 150 GLH • ERR GLH (if achieved as a separate unit) e.g. 8 GLH • FS English: 45 GLH • FS Maths: 45 GLH • FS ICT: 45 GLH • Mentoring: 100 GLH	1,2,6

		Advanced Level Apprenticeship in xxx **Pathway Title: xxx** 1. Minimum recommended duration of programme is 24 months 2. Total of 493 minimum off the job GLH for the duration of the programme: Year 1: minimum 300 GLH, Year 2: minimum193 GLH 3. Breakdown for this pathway as follows: • Technical knowledge element: minimum 250 GLH • ERR GLH (if achieved as a separate unit) e.g. 8 GLH • FS English: 45 GLH • FS Maths: 45 GLH • FS ICT: 45 GLH • Mentoring: 100 GLH	
How will this requirement be met?	Clearly describe how off the job learning will be delivered in your sector and how it will be recorded and evidenced.	**<u>Delivery and recording of off the job GLH</u>:** • 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. **<u>Evidence of completion of off the job training:</u>** • There is no requirement under SASE for achievement of GLH to be evidenced at point of claiming a completion certificate. The Universal Declaration and Authorisation Form requires apprentices to tick to acknowledge that they have received the **minimum** levels of GLH, as required by their framework, but ACE doesn't require this to be evidenced.	
Minimum **on the job** guided learning hours per year	Enter the minimum total on- the- job GLH per year that an apprentice is	• show the total **ON THE JOB GLH** for each pathway and level; • include a breakdown showing the GLH for each component of the on the job GLH (competence qualification, induction, PLTS etc.	1,2,6

	required to do. If there is more than one pathway, then enter the pathway title and show the minimum total on- the- job GLH per year for each pathway.	**Illustration showing breakdown of ON THE JOB GLH totals, minimum duration and GLH** **Intermediate Level Apprenticeship in xx** **Pathway Title: xxx** 1. Minimum recommended duration of programme is 12 months 2. Total of 260 minimum on the job GLH for the duration of the programme 3. Breakdown for this pathway as follows: • Competence element: minimum 200 GLH • PLTS: 60 GLH **Advanced Level Apprenticeship in xxx** **Pathway Title: xxx** 1. Minimum recommended duration of programme is 24 months 2. Total of 360 minimum on the job GLH for the duration of the programme 3. Breakdown for this pathway as follows: • Competence element: minimum 300 GLH • PLTS: 60 GLH	
How will this requirement be met?	Clearly describe how on the job learning will be delivered in your sector and how it will be recorded and evidenced.	**<u>Delivery and recording of on the job GLH:</u>** • 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 GLH must be recorded and suggest ways in which apprentices can do this such as a diary or a portfolio. **<u>Evidence of completion of on the job training:</u>** • There is no requirement under SASE for achievement of GLH to be evidenced at point of claiming a completion certificate. The	**1,2,6**

		Universal Declaration and Authorisation Form requires Apprentices to tick to acknowledge that they have received the **minimum** levels of GLH, as required by their framework, but ACE doesn't require this to be evidenced.	

8. PERSONAL LEARNING AND THINKING SKILLS

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
Summary of Personal Learning and Thinking Skills	Summarise below the approach to delivery and assessment, where the PLTS are located in the framework and whether PLTS will be accredited.	**State which of the following methods are used for this framework to identify where PLTS are located in the framework, how they are assessed and how achievement will be evidenced:** ***(Refer to the SASE Guidance PLTS sections 19 – 20 for guidance on assessment)*** **1. PLTS QCF unit or qualification containing all 6 PLTS:** • for each of the PLTS below state the title of the QCF unit, reference number, AO name, GLH and credit value • state that achievement is recognised by the completion certificate which must be submitted when applying for an Apprenticeship completion certificate. **2. Embedded in a qualification** • for each of the PLTS listed below state which units in a qualification provide clear opportunities for the relevant PLTS to be demonstrated, achieved and evidenced; • state that PLTS achievement will be evidenced by the completion certificate for the qualification of which they have been clearly demonstrated to form a part of. This certificate must be submitted when applying for an Apprenticeship completion certificate using ACE	**1,2,3,4**

		3. **Apprentice log book or diary;** • state that for each of the PLTS below, apprentices must record when and how they have used PLTS to get tasks done in the workplace. • state that a declaration signed by the apprentice, the assessor and/or the provider that all 6 PLTS have been achieved must be submitted as evidence when claiming the Apprenticeship completion certificate. This declaration must list all 6 PLTS and declaration worded to ensure that it is clear that all outcomes for each of the 6 PLTS have been successfully achieved and evidenced.	
Creative Thinking	List the outcomes for Creative Thinking		
Independent enquiry	As above but for IE		
Reflective learning	As above but for RL		
Team working	As above but for TW		
Self Management	As above but for SM		
Effective Participation	As above but for EP		

9. ADDITIONAL EMPLOYER REQUIREMENTS

Field name	Introductory Text	Tip	Relates to the following NAS Statement on Apprenticeship Quality paragraph(s)
Additional employer requirements	Include information about any additional qualifications, units or other employer requirements which employers have requested. These cannot be made mandatory and will not be a condition for the issue of an Apprenticeship completion certificate.	**Additional employer requirements**: • are not included in the SASE; • are intended to help apprentices develop further in the sector; • must not be qualifications that are deemed as essential for competence in the selected job role. Framework developers should work with awarding organisations to incorporate additional employer requirements such as licences to practice into the competence and knowledge qualifications and must not include them here if it is a requirement for the job. Mandatory qualifications which are required by the industry and are not contained in the content of the framework, for example safety qualifications, should be included under **Entry Requirements** if they are a precursor to being allowed to begin to operate in the job. **If there are additional employer requirements, state clearly what these are and that they are not funded by SFA.** If there are no additional employer requirements, state "There are no additional employer requirements". Do not leave this field blank, otherwise it will say "no information" when the framework is printed.	**2**

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 NAS Statement on Apprenticeship Quality paragraph(s)
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:** • to add, remove or extend qualifications which have expired; • to revise qualification levels beyond the minimum required in the SASE/ 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.	

Summary of changes being made to this framework		• 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.	
Qualifications removed		• 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. • Always use the learning aim reference number <u>Note that this is a summary of the changes only – you still need to go to the qualifications table to:</u> • delete qualifications for each of the levels in each of the pathways; • make changes to the relationship between competence and knowledge qualifications. •	
Qualifications added		• 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; • Always use the learning aim reference number • this is a summary of the changes only – you still need to go to the qualifications table to: o add qualifications for each of the levels in each of the pathways; o make changes to the relationship between competence and knowledge qualifications. • SFA will only fund Apprenticeship frameworks if qualifications are	

		on the QCF for use in Apprenticeships. 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.	
Qualifications extended		• 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 extended** using a separate bullet point for each qualification; • to extend qualifications, use the editing function in the qualifications tables.	

11. CREATE AND CONVERT FRAMEWORK FUNCTIONS

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. 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 Level Apprentices and Young Apprenticeships apply to England and the terms Foundation Apprentices, Essential Skills Wales and the Welsh Baccalaureate 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).

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

PART THREE: FOR THOSE SEEKING PUBLIC FUNDING OF APPRENTICESHIPS

4. Context for the National Apprenticeship Service Statement on Apprenticeship Quality

4.1 This Guidance for Framework Developers incorporates the **National Apprenticeship Service (NAS) Statement on Apprenticeship Quality**. The Statement sets out the policy intent for anyone involved in Apprenticeships which includes framework developers and providers. The full statement is reproduced in Annex B and the following paragraphs provide the background context to the Statement.

4.2 The Statement has been developed with both internal and external stakeholders. The revised Statement goes further than the previously published Delivery Model statement in that it sets out a definition of an Apprenticeship, a greater level of expectation on what should be contained in a high quality apprenticeship and some wider expectations on the provider. It is designed to reflect the wider policy intent and aspirations behind the Apprenticeship programme.

4.3 In order to receive public funding, NAS encourages framework developers to develop high quality frameworks in terms of being stretching, rigorous and of sufficient length and content.

4.4 Whilst not all aspects will be enforceable through the contract or Funding Rules it is designed to ensure providers are informed of the policy intent behind Apprenticeships and to be used as a reference point when they are designing their delivery models. It is positioned to be a link between the statutory requirements set out in the ACSL Act 2009 and SASE and the regulation of delivery through the contract and the Funding Rules.

4.5 The Statement describes the policy intent within which providers must act so that it supports the Ministerial commitment to improvement in the quality of Apprenticeships through clarity on regulation and policy intent. The revisions to the statement have been designed to reflect the overall direction of policy and emphasise what the key features will mean in terms of delivery of the programme.

4.6 **Paragraphs 1 and 2** offer a description and a broad definition of an Apprenticeship and is based, in part, on the one offered by AELP in their discussion paper “What are Apprenticeships for?” It extends the AELP definition with a stronger position on the consolidation of learning through employment and “doing”. It also looks to focus the Apprenticeship experience wider than just what is required for a narrowly defined job role.

4.7 **Para 3** sets out what should be the expected outcome on completion of the Apprenticeship. By implication it requires a level of employer involvement in the assessment. This is further developed in the first bullet of the Delivery Statement section under new skills and learning.

4.8 New skills and learning are included as a specific requirement and referred to in other parts of the Statement. This reinforces the position in the Funding Rules that an Apprenticeship is only available where it will offer the apprentice new skills and learning. It aims to make clear that whilst existing employees can undertake an Apprenticeship this will only be where “significant new knowledge and skills will be acquired”. The

Statement does not aim to define what "significant new learning and skills" means exactly or suggest ways to measure this. Further details will be in the funding rules and NAS will be working with partners in the sector to develop a clear definition of new skills and learning The Statement does not aim to offer any view on alternative qualification options where accreditation of existing employee skills is the requirement.

4.9 **Paragraphs 4 and 6** reflect the need for apprentices to be more than having a contract of employment and that the apprentice must be employed in a job role with real productive purpose. This should ideally be one where there is real scope for enhanced activity and experience beyond just that detailed in the framework or in an individual job role. Employment should not be designed or arranged solely to allow an Apprenticeship to be delivered. Any such cases cannot have the necessary full employer engagement and will not allow the apprentice to fully benefit from the programme. For many young people their initial Apprenticeship will be their only opportunity to be supported through the programme.

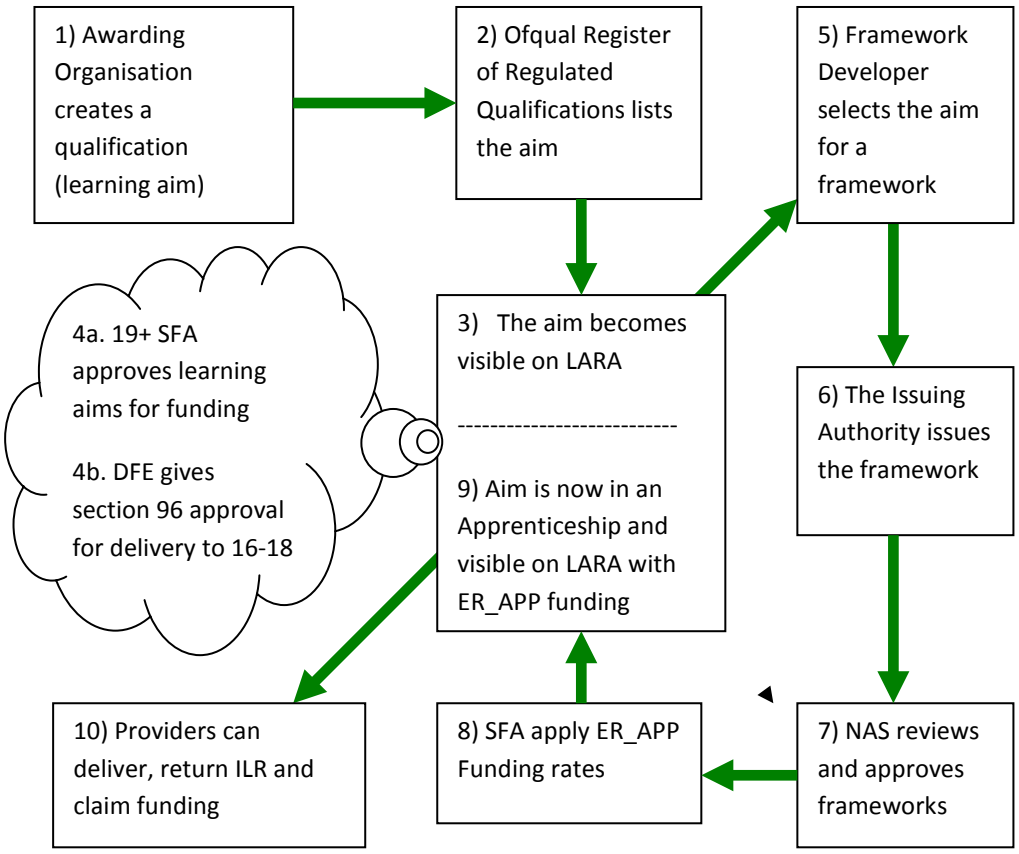
4.10 **Paragraphs 10 and 11** - specific references have been made on low pay in light of the Apprentice Pay Survey findings, the link to job roles following some recent cases of misuse and the position in relation to sub contractors following review work on a number of cases.

4.11 The Statement refers throughout to those contracted to deliver the Apprenticeship as providers. This is intended to include those employers delivering under contract with NAS who will be subject to the same requirements.

5. Summary of the funding process

The learning aim journey diagram below shows the journey a learning aim goes through from being created by an Awarding Organisation to being available for an Apprenticeship provider to deliver as part of an Apprenticeship framework and receive public funding.

The learning aim journey:



Step 1: Qualifications are created by Awarding Organisations which are confirmed and approved by Ofqual.

Step 2: The Ofqual Register of Regulated Qualifications is transferred to Learning Aim Reference Application (LARA) on a weekly basis.

Step 3: Only when a learning aim is visible on LARA will it be in scope to receive ER_APP funding.

Step 4: Apprenticeship funding comes from two Departments, DfE (16-18) and BIS (19+) and approval for funding happens through separate processes.

- The Skills Funding Agency (SFA) approves aims for 19+ under Adult Learner Responsive and Employer Responsive Other and other Further Education streams*.
- The Department for Education (DfE) approves the delivery of qualifications to 16-18 year olds under section 96. This can take up to 15 weeks after it is visible on LARA and available for 19+ learners.

Step 5: Framework developers can select component learning aims from aims that are visible on LARA and include them into a framework.

Step 6: Once finalised a framework is issued by the Issuing Authority.

Step 7: NAS undertake a review and give feedback on any issues identified. Once all issues are resolved NAS approves the framework for public funding. The aims are sent to the SFA in the **Apprenticeship Funding Template spreadsheet** (see ***Processing the Apprenticeship Funding Template*** for a more detailed description of this process). Getting a framework issued does not automatically guarantee it will get approval for public funding. Two possible reasons why a framework may not get approved are:

- The framework is too similar to an existing framework.
- The job roles are insufficiently robust to merit an Apprenticeship.

Step 8: SFA to apply ER_APP funding rates to the learning aims.

Step 9: The frameworks are created and uploaded to LARA where the aims become visible with an Effective from Date and an ER_APP rate.

Step 10: Once on available on LARA, providers can return start and achievement data through the Individualised Learner Record and receive funding through their SFA Adult Skills Budget allocation.

***Note**:

- from 2013/14 SFA is simplifying the funding system including funding for Apprenticeships. This won't affect the general principles of the process described above;
- if new learning aims need to be developed, funding agencies are only allowed to fund Apprenticeship frameworks if qualifications are on the QCF for use in Apprenticeships. Please ensure that this is the case and that they appear on LARA **before** including these qualifications in a framework, otherwise there is likely to be a delay between the issue date and the funding date.

6. Processing the Apprenticeship Funding Template

In order for an Apprenticeship framework, and its associated learning aims, to be made available for funding they need to be transferred from the issued framework document (published on AFO) to LARA which is the SFA funding system. This is done by a Framework Developer completing the **Apprenticeship funding template** Excel spreadsheet which contains all of the details of the Apprenticeship, the level, the transferable skills requirements, the Sector Subject Areas as well as the full list of aims and details for Intermediate and Advanced Level Apprenticeships.

Here is a summary of the process the Apprenticeship funding template goes through - highlighting key stages and timescales:

Step 1: Issuing Authority Issues a framework on AFO and NAS is notified by email with a link to the issued framework's PDF.

Step 2: Brand new frameworks, including the addition of new Levels or Pathways in existing frameworks, are reviewed by NAS. Any quality compliance areas identified are returned to the Issuing Authority and Framework Developer. All issues need to be resolved before NAS can approve a framework for funding. Minor changes to existing framework e.g. the addition of an aim to a pathway, are processed on receipt of the funding documentation.

Step 3: Framework Developer completes and forwards the Apprenticeship Funding template (and Activity Cost if required) to frameworks@apprenticeships.gov.uk Only aims that appear on Learning Aims Reference Application (LARA) are in scope for funding. Brand new aims need to be transferred from Ofqual to LARA **before** funding rates can be applied. Aims intended for 16-18 age group will need to be Section 96 approved which can take an additional 15 weeks from being available on LARA to 19+. Prescribed Higher Education aims are not funded by the SFA. Note: Incomplete / incorrectly completed forms are returned to Framework Developers for amending.

Step 4: Once all issues are resolved and NAS receives:-

a) AFO email notification of framework issue;

b) copy of the framework document PDF;

c) Apprenticeship Funding template and;

d) Activity Cost form (if required)

NAS assigns a framework code and SFA will advise developers of the Implementation Date for when the new, or removed aims, become effective from.

The Implementation Date is 4 weeks into the future and allows the SFA time to complete the various processes associated with adding the framework to LARA. Errors or missing information in the Apprenticeship funding template and any issues related to funding will be dealt with directly by SFA and may result in delays getting them uploaded to LARA. This could lead to the Implementation Date being changed.

Step 5: SFA Funding Systems Team applies Employer Responsive Apprenticeship (ER_APP) Funding Rates and Programme Weightings to the individual learning aims

and forward to Data Service. Errors found are returned to NAS and on to Framework Developer.

Step 6: Data Service convert the Apprenticeship funding template into format for upload to Learning Aims Database (LAD). Errors found are returned to SFA/NAS and on to Framework Developer.

Step 7: Framework learning aims upload to LAD every Friday for migration to LARA every Monday.

Step 8: Changes processed will be visible on LARA by Wednesday. If the framework change does not appear on LARA until after the Implementation Date the Implementation Date will still show as the date the change becomes effective from.

Changes to the Apprenticeship funding template in 2013/14

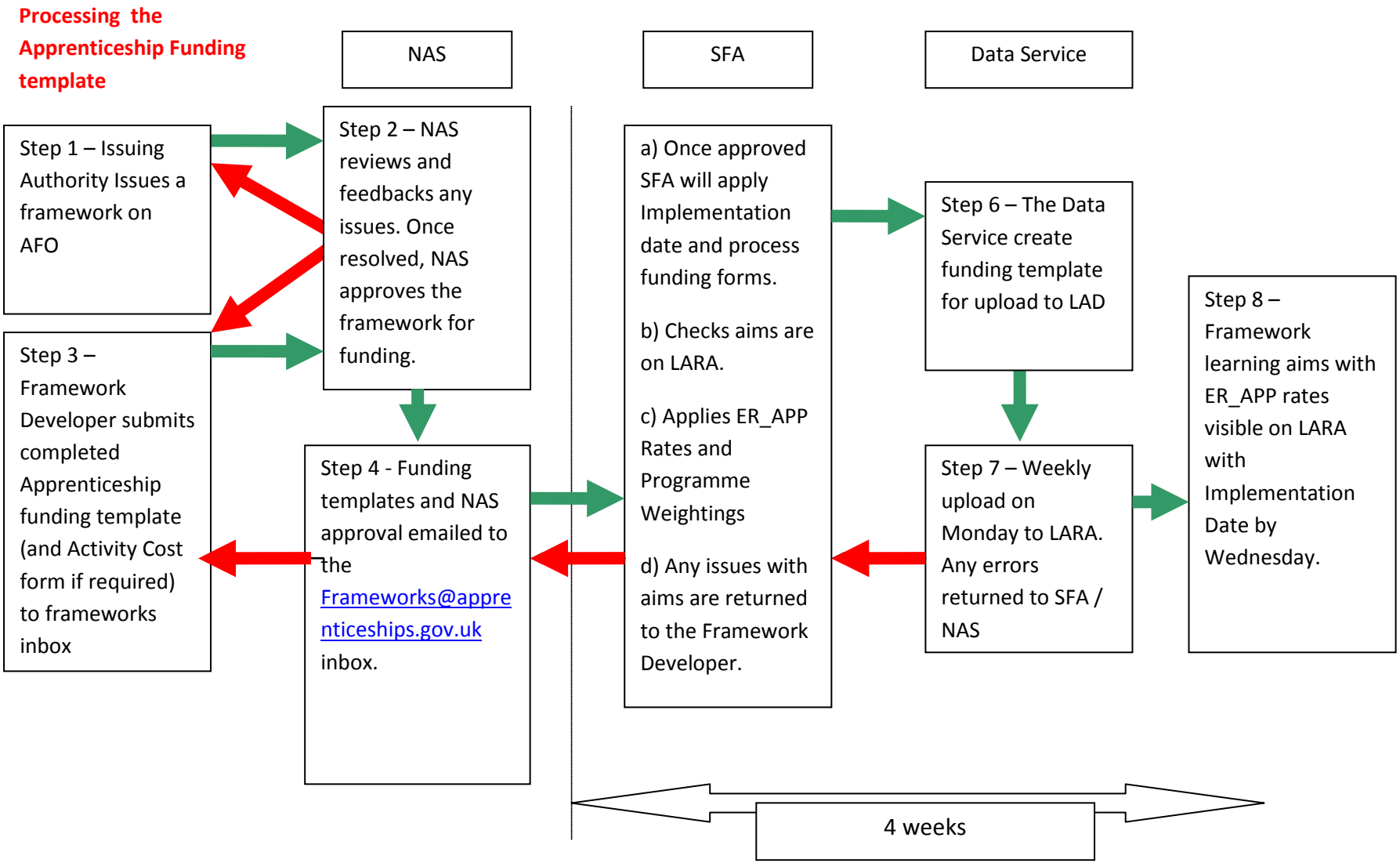
- From 1 August 2013 the ILR will require pathway level information which will enable NAS and framework developers to see how their framework is being used in a level of detail which has not previously been possible. Frameworks that do not include pathway level information on LARA will not be available for starts.

- On 1 October 2012 Key Skills ceased to be available as part of Apprenticeships. The last date for certification is the 30 September 2013 or earlier depending on the end date of the particular aim being used.

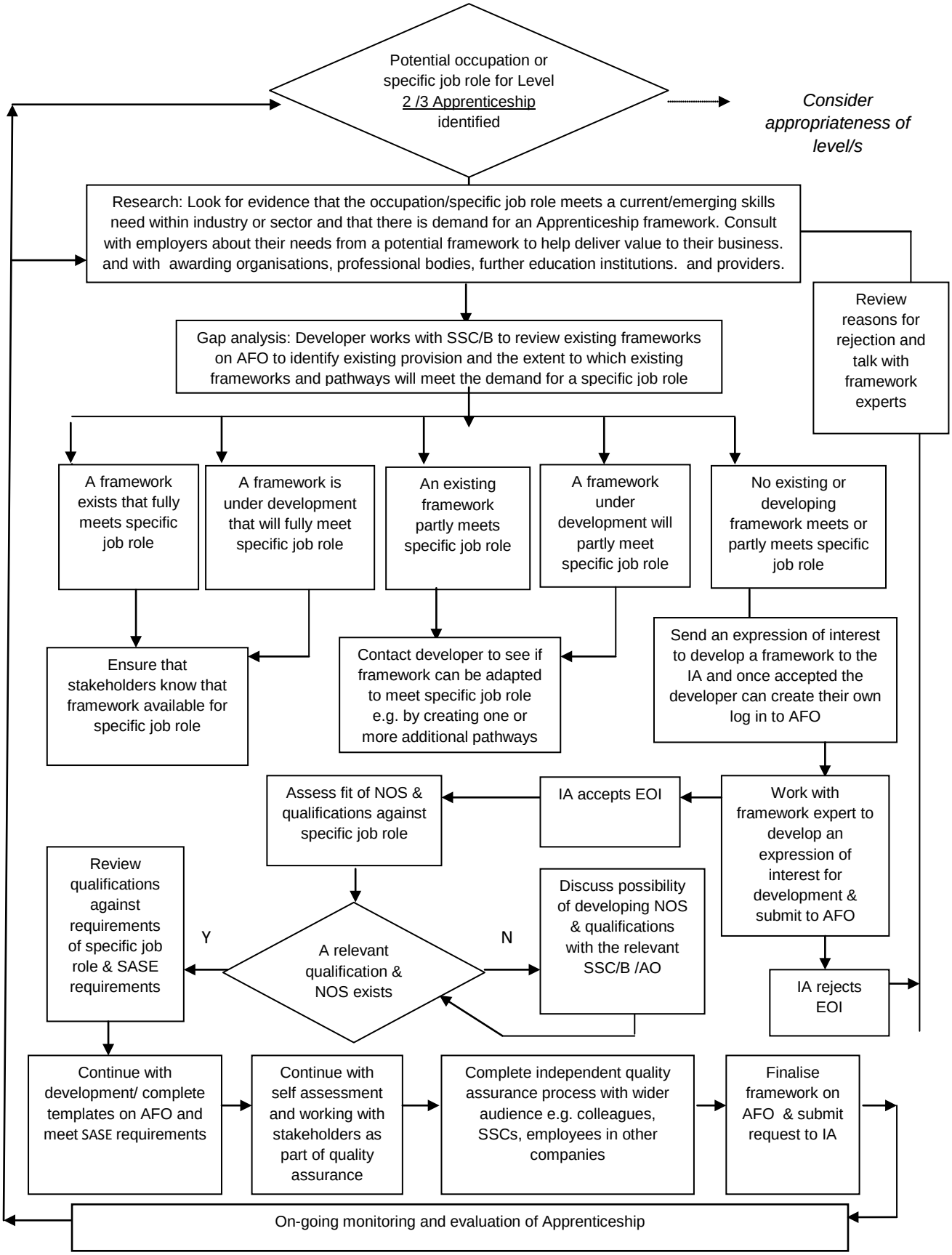
- SFA software developers are currently working on a new version of LARA which once launched will dispense with the need for the Apprenticeship funding template as Issuing Authorities and Framework Developers will be able to log in to LARA directly and select learning aims from those available on the system. More news on this will follow.

- The funding process of NAS approval and SFA applying ER_APP rates will remain largely the same in the processes described.

Part Three: For those seeking public funding for Apprenticeship frameworks



Annex A: Flowchart for a QA Process



Annex B: NAS Statement on Apprenticeship Quality

National Apprenticeship Service (NAS) – Statement on Apprenticeship Quality
Definition

1. An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

2. On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

Requirements for a high quality delivery model

3. The focus of an Apprenticeship is on equipping individuals with the **new skills and learning** they need for their job roles and future employment and progression. It is appropriate for those moving into a new job or for individuals in an existing job where significant new knowledge and skills will be acquired through the Apprenticeship. Providers must work closely with the employer to ensure that the Apprenticeship will meet this requirement.

4. **Employment** is a fundamental part of an Apprenticeship and in this context is more than just having a contract of employment. An apprentice must be employed in a job role with a productive purpose. Ideally they will have a range of experience and additional enhancement opportunities that can aid their **future progression**. This can include, but is not limited to, additional units with smaller employers and higher level Maths and English.

5. The **minimum hours of employment** for an apprentice should be at least 30 hours per week. By exception, where the individual's circumstances or the particular nature of employment in a given sector makes this impossible, then an absolute minimum of 16 hours must be met. In such cases the duration of the Apprenticeship should be extended. Check the SF website for up to date guidance on funding rules SFA website

6. All Apprenticeship Frameworks are linked to **specific job roles or occupations**. Providers must work closely with employers to ensure that the Apprenticeship offered is the most appropriate for the individual's job role with their employer, whilst reflecting individual employer and learner needs.

7. The **duration of the Apprenticeship** is expected to reflect that set out by employers in the relevant Apprenticeship framework document, but at the very least must meet the minimum duration requirement announced by NAS. Apprenticeships for apprentices aged 16 – 18 must last at least 12 months. For those apprentices aged 19 or over the Apprenticeship should also last at least 12 months unless relevant prior learning is recorded. Where this is the case the Apprenticeship will not be less than 6 months.

Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice.

8. All apprentices commencing their Apprenticeship on or after 6th April 2012 must have an **Apprenticeship Agreement** between the employer and the apprentice**.** This can be used to reinforce the understanding of the requirements of the Apprenticeship.

9. The delivery model must be designed so that all apprentices who do not have **Level 2 in English and Maths** are given the opportunity to progress towards this.

10. Apprenticeship funding received from the SFA **cannot be used to pay apprentice wages**, as its primary function is to fund learning. Where the provider, or an associated organisation, is the employer the provider must be able to demonstrate that Agency funds are not being used in this way.

11. Apprentices must be paid at least the applicable rate under the **Apprenticeship National Minimum Wage**. This will reflect the amount appropriate for the age of the apprentice and the stage of the Apprenticeship. Providers and employers should not view Apprenticeships as a low wage employment option but understand that the wage rate reflects the initial lower productivity of an employee undertaking training. The clear expectation is that the wage level will increase as the apprentice becomes more productive

12. Frameworks reflect the requirements of the **Specification of Apprenticeship Standards for England (SASE).** The majority of frameworks set the level of guided learning hours well above the minimum in SASE and also give a clear indication of the length of the programme. Providers must ensure that their delivery models are structured to deliver these framework requirements.

13. The **Apprenticeship Training Agency (ATA)** model is designed to increase the engagement of smaller employers in Apprenticeships. All ATA Apprenticeships must have strong employer involvement and a focus on delivering permanent jobs either during or immediately following the Apprenticeship. The ATA model must never be used merely to meet the employment condition for Apprenticeships. ATAs who deliver Government funded Apprenticeships, must be registered with the SFA as an ATA, or as an ATA “In development”.

Provider responsibilities under the statement

14. Whilst the needs of employers drive the Apprenticeship programme, it is the provider’s responsibility to ensure the standards set out in this statement are met. This includes **challenging or not engaging** with employers who are unwilling or unable to contribute to a high quality Apprenticeship.

15. Prime contractors retain full responsibility for ensuring that the obligations and requirements around Apprenticeship delivery are met by any **sub-contractors** they may appoint. The prime contractor remains accountable where quality and delivery standards are not being met.

16. Providers will be expected to be able to actively demonstrate that they have met the features described in this statement as their commitment to meeting the policy intent behind the Apprenticeship programme. This guidance should be read in conjunction with the Funding Rules.

Annex C: Checklist for framework developers in England

For convenience, this is available in Word format as a download from AFO.

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

NAS Statement paragraph	Requirement	This was considered during the development process and/or is explicit in the following section(s) of the framework:
1.	An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.	
2.	On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.	
3.	The focus of an Apprenticeship is on equipping individuals with the **new skills and learning** they need for their job roles and future employment and progression. It is appropriate for those moving into a new job or for individuals in an existing job where significant new knowledge and skills will be acquired through the Apprenticeship. Providers must work closely with the employer to ensure that the Apprenticeship will meet this requirement.	

4.	**Employment** is a fundamental part of an Apprenticeship and in this context is more than just having a contract of employment. An apprentice must be employed in a job role with a productive purpose. Ideally they will have a range of experience and additional enhancement opportunities that can aid their **future progression**. This can include, but is not limited to, additional units with smaller employers and higher level Maths and English.	
5.	The **minimum hours of employment** for an apprentice should be at least 30 hours per week. By exception, where the individual's circumstances or the particular nature of employment in a given sector makes this impossible, then an absolute minimum of 16 hours must be met. In such cases the duration of the Apprenticeship should be extended. Refer to the SFA for current rules.	
6.	All Apprenticeship Frameworks are linked to **specific job roles or occupations**. Providers must work closely with employers to ensure that the Apprenticeship offered is the most appropriate for the individual's job role with their employer, whilst reflecting individual employer and learner needs.	
7.	The **duration of the Apprenticeship** is expected to reflect that set out by employers in the relevant Apprenticeship framework document, but at the very least must meet the minimum duration requirement announced by NAS: • Apprenticeships for apprentices aged 16 – 18 must last at least 12 months. For those Apprentices aged 19 or over the Apprenticeship should also last at least 12 months unless relevant prior learning is recorded. Where this is the case the Apprenticeship will not be less than 6 months. • Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice.	
8.	All apprentices commencing their Apprenticeship on or after 6th April 2012 must have an **Apprenticeship Agreement** between the employer and the apprentice**.** This can be used to reinforce the understanding of the requirements of the Apprenticeship.	

9.	The delivery model must be designed so that all apprentices who do not have **Level 2 in English and Maths** are given the opportunity to progress towards this. The majority of frameworks set the level of guided learning hours well above the minimum in SASE and also give a clear indication of the length of the programme. Providers must ensure that their delivery models are structured to deliver these framework requirements.	

NAS Statement paragraph 12: Frameworks reflect the requirements of the Specification of Apprenticeship Standards for England (SASE). Requirement	**Yes**
Qualifications related to the sector:	
1. Qualifications in each pathway total a minimum of 37 credits and show a breakdown of the credit totals for each component.	
2. The competence qualification(s) is underpinned by NOS which have been approved by the relevant SSC/SSB.	
3. The technical knowledge qualification(s) is underpinned by NOS which have been approved by the relevant SSC/ SSB.	
4. The competencies qualification in this framework does not duplicate the competencies qualification for the same skill, trade or occupation contained in another framework.	
5. The competence and knowledge qualifications are at the appropriate level for the level of the framework as stated in the SASE and it is clear that they meet the minimum of 10 credits for competence and 10 for knowledge.	
6. Where competence and knowledge are combined in one qualification the assessment method is clear (each element is separately assessed; OR combines the assessment of competence and technical knowledge elements. and the minimum of 10 credits for competence and 10 for knowledge is clearly identified.	
7. Functional Skills in English and Maths are set at the minimum level for the level of the framework as stated in the SASE.	
8. Are the competence and knowledge qualifications on LARA?	
9. Functional Skills of ICT is set at the minimum level for the level of the framework and if it is not required by employers, this is 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:	

PLTS	
11. The framework clearly explains: • the overall approach showing how PLTS will be delivered; • where evidence for each of the 6 PLTS is located; • how achievement will be evidenced at certification.	
On and off the job GLH	
12. The framework includes the **total on and off the job GLH** and a clear breakdown as to how this total has been arrived at for each pathway and level.	
13. The **total GLH** for each pathway and level is a minimum of 280 GLH per year.	
14. The **off the job GLH** for each level and pathway is a minimum of 30% or at least 100 GLH per year	
15. The remaining GLH is delivered **on the job** and there is a clear breakdown of the total on the job GLH for each pathway and level.	
16. The pathway specifies the number of GLH that an apprentice must receive within 12 months of starting the framework.	
17. The pathway clearly specifies that, after 12 months of starting an Apprenticeship programme, the number of GLH which will be will be received in each subsequent 12 month period, which must be a minimum of 280 GLH in each subsequent 12 month period.	
18. Guidance is given in the case of an apprentice completes an Apprenticeship part way through the final 12 month period (after the first 12 months) they must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.	
19. The framework clearly states the recommended minimum duration of the Apprenticeship (refer to NAS statement paras 5 & 7	
20. All GLH totals have been calculated correctly.	
Additional employer requirements	
21. Is the rationale for the inclusion of additional employer requirements clearly explained?	
22. Does this section list the titles, reference numbers and level of any qualifications if applicable?	
23. Are any licences' to practice clearly described if applicable?	
24. Is it clear that these additional employer requirements will not be funded?	

25. If there are no additional employer requirements is this stated clearly?	
Additional information requirement (Refer to Annex to the SASE)	
Equality and Diversity	
26. Does the framework clearly state: o whether there is under representation within the occupation to which this framework applies? o what the barriers to entry and progression are for individuals within these groups are; o action being taken to remove these barriers or to justify them objectively for the Apprenticeship framework; o the ways in which the framework is inclusive and demonstrates an active approach to identifying and removing barriers to entry & progression.	
Entry conditions	
27. Does the framework clearly state the evidence and justification for any entry conditions which comply with the principles of equality and diversity?	
28. 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?	
29. 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?	
30. 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?	
31. Do the entry conditions clearly specify any legal restrictions that limit entry to the Apprenticeship?	
Progression	
32. Does the framework clearly explain the progression routes into and from the Apprenticeship at each level in the framework?	
33. Does the framework clearly specify the entry routes into the Apprenticeship, including demonstrating how other qualifications such as Young Apprenticeships, Diplomas, GCSEs and A levels can lead into an Apprenticeship and possibly count towards achievement?	
34. 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	
35. Is the evidence required for claiming an Apprenticeship completion certificate clearly explained?	

General	
36. Does the framework use England specific terminology*? It must not use terms from Wales such as SASW, Foundation Apprenticeships, on and off the job training hours, Essential Skills Wales, Wider Key Skills.*	
37. Does the framework include related job roles at a range of levels? Separate frameworks for related job roles at each level must not be issued.	
38. Does the framework follow the titling convention for intermediate and advanced level Apprenticeship frameworks? *The terms' Intermediate Level and Advanced Level Apprenticeship' **must not** appear on the front cover of the framework.*	

Annex D: Glossary of terms 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 and does not require the signature of the provider, unless they are also an employer, the framework developer or the Issuing Authority. 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]

Apprenticeship Funding Template

- The Excel spreadsheet which contains all of the details of the Apprenticeship, the level, the transferable skills requirements, the Sector Subject Areas as well as the full list of aims and details for Intermediate, Advanced and Higher Apprenticeships.

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. 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. Functional Skills qualifications do not have a QCF credit value. However, Functional Skills and GCSEs with enhanced functional content, all carry a notional value of 5 credits each within an Apprenticeship framework.

Duplicate framework

- Where a framework includes a competency qualification which is used in another framework and will not therefore be issued.

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 SASE.

Entry conditions

- These are defined in the SASE/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.

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 to develop and revise a framework.
- It is the means by which a framework is assigned to an Issuing Authority (IA). The IA has one week to respond to an EoI and once they have accepted the EoI, the IA will issue an invitation to the developer who will create their own log in to AFO. 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 and quality assurance 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, to enhance business productivity.

Framework

- A document which contains the qualifications and other requirements to meet the statutory Apprenticeship requirements of the Governments in England and Wales. This is used by training providers and employers to make sure that no matter where in England and Wales the apprenticeship takes place, all apprentices 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 SASE/SASW. Also see duplicate framework.

Framework Archive

- The place on this website where previous issues of SASE/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

A framework developer can be a Sector Skills Council or Sector Skills Body (SSC/SSB) or another organisation/group of organisations and there are a number of ways in which other organisations can be involved in apprenticeship framework development by:

- identifying a gap in the market for a framework and working with an SSC/SSB to help develop the framework, or create a new pathway in an existing framework;
- supporting the development of a framework by feeding their views about the content of the framework during consultation or by being part of a steering group;
- developing a framework themselves and asking a framework expert which includes SSCs/SSBs, to quality assure the framework
- developing a framework themselves and requesting the relevant Issuing Authority to issue the framework.

Framework "expert"

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

Functional Skills

- Core elements of English, mathematics and ICT that provide individuals with the skills and abilities they need to operate confidently, effectively and independently in life, their communities and work. Individuals possessing these skills are able to progress in education, training and employment

Link: click here to find out more about Functional Skills

Guided learning hours

- The specified amount of time an apprentice needs to complete a framework. This is an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice and time needed in the workplace to practice skills and knowledge on the job. It excludes learner-initiated private study.

Issue (a framework)

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

Issuing Authority

- The Issuing Authority is an organisation designated by the Secretary of State in England and 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 SASE and is of high quality.

Only Issuing Authorities appointed by the Secretary of State can issue an Apprenticeship framework.

LARA

- The Learning Aim Reference Application or LARA is the repository for learning aims and includes funding rate information for the delivery of learning aims under different funding streams including Apprenticeships. Learning Aims Reference Application

Legacy frameworks

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

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, provided that it is stated that differentiation takes place through the choice of optional units.

Personal Learning and Thinking Skills (PLTS)

- Six skills which apply to England only and provide skills which employers and universities welcome. They include creative thinking, independent enquiry, reflective learner, effective participator, self management and team working Link: click here to find out more about PLTS.

Progression (routes)

- Defined in the SASE and described by the framework developer. Progression routes must be clearly stated in the framework both INTO Apprenticeships (from other programmes) and FROM Apprenticeships
- 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 Level Apprenticeships.
- Where available, progression into Higher Apprenticeships should be included.

Public funding

- Funding of Apprenticeship frameworks by the Skills Funding Agency through the Employer Responsive – Apprenticeships (ER_APP) funding stream. Funding for HNC/Ds and Foundation degrees comes under the scope of HEFCE, the SFA does not fund prescribed HEFCE learning aims.

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

Section 96

- Section 96 of the Learning and Skills 2000 Act provides for the approval of relevant qualifications for those under the age of 19.

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.

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 Federation for Industry Sector Skills and Standards

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 (SASE)

- Published by the Department for Business Innovation and Skills, Department for Education and the National Apprenticeship Service. It sets out the minimum requirements to be included in a recognised English Apprenticeship framework. **Specification of Apprenticeship Standards for England (SASE)**, **Guidance on the SASE** and the **Information requirement for the SASE**: Download from: https://www.gov.uk/government/publications/specification-of-apprenticeship-standards-for-england

Annex E: FAQs

1. Can anyone develop a framework?	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: • share their expertise, research and knowledge about the sector and of the SASE • explore the potential for adapting existing frameworks to meet their needs • support developers with the development of new frameworks. Developers who wish to develop their framework without help can do so. 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.
2. How do you gain access to the framework development part of this website?	By expressing an interest in developing a framework to the Issuing Authority. Once accepted the developer can create their own log in
3. Can an EXPRESSION OF INTEREST to develop a framework be declined by an Issuing Authority?	Yes, but only if the expression of interest would lead to the duplication of an existing framework and the Issuing Authority and the developer have agreed not to proceed.
4. How long does it take to develop and issue a framework?	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.
5. What evidence is required to demonstrate demand for an Apprenticeship?	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.
6. What happens if a framework needs to be developed for a sector which crosses over into the "footprint" of another Issuing Authority?	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. 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
7. Can the same competence qualification be used in more than one framework?	No, a competence qualification can only be used in one framework, otherwise a framework will be considered to duplicate an existing framework. The framework will not be issued as it will not meet the

	requirements of the SASE.
8. What happens after a framework has been issued?	The website automatically alerts the funding agencies in England that it has been issued and can now be put forward as eligible for public funding and a start date agreed.
9. If a framework is issued will it always be funded?	Not necessarily. It depends on the skills priorities for England and the funding rules. NAS consider an Apprenticeship in the wider context to ensure it makes sense and does not cause confusion with existing frameworks. Fundamental issues such as possible duplication, overlap or whether the job role justifies an Apprenticeship need to be considered carefully during the development stage.
10. Can an Issuing Authority decline to issue a framework?	Yes, usually on the basis that the framework does not comply with the SASE and/or has not been quality assured.
11. How is a framework revised and how often?	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. 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.
12. Why are the requirements of Apprenticeship frameworks different across the UK	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.
13. How can employers get involved with framework development?	An Apprenticeship MUST be designed with the help of employers in the sector *(NAS Statement on Apprenticeship Quality, paragraph 1)* and this can be done in a number of ways: • one or more employers can propose ideas for frameworks to Issuing Authorities • they can sit on advisory or consultation groups to agree the content of frameworks. • they can give feedback on draft frameworks and when they are being updated.
14. I would like to take on an apprentice. How can I find out more?	If you would like to find out more about taking on an Apprentice, click here for Apprenticeship information for England [http://www.apprenticeships.org.uk/Employers.aspx]
15. What support is available for new framework developers?	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.