



**Developing quality
Higher Apprenticeship frameworks
for England**

**Guidance for framework developers
Version 1
2nd April 2013**

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Foreword

Higher Apprenticeships are national work-based programmes based on employer need that enable individuals in employment to develop the technical knowledge and competence to perform a defined job role. As such, a Higher Apprenticeship is not just a learning programme, but an approach to workforce development and enhancing business performance.

Higher Apprenticeships also offer the opportunity to develop clear work-based career routes to senior technician, managerial and professional job roles. Higher Apprenticeships can, and should, play a key role in supporting social mobility and widening access to the professions.

Through the development of Higher Apprenticeships, England has, for the first time, the opportunity to mainstream the development across a range of sectors and industries of nationally understood work-based pathways from Intermediate Apprenticeships at Level 2 to Higher Apprenticeships at Level 7, the level of a Masters Degree programme.

It is clear that with over 520,000 apprentice starts and more than 200,000 employers offering Apprenticeship opportunities in 2011/12, that individual learners and employers value the Apprenticeship model. Key to the future success of Higher Apprenticeships will be partnership and we urge employers, further education colleges, professional bodies, training providers, universities and other partners to collaborate in the development and delivery of high quality Higher Apprenticeships and the establishment of a Higher Apprenticeship culture.

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PART ONE: Introduction, Transitional Arrangements & the Policy & Operational Context for Higher Apprenticeships

1. Introduction

- 1.1 This Guidance is intended to complement the Specification for Apprenticeship Standards for England (SASE), the SASE Information Requirement and the SASE Guidance. <https://www.gov.uk/government/publications/specification-of-apprenticeship-standards-for-england> and build on the good practice arising from the Higher Apprenticeship Fund Partnerships¹. The Guidance takes effect from the 6 April 2013.
- 1.2 The Guidance is designed to support framework developers with the development of Higher Apprenticeship frameworks for England at levels 4, 5, 6 and 7.² A separate document Guidance for Developing Quality Intermediate and Advanced Level Apprenticeships, has been updated to remove the Higher Apprenticeship content, but emphasises the importance of progression from Intermediate and Advanced Apprenticeships to Higher Apprenticeships at Levels 4 through to 7.
- 1.3 The decision to separate the Guidance for Higher Apprenticeships from the Guidance for Intermediate and Advanced Level Apprenticeships was based on the need to reflect:
- differences in the language, terminology and landscape for Higher Apprenticeships. For example, this guidance encompasses reference to the Framework for Higher Education Qualifications (FHEQ) in addition to the Qualifications and Credit Framework (QCF), and professional bodies and professional qualifications;
 - the audience for Higher Apprenticeship guidance. Apprenticeships have been predominantly at Levels 2 and 3 and the Apprenticeship Frameworks Online (AFO) system was primarily designed with this audience in mind. Therefore, some of the material in the AFO Guidance and tips is aimed at Levels 2 and 3, and is less relevant or inappropriate for Higher Apprenticeships.
- 1.4 **Part One** of the guidance:
- sets the policy and operational context for Higher Apprenticeships;
 - summarises the mandatory outcomes for SASE compliance;
 - provides guidance for considering the inclusion of non mandatory outcomes of Higher Apprenticeship such as Employee Rights and Responsibilities (ERR) , Personal Learning and Thinking Skills (PLTS) as part of competence, technical knowledge and integrated qualifications.

¹ The Higher Apprenticeship Fund was a £25 million investment launched in July 2011 by the Prime Minister with an ambition to create an additional 10,000 Higher Apprenticeship places by 2015.

² Separate guidance for the development of Apprenticeship frameworks at all levels for Wales is available as a separate download in the framework development section from AFO (users will require a log in invitation from the Issuing Authority to access this).

- 1.5 **Part Two** of the guidance:
- includes the text and tips which relate specifically to completion of the template for Higher Apprenticeship framework development on [Apprenticeship Frameworks On-Line](#) (AFO);
 - provides a compliance checklist for Higher Apprenticeship frameworks (Annex A).
- 1.6 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 onscreen 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.

2. Transition arrangements for current frameworks

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

- 2.1 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.
- 2.2 Any changes that you do require to be made to level 2 and 3 frameworks, after 6 April 2013, will need to reflect the new naming convention for the title of the framework which must say "Intermediate and Advanced Level Apprenticeship in xxx (if Levels 2 and 3 are combined).
- 2.3 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 and to incorporate the new naming convention.

Current Apprenticeship frameworks which combine Intermediate, Advanced and Higher Apprenticeships

- 2.4 If there are any revisions made to the Level 2 and 3 routes, after 6 April 2013, then the change of framework title will also need to be made to reflect the new naming convention (see point 2 above).
- 2.5 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.
- 2.6 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 4 and 5) must be followed and the framework content must be compliant with the recent 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).

- 2.7 Where a separate Higher Apprenticeship framework is created for Levels 4 and 5 as per point 6 (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

- 2.8 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.
- 2.9 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.
- 2.10 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.

3. The Policy and Operational Context for Higher Apprenticeships

3.1 Context for the revision of the SASE

- 3.1.1 The revisions to SASE at levels 4 and 5 and its extension to levels 6 and 7 reflect the response to the consultation on *Meeting Employer Skills Needs – Consultation on Criteria for Higher Apprenticeships at Degree Levels* and experiences of the partnerships funded through the Higher Apprenticeship Fund.
- 3.1.2 To be successful, Higher Apprenticeships must be employer-led, and if they are to be seen as a different route to achieving high level skills from traditional higher education programmes, they must have parity with existing Framework for Higher Education Qualifications (FHEQ) qualifications. Parity does not, however, mean ‘the same’; Higher Apprenticeship is different to traditional, full-time higher education programmes and these differences must be celebrated and promoted. ‘*Learning while earning*’ and ‘*Acquiring the knowledge and competence for a specific job role*’ will be key messages in establishing the Higher Apprenticeship brand. Higher Apprenticeships can incorporate higher education qualifications, so a simplistic statement that Higher Apprenticeship is an alternative to university is inappropriate and it undermines the key message that Apprenticeships at this level can lead to, or include, a higher education qualification.
- 3.1.3 The increase in minimum credit value for Higher Apprenticeship at levels 4 and 5 to 90 credits and the setting of minimum credit value at levels 6 and 7 at 120 credits are in line with the responses received to the *Consultation on Criteria for Higher Apprenticeships at Degree Levels*. Approximately two-thirds of respondents agreed that the minimum credit value for Higher Apprenticeship frameworks should be increased to align better with the credit values of typical higher education provision. A key argument here was that a lower minimum credit value for Higher Apprenticeships could potentially restrict progression to the next level of learning and associated job role. In other areas respondents to the consultation, and the experience of the partnerships funded through the Higher Apprenticeship Fund, have suggested that at levels 4 to 7, in contrast to Apprenticeships at Intermediate and Advanced levels, less specification in the criteria for approval is essential to meet both employer and individual skills requirements.
- 3.1.4 Higher Apprenticeships offer the opportunity for employers to develop the occupational competence and technical knowledge employees require at degree levels to undertake defined job roles. They also provide the opportunity to develop new, nationally-recognised, work-based progression routes for individuals with the aspiration and ability to progress into senior technician, managerial and professional-level job roles. Apprenticeships at these higher levels can both support employers to enhance business performance by developing the skills of employees and open up routes to professional and managerial job roles for new cohorts of learners and thereby enhance social mobility. Employer ownership, flexibility, high

quality and parity with Higher Education qualifications are the cornerstones of the revised SASE at levels 4 and 5 and its extension to levels 6 and 7.

- 3.1.5 The delivery infrastructure, culture and language used are very different at higher levels to those of Intermediate and Advanced Apprenticeships; the role of all partners and the operating environment of Higher Education, Further Education, private training providers, awarding organisations and professional bodies are reflected accordingly in the revision to SASE at levels 4 and 5 and its extension to levels 6 and 7. SASE at levels 4 to 7, and this supporting guidance, are designed to support the development of the employer-driven Higher Apprenticeship culture needed to generate substantial growth in the number of Apprenticeships.

3.2 Credit Values

- 3.2.1 A key revision to SASE at levels 4 and 5 has been to increase the minimum credit value of a Higher Apprenticeship to 90 credits. At levels 6 and 7 SASE specifies a minimum credit value of 120 credits. The minimum credit values specified are the mandatory **MINIMUM** requirements for the competencies and technical knowledge qualification component(s) of the Higher Apprenticeship. Higher Apprenticeship frameworks should specify a higher credit value if a higher credit value is needed to develop the competency and technical knowledge requirements of the job role. In setting a credit value, framework developers should also be mindful of the need to support progression to the next level of learning associated with the next level job role. Higher Apprenticeships should support the development of a work-based learning route to senior and professional-level job roles.
- 3.2.2 For Higher Education qualifications credit is based on estimated notional learning hours (where one credit represents 10 notional hours of learning). Similarly, for qualifications that use the rules of the Qualifications and Credit Framework (QCF) one credit will usually take 10 hours of learning. In addition, the descriptions of the 'level' of credit for the QCF and Higher Education qualifications are also very similar and the QCF and FHEQ use the same numerical levels (4 to 8) to describe higher-level learning. This 'common currency' of credit will help framework developers utilise and combine both Higher Education qualifications and QCF qualifications in the development of Higher Apprenticeship frameworks. Framework developers should recognise that the total amount of credit associated with the qualification(s) specified in a framework corresponds to a number of hours of learning as described above. The approach to using a non-credit bearing professional qualification to contribute to the minimum credit requirement of SASE is outlined in paragraph 3.4.1.
- 3.2.3 For Higher Apprenticeships, SASE does not specify the individual credit value to be attached to the competencies and technical knowledge requirements of an Apprenticeship. One reason for this is that Higher Apprenticeship frameworks can include a single integrated qualification that is designed to develop both the competencies and technical knowledge required to undertake an identified job role. Where separate competencies and technical knowledge qualifications are specified, the framework developer should seek to balance the amount of credit for each in response to the requirements of the identified job role.
- 3.2.4 Only the credit value(s) of the competencies and technical knowledge or integrated qualification contribute to the minimum credit requirement specified by SASE.

Credits from ERR, PLTS (unless included in the competencies and/or technical knowledge or integrated qualification) and/or Functional Skills must not be used to 'top up' a framework credit value as these are not mandatory components of a Higher Apprenticeship under the SASE.

3.3 Use of QCF, Higher Education Qualifications and Professional Qualifications

- 3.3.1 SASE does not restrict framework developers, operating within the set minimum requirements, from adopting flexible and innovative approaches to developing Higher Apprenticeships on the basis of sector, employer and learner need. SASE allows, through the use of 'and/or', a range of combinations of QCF, Higher Education and professional qualifications:

“Higher Apprenticeship frameworks must specify the total number of credits which an apprentice must attain on the Qualifications and Credit Framework (QCF) and/or through the award of a Framework for Higher Education Qualifications (FHEQ) qualification / other Higher Education Institution (HEI) qualification and / or professional qualification as recognised by the sector. This must be at a minimum of 90 credits for Levels 4 and 5 and a minimum of 120 credits for Levels 6 and 7”. – SASE paragraph 26

- 3.3.2 Framework developers are encouraged to make full use of the QCF, FHEQ, Higher Education qualifications and professional qualifications as allowed by SASE. As ever, the basis of the qualifications used should be determined by framework developers according to the need to:

- *meet employer skills requirements;*
- *support individual learners to maximise their potential and particularly act as a basis for progression to the next level of learning and associated job role.*

- 3.3.3 Framework developers may wish to consider, in the context of SASE, the use of certificates and diplomas and degrees awarded by Higher Education Institutions³ as well as the flexibility allowed through combination with QCF qualifications when determining the qualifications to be specified in a Higher Apprenticeship framework.

³ A limited number of further education institutions (FEIs) have Foundation Degree-awarding powers

3.4 Non-Credit-Bearing Professional Qualifications

- 3.4.1 Framework developers are encouraged to utilise appropriate professional qualifications awarded by professional bodies to accredit the competency and technical knowledge requirements of a Higher Apprenticeship. Where a framework developer proposes to use a non-credit-bearing professional qualification to contribute to the minimum credit requirement of SASE, a statement should be provided from a university or awarding organisation specifying the credit value and level it would attach to the professional qualification and this credit value must be shown in the framework. This process will involve the university or awarding organisation formally reviewing the professional course, using established procedures to assure that it is at a particular level (i.e. 4 - 7) and consider the volume of credit it should attract.

3.5 Technical knowledge, occupational competence and professional status

- 3.5.1 Most Apprenticeship frameworks, particularly at lower levels, include two separate, differentiated qualifications: one designed to provide evidence of technical knowledge and one to evidence occupational competence. This approach is designed to ensure that technical knowledge, traditionally gained off-the-job, is supplemented by the demonstration of occupational competence to perform the specified job role “on the job” within the workplace.
- 3.5.2 Where integrated competency and technical knowledge qualifications are designed to enable the demonstration of knowledge and competency, both in and through work, a separate competency qualification will not be required. Where integrated qualifications are specified, they must demonstrate that they are underpinned by National Occupational Standards (NOS) or professional standards, as recognised by the sector. Typically this will be achieved by specifying qualification learning outcomes that enable Higher Apprentices to demonstrate the achievement of NOS and/or professional standards, as recognised by the sector.
- 3.5.3 Integrated work-based qualifications will also draw on evidence from activities undertaken in the workplace to demonstrate the achievement of qualification learning outcomes. The application of relevant knowledge and theory to the practical context of an Apprentice’s work will provide evidence of the integration of knowledge and competency. The particular approach taken by the framework developer should be guided by the expectations of employers in the sector and, where appropriate, the relevant professional bodies.
- 3.5.4 Professional bodies confer professional status or recognise professional competency through a variety of means. This can include the achievement of higher-level qualifications, the submission of evidence of professional competence (such as portfolios or training logs) that demonstrate engagement in work-based projects, or activities benchmarked against professional standards. It is also common in many sectors for professional status to require evidence of continuing professional development to maintain such status.

- 3.5.5 In considering the appropriate qualification approach in a particular sector (differentiated or integrated), framework developers should consider how the approaches to establishing professional status, currently practised by relevant professional bodies, can be integrated with the achievement of the Higher Apprenticeship.

3.6 Employee Rights and Responsibilities (ERR)

- 3.6.1 ERR was originally developed for Intermediate and Advanced Level Apprenticeship frameworks, however this terminology may not be familiar to employers solely involved in Higher Apprenticeships. There is no statutory requirement to include ERR as a mandatory component of a Higher Apprenticeship framework. However, from consultation feedback we know that employers, colleges, private training providers and universities are all keen to develop an apprentice's wider employability skills. Therefore, Higher Apprenticeship framework developers are encouraged to discuss and consider whether or not the national outcomes, and wider principles of ERR, should be incorporated into competence or knowledge qualifications that exist, or are being developed, for particular job roles within a Higher Apprenticeship framework. By doing this the sector will ensure that, where appropriate, the principles and outcomes of ERR are delivered, assessed and achieved as an integral, and mandatory, part of a Higher Apprenticeship framework.
- 3.6.2 If ERR is not included within the mandatory components of a Higher Apprenticeship framework then it cannot be used as a measure of framework achievement and evidence of ERR achievement would not be a requirement for Higher Apprenticeship completion certificate claims.

3.7 Personal Learning and Thinking Skills (PLTS)

- 3.7.1 As with ERR, inclusion of PLTS in Higher Apprenticeship frameworks is not a mandatory requirement, however employers, colleges, private training providers and universities are keen to develop an apprentice's wider employability skills. Higher Apprenticeship framework developers are encouraged to discuss and consider whether or not the national outcomes and wider principles of PLTS should be incorporated into competence or knowledge qualifications that exist, or are developed, for particular job roles within a Higher Apprenticeship framework.
- 3.7.2 By doing this the sector will ensure that, where appropriate, the principles and outcomes of PLTS are delivered, assessed and achieved as an integral and mandatory part of a Higher Apprenticeship framework. If PLTS is not included within the mandatory components of a Higher Apprenticeship framework then it cannot be used as a measure of framework achievement and evidence of PLTS achievement would not be a requirement for Higher Apprenticeship completion certificate claims.

3.8 Functional Skills

- 3.8.1 These are not mandatory for Higher Apprenticeships at Levels 4 – 7. However, if employers identify that for particular job roles Higher Apprentices do require one, or more of these skills at a particular level, then these skills can be specified as an entry condition for specific pathways.

3.9 Professional Recognition and Registration

- 3.9.1 The inter-relationship between Higher Apprenticeship and professional recognition and registration will be fundamental in some occupations, but will vary in importance between different sectors. Decisions over professional body recognition, and the link between Higher Apprenticeship and professional registration, are best determined at a sectoral, and therefore framework, level.
- 3.9.2 Framework developers should:
- *consult with relevant professional bodies and ensure relevant professional bodies are engaged in the development of Higher Apprenticeship frameworks;*
 - *consider how a Higher Apprenticeship at the relevant level can lead to associate and full membership of a professional body;*
 - *ensure a Higher Apprenticeship, as and where appropriate, can lead to professional registration.*
- 3.9.3 A Higher Apprenticeship framework should outline where appropriate, how the learning programme leads to associate and/or full membership of a professional body. Professional bodies are encouraged to consider the potential of Higher Apprenticeships in opening access to the professions and supporting social mobility. The development of a Higher Apprenticeship may also contribute to the establishment of recognised professional standards within an occupation that does not have an existing professional body.

3.10 Purpose and national focus

- 3.10.1 A Higher Apprenticeship should be a **nationally recognised** high quality work-based learning programme for individuals in employment designed to develop and accredit the technical knowledge and competencies or 'professional competencies' needed to perform a defined and nationally understood job role. National recognition of professional standards, on a consistent basis, is important if progression is to be supported and to enable individual learners to have their achievements recognised and understood as they move around the country.
- 3.10.2 Employers, professional bodies, universities, colleges, awarding organisations, training providers and other partners are encouraged to collaborate on a national basis to establish the technical knowledge and occupational competency or professional competency requirements of a Higher Apprenticeship. Flexibility in terms of the qualifications used to deliver these requirements, assessment approaches and customisation for employer and learner need could then be encouraged, within the context of SASE, and meeting framework requirements.

3.11 Higher Apprenticeship naming convention

- 3.11.1 From the 6 April 2013, Higher Apprenticeship frameworks will be separate from Intermediate and Advanced Level Apprenticeship frameworks. Refer to transitional arrangements in Section 2 for guidance on frameworks which currently combine Levels 2, 3 with 4/5.
- 3.11.2 Higher Apprenticeship frameworks should specify the level of the framework and the job role. For example, the framework title should be “Higher Apprenticeship in Advanced Manufacturing Engineering - Levels 4 and 6”.
- 3.11.3 The job role should be described in terms that are recognised by employers in the relevant sector. Framework developers are encouraged to consider how the proposed title of the Higher Apprenticeship accurately conveys the job role and how the level of the framework is conveyed to the intended audience, particularly employers and individual learners, but also to appropriate professional bodies and delivery partners.
- 3.11.4 It may, or may not, be appropriate to emphasise that the Higher Apprenticeship is delivered at Certificate of Higher Education, Foundation degree, Bachelor’s degree or Master’s degree level. In other instances, the HND/C and NVQs/QCF may be the approach the industry prefers and, where this is the case, this should be emphasised as the qualifications through which the Higher Apprenticeship is delivered and achieved.
- 3.11.5 The Apprenticeship brand has large scale employer support. Employers understand that an Apprenticeship is focused on developing the technical knowledge and competence an employee needs to perform a specific job role. The development of Higher Apprenticeships, and the retention of the Apprenticeship brand at these levels, not only extends this concept to higher level job roles, but also demonstrates the development of a “family” of Apprenticeships from level 2 to 7 and the increasing availability of a work-based ladder of both learner and career progression. The development of Higher Apprenticeships also has the potential to enhance the Apprenticeship brand through its alignment with professional status recognition.
- 3.11.6 The availability of Apprenticeships at levels 6 and 7 will also demonstrate to learners, along with their parents, peers and advisors, that Apprenticeships at Intermediate and Advanced levels can lead to senior level roles and the opportunity to gain a higher education (or QCF equivalent) or professional qualification. The choice for learners need not be between a vocational or academic pathway, but between a full-time traditional educational pathway and an Apprenticeship which can lead to a Higher Apprenticeship, which will incorporate a Higher Education or an equivalent qualification.

3.12 Funding:

- 3.12.1 The eligibility for public funding and eligibility of learners for particular student loans for the Higher Apprenticeship will be dependent on the qualification(s) used to accredit the learning outcomes, as specified in the Higher Apprenticeship framework. Framework developers are advised to consult guidance published by

HEFCE, Skills Funding Agency (SFA) and the Student Loans Company relating to the qualification(s) used within the Higher Apprenticeship.

3.13 Registration and Certification

- 3.13.1 Claims for Apprenticeship Completion Certificates in England are done through an online system called Apprenticeship Certificates England (ACE). <https://acecerts.co.uk/login>. There is currently no regulatory requirement in England that apprentices have to be registered on ACE at the point when they start their framework. However, training providers should be actively encouraged to enter apprentice data to ACE as early as possible and this includes details of the framework name, level and pathway being followed. As each apprentice progresses through their framework, and has evidence of their achievements, then this should be uploaded to ACE for review and approval and will form part of the final claim for the Apprenticeship Completion Certificate.
- 3.13.2 Although ACE registration is not a mandatory SASE requirement, the capture of this information as early as possible provides good management information which can be used to monitor the uptake of Apprenticeships and success rates. Information will also be available by sector, gender, ethnicity, age, employer size and regional spread.

PART TWO: COMPLETING THE HIGHER APPRENTICESHIP TEMPLATE

1. Title and Nation

Field name	Introductory Text	Tip
Which Nation is this framework for	<p>Select one button to create a framework for EITHER England or Wales, not both Nations.</p> <p>Before you proceed you must ensure that the framework you are developing does not duplicate a competencies qualification which appears in another framework.</p>	<p>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.</p> <p>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.</p>
Framework Title (Naming convention)	<p>Choose a title which you feel is the ‘best fit’ to describe the occupation or range of occupations this framework will cover.</p>	<p>A framework being developed for a related skill, occupation or profession, must be contained in one framework for Higher Apprentices and include as many levels as can be evidenced by demand. Additional levels can be added at a later date and must not be separated out into a new framework.</p> <p>Example of titles for Higher Apprenticeship frameworks are:</p> <ul style="list-style-type: none"> • Higher Apprenticeship Life Sciences - Levels 4 and 5 • Higher Apprenticeship in Advanced Manufacturing Engineering - Levels 4 and 6 • Higher Apprenticeship in Facilities Management - Levels 4, 5 and 6
Show this framework in “Frameworks under development” section?	<p>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</p>	<p>The title will automatically appear in the “Frameworks under development” section of the AFO 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.</p> <p>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</p>

Field name	Introductory Text	Tip
	& the framework issuer name.	<p> duplicated.</p> <p>Warning: If this box is unchecked, then stakeholders will not be aware that a new framework is in the pipeline until it is issued.</p>
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".	<p>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.</p> <p>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.</p>
Issue Number	Automatically generated by the system.	<p>The Issue number and Framework ID are generated by AFO.</p> <ul style="list-style-type: none"> • Issue numbers begin at number 1 for the first framework and each time the framework is revised the system will number this 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.
Framework ID		
Date this framework must be reviewed by		<p>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.</p> <p>It must be reviewed to ensure that qualifications remain valid. It may be reviewed before component qualifications reach their 'Certification End Date on the 'Qualifications and Credit Framework (QCF) or reach the end of their period of university (or other organisation with degree</p>

Field name	Introductory Text	Tip
		<p>awarding powers) validation, usually 6 years for Higher Education qualifications. All higher education qualifications awarded by universities will be reviewed prior to the end of the period of validation.</p> <p>In addition, you are advised to keep the framework under review so that elements can be updated as the framework is used and you receive feedback from different audiences. For example, employers and FE colleges, HEIs and private training providers may give you their views about the usefulness of the entry conditions.</p> <p>If you are new to framework development, talk to other framework developers or experts about how they co-ordinate qualification development with framework reviews.</p>
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.

2. Contact information

Field name	Introductory Text	Tip
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 must include a list of key employers and other bodies involved in the design and development.	Use no more than 4000 characters for this explanation. This information will appear in the published framework therefore you will need to get permission from those involved before the framework is issued.
Who is developing this framework?		Higher Apprenticeships should, where appropriate, be developed in partnership with the relevant professional body or bodies (where they exist) and that successful completion of such an Apprenticeship is a recognised pathway to professional registration. 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, these organisations 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: <ul style="list-style-type: none"> • understand the sector, through sharing research and 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.
Your name		
Developing organisation's name		

Field name	Introductory Text	Tip
Developing organisation type		
Your job title		
Your telephone number		
Your email address		
Postal address		
Developing organisation website (if applicable)		
	<p>Fill in the Issuing Authority details below</p> <p>An Issuing Authority is designated by Ministers to issue frameworks. The contact details for the Issuing Authority must be different to the framework developer contact details.</p>	<p>An Issuing Authority (IA) can only issue frameworks for their sector and which must not duplicate a competence qualification contained in another framework.</p> <p>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.</p>
Issuing Authority contact name		
Issuing Authority telephone number		
Issuing Authority contact email address		

3. Purpose of this framework

Field name	Introductory Text	Tip
<p>Summary of the purpose of this framework</p>	<p>This is your opportunity to 'sell' your framework to potential users. This is where it will explain how it will help:</p> <ul style="list-style-type: none"> • employers to meet their skills needs • apprentices manage their ambitions • providers to deliver an quality experience <p>You can explain why it has been developed and what it is designed to do, change and achieve.</p>	<p>This section must be succinct, to the point and jargon free, as it will appear in the results of the current frameworks search of the library.</p> <p>Begin with a definition of Apprenticeships using the NAS Quality Statement as follows:</p> <p>Defining Apprenticeships</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Profile of the Sector</p> <p>Include a rationale summarising what the sector/industry does, why employers need the framework and how it will support drivers for change. Use the following as an aide memoire only to inform your content and reflect your sector – don't just copy and paste this list:</p> <ul style="list-style-type: none"> • technological changes in the industry; • legal, market changes; • the effect of changes from the low carbon agenda; • demographic changes such as an aging workforce; • recruitment and/or retention difficulties and improving productivity; • to meet the demand for higher level skills; • to contribute towards meeting the skills priorities for England - Skills for Sustainable Growth http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/s/10-1273-skills-for-sustainable-

Field name	Introductory Text	Tip
		<p>growth-strategy-summary;</p> <ul style="list-style-type: none"> • BIS Industrial Strategy http://www.bis.gov.uk/assets/biscore/economics-and-statistics/docs/i/12-1140-industrial-strategy-uk-sector-analysis • to build on best practice outcomes of the partnership work of the Employer Ownership of Skills Pilots <p>Briefly explain how these factors have affected the demand for skills at each of the levels which this framework will help to address.</p> <p>Provide evidence of demand from employers showing how this Apprenticeship framework will help to address these needs at each level to develop a workforce that will improve productivity and help make organisations sustainable.</p> <p>Include examples of the specific and productive jobs contained within the framework for each level and pathway.</p> <p>Include hyperlinks to direct readers to source data and research evidence to support the development of the framework, rather than try to include the detail here.</p>
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.

4. Entry conditions

Field name	Introductory Text	Tip
<p>Specify the general entry criteria for this framework</p>	<p>Entry conditions should be designed to inform individuals of the necessary prior skills, experience or personal qualities to successfully complete the framework and must comply with the principles of equality and diversity.</p> <p>These requirements will differ from sector to sector.</p>	<p>Entry conditions may be demonstrated by prior achievement of qualifications which the framework developer, in consultation with employers, HEIs and other relevant partners, considers necessary.</p> <p>You must justify any legal restrictions for entry e.g. <i>as the Higher Apprenticeship at levels 4 and 5 may involve working with children, young people or vulnerable adults, applicants must be willing to undergo a CRB check.</i></p> <p>Briefly describe key aspects of the role to help potential apprentices make an informed decision about whether this is the job/career for them. For example,</p> <p><i>Apprentices who are undertaking the Higher Apprenticeship in Leadership & Management are expected to have significant experience of working at a middle management level to ensure they have the suitable foundations on which to further build their knowledge and skills.</i></p> <p>If you feel that a list of examples would be useful, make it clear that the lists are examples, in no particular order of preference and use the word “OR” between each example.</p> <p>Initial assessment</p> <ul style="list-style-type: none"> • make it clear that initial assessment will be used to identify prior learning and experience to tailor the Apprentice’s Individual Learning Plan. • in the case of APL for competence, knowledge and integrated qualifications, 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. <p>Pathway entry conditions</p> <p>Use the ‘pathway entry conditions’ if there are specific requirements for a pathway; for example, with Higher Apprenticeships at level 5 and above, it is likely that many apprentices will be aged over 25 in order to demonstrate prior learning or experience in the skill, trade or occupation and to achieve the outcomes of the framework.</p>

5. Pathway information

5.1 LEVEL

Field name	Introductory Text	Tip
What is the title for this pathway at Level 4, 5, 6 or 7 in England?	The pathway title must reflect the skill, occupation or profession the apprentice will be working in at this level in this pathway.	Use the term Higher Apprenticeship in the title along with the name occupation/job role in brackets.
'Level X Pathway 1 title'	Enter the pathway title for the sub sector.	Example of a pathway title at level 4 <ul style="list-style-type: none"> Higher Apprenticeship in Marketing and Communications (Advertising and Marketing Communications)
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.	Credit values for Higher Apprenticeship frameworks: <ul style="list-style-type: none"> the competence and knowledge elements of the framework must total a combined MINIMUM of 90 credits for Level 4 and 5 Higher Apprenticeships and a combined MINIMUM of 120 credits for Levels 6 and 7. it is not necessary to show the separate credit values for competence and knowledge. additional credits from other units/qualifications must NOT be added to meet the minimum credit requirement.
Entry conditions for this pathway	Specify any entry conditions for this pathway in addition to the <u>general</u> framework entry requirements. If there are no requirements, say that "There are no additional requirements other than the general entry conditions".	These must be objectively justified to avoid discrimination.

5.2 JOBS

Field name	Introductory Text	Tip
Job title and Job roles	<p>Provide a short job title and a brief description of the job role to explain what a Higher Apprentice will do on a day to day basis.</p> <p><i>(300 character limit for job roles)</i></p>	<p>Job titles must:</p> <ul style="list-style-type: none"> • 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. <p>Job roles must:</p> <ul style="list-style-type: none"> • 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.

5.3 QUALIFICATIONS

Field name	Introductory Text	Tip
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.	<p>An Apprenticeship framework may offer a choice of qualifications by including a range of different competencies, knowledge and integrated qualifications.</p> <p>The SASE states that an Apprenticeship framework must identify either:</p> <ul style="list-style-type: none"> • 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. <p>This means that once you have decided on an approach for a pathway – either separate competence and technical knowledge OR integrated qualifications, you cannot offer both approaches in the same pathway.</p> <p>Where a framework developer proposes to use a professional qualification without a credit value (as recognised through the QCF and HE qualification) within a Higher Apprenticeship framework as contributing towards the minimum credit value specified in SASE it must seek 'authentication' or formal recognition of the credit level and value from an HEI or Awarding Organisation and this credit value must be shown in the framework.</p>
Competence qualifications for this pathway	Use this table where the competence qualification is a separate qualification from the knowledge qualification.	<p>For Higher Apprenticeships, a competencies qualification must:</p> <ul style="list-style-type: none"> • be at the specified level of the framework; • be underpinned by NOS and be approved by the relevant SSC or Sector Body, or underpinned by professional standards as recognised by the sector; • not duplicate a competencies qualification in another framework.
Knowledge qualifications for this pathway	Use this table where the knowledge qualification is a separate qualification from competence qualification.	<p>For Higher Apprenticeships, a technical knowledge qualification must be:</p> <ul style="list-style-type: none"> • at the specified level of the framework; • underpinned by NOS and be approved by the relevant SSC or Sector Body, or underpinned by professional standards as recognised by the sector.

Field name	Introductory Text	Tip
Combined qualifications for this pathway	Use this table where competence and knowledge are combined into one qualification	<p>A combined competence and technical knowledge qualification must be:</p> <ul style="list-style-type: none"> • at the specified level of the framework; • underpinned by NOS and be approved by the relevant SSC or Sector Body, or underpinned by professional standards as recognised by the sector.
ADDING NEW OR EDITING EXISTING QUALIFICATIONS		
Add/edit COMPETENCE qualifications for this pathway		<p>Each qualification should have one title entered into the first row, followed by the qualification reference number, awarding organisation name/HEI/Professional Body, credit value, for the qualification.</p> <ul style="list-style-type: none"> • To add an awarding organisation: If more than one awarding organisation offers the same qualification, please click 'add awarding organisation' to create a new line for this information. • To delete a line: select 'delete' on right of the appropriate row. <p>Once you have finished editing the qualification, please click 'save and close'. To return to the qualification screen without editing the qualification, please click 'cancel'.</p>
Add/edit KNOWLEDGE qualifications for this pathway		<p>Each qualification should have one title entered into the first row, followed by the qualification reference number, awarding organisation name, credit value.</p> <ul style="list-style-type: none"> • To add an awarding organisation: If more than one awarding organisation offers the same qualification, please click 'add awarding organisation' to create a new line for this information. • To delete a line: select 'delete' on right of the appropriate row. <p>Once you have finished editing the qualification, please click 'save and close'. To return to the qualification screen without editing the qualification, please click 'cancel'.</p>
Add/edit COMBINED qualifications for this pathway		<p>Each qualification should have one title entered into the first row, followed by the qualification reference number, awarding organisation name, credit value.</p> <p>To add an awarding organisation:</p> <ul style="list-style-type: none"> • If more than one awarding organisation offers the same qualification, please click 'add

Field name	Introductory Text	Tip
		<p>awarding organisation' to create a new line for this information;</p> <ul style="list-style-type: none"> • To delete a line: select 'delete' on right of the appropriate row. <p>Once you have finished editing the qualification, please click 'save and close'. To return to the qualification screen without editing the qualification, please click 'cancel'.</p>
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 informed choice as to which qualifications best meet their needs for a specific job role.	<p>Separate competence and knowledge qualifications: If competence and knowledge are separate qualifications, you must clearly state:</p> <ul style="list-style-type: none"> • which knowledge qualification relates to specific competence qualifications for each of the job roles in the pathway; <i>you must no longer solely use the terms K1 provides the underpinning knowledge for C1 etc.</i> • significant differences in the content and size of competence and knowledge qualifications to help employers and apprentices decide which is the best qualification for the job role . Apprenticeships are about driving up standards, and relate directly to the job role of the Higher apprentice, and not about opting for the qualification with the minimum size.
UCAS points for this pathway	You may leave this blank as it is not required.	

5.5 PROGRESSION INTO AND FROM THIS PATHWAY

Field name	Introductory Text	Tip
<p>Progression routes into and from this pathway</p>	<p>Explain progression routes into and from this pathway. Say how apprentices that complete this Apprenticeship pathway can progress to specific, named jobs and careers, undertake further qualifications up to and including Level 7</p>	<p>An Apprenticeship framework must specify the progression routes into the framework and the progression opportunities open to a person who has completed the framework.</p> <p>It must specify the appropriate avenues of career progression, including those through training with sector employers and/or through FE and HE for learners completing the Higher Apprenticeships.</p> <p>Higher Apprenticeships should be developed in partnership with the relevant professional body or bodies, where they exist. Where appropriate, successful completion of a Higher Apprenticeship should be a recognised pathway to professional registration.</p> <p>Use sub headings to show progression into the pathway and for progression from the pathway.</p> <p>Example:</p> <p>Progression routes into the Higher Apprenticeship in xxx at level 4</p> <ul style="list-style-type: none"> • Give clear entry routes into the Higher Apprenticeship such as previous experience of having worked in the sector, or other atypical routes; • Demonstrate how other qualifications such can count towards achievement of a Higher Apprenticeship and state that Apprentices will undergo an initial assessment to identify prior learning and experience which may count towards the achievement of this Apprenticeship; • For entry to a Higher Apprenticeship, include achievement of at least one Advanced Level Apprenticeship in a related occupation. <p>Progression routes from the Higher Apprenticeship in xxx at Level 4</p> <ul style="list-style-type: none"> • specify the occupations which the Higher apprentice will be qualified to undertake on completion 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;

		<ul style="list-style-type: none"> • 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; • if there are too many qualifications to list for progression, give examples and include a hyperlink to careers websites for further information; • insert the weblink to relevant careers websites, including those of Professional Bodies for the occupation or job roles. <p>If there are any apparent gaps in progression routes (e.g. if a framework only contains levels 4 and 6, briefly explain why this is the case).</p>
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6. Equality and Diversity

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

7. On and off-the-job guided learning (England)

- In the first field, state that GLH does not apply to Higher Apprenticeship frameworks;
- In each of the following four fields, enter N/A.

8. Functional Skills, ERR and PLTS

8.1 Functional Skills:

- Enter N/A in the level field and delete the credit value, then uncheck the remaining fields so that they do not appear in the published framework.

8.2 ERR

- Enter N/A in this section.

8.3 PLTS

- Enter N/A in this section.

9. Additional employer requirements

Field name	Introductory Text	Tip
Additional employer requirements	<p>Include information about any additional qualifications, units or other employer requirements which employers have requested.</p> <p>These cannot be made mandatory and will not be a condition for the issue of an Apprenticeship completion certificate.</p>	<p>Additional employer requirements:</p> <ul style="list-style-type: none"> • are not included in the SASE; • are intended to help apprentices develop further in the sector; • must not be qualifications that are deemed to be essential for competence in the job. <p>Framework developers should work with awarding organisations to incorporate additional employer requirements, such as licenses to practice, into the competence and knowledge qualifications and must not include them here if it is a requirement for the job.</p> <p>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 necessary precursor to being allowed to begin to operate in the selected job role.</p> <p>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.</p>

Annex A: Checklist for Higher Apprenticeship framework developers for England

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

Title of Framework	Framework ID and Issue Number	Higher Level 4	Higher Level 5	Higher Level 6	Higher Level 7

NAS Statement on Apprenticeship Quality	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 .	

NAS Statement on Apprenticeship Quality	This was considered during the development process and/or is explicit in the following section(s) of the framework:
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.	
6. All Apprenticeship Frameworks are linked to specific job roles or occupations . Providers (FE Colleges, HEIs, Professional Bodies and private training 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.	

SASE compliance	Yes
Qualifications related to the sector:	
7. Competence and knowledge qualifications in each pathway total a <u>minimum of 90 credits for Higher Apprenticeships at Levels 4 and 5 for each level, or 120 credits at levels 6 and 7.</u>	
8. Where professional qualifications without a credit value are used in this framework to meet the minimum credit value, the developer has 'authentication' or formal recognition of the credit level and value from an HEI or Awarding Organisation.	
9. The competencies qualification(s) do not duplicate a competencies qualification in another framework, is at the specified level of the framework, is underpinned by NOS and approved by the relevant SSC or Sector Body, or is underpinned by professional standards as recognised by the sector.	
10. The technical knowledge qualification(s) is at the specified level of the framework, is underpinned by NOS and approved by the relevant SSC or Sector Body, or is underpinned by professional standards as recognised by the sector.	
11. Where competence and knowledge are an integrated qualification, which combines competence and knowledge, they are separately assessed or the assessment of competence and knowledge is combined.	
Additional employer requirements	
12. Is the rationale for the inclusion of additional employer requirements clearly explained?	
13. Does this section list the titles, reference numbers and level of any qualifications if applicable?	

SASE compliance	Yes
14. Are any licences' to practice clearly described if applicable?	
15. If there are no additional employer requirements is this stated clearly?	
Additional information requirement (Refer to Information Requirement of the SASE)	Yes
Equality and Diversity	
16. Does the framework clearly state: <ul style="list-style-type: none"> ○ whether there is under representation within the occupation to which this framework applies? ○ what the barriers to entry and progression are for individuals within these groups are; ○ action being taken to remove these barriers or to justify them objectively for the Apprenticeship framework; ○ the ways in which the framework is inclusive and demonstrates an active approach to identifying and removing barriers to entry & progression. 	
Entry conditions	
17. Does the framework clearly state the evidence and justification for any entry conditions which comply with the principles of equality and diversity?	
18. 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?	
19. 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?	
20. Do the entry conditions clearly specify and explain any legal restrictions that limit entry to the Apprenticeship?	
Progression	
21. Does the framework clearly explain the progression routes into and from the Apprenticeship at each level in the framework?	
22. Does the framework clearly specify the entry routes into the Apprenticeship, including demonstrating how other qualifications can lead into an Apprenticeship and possibly count towards achievement?	
23. 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	
24. Is the evidence required for claiming an apprenticeship completion certificate clearly explained?	

SASE compliance	Yes
General	
25. Does the framework only use England specific terminology? <i>It must not use terms from Wales such as SASW, Foundation Apprenticeships, Essential Skills Wales, Wider Key Skills.</i>	
26. 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.	