apprenticeship
FRAMEWORK

Higher Apprenticeship in Business & Professional Administration - Level 4 (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 22 AUGUST 2017

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies **both** to new Apprenticeship starts from 22 August 2017 **and** all Apprenticeships commenced before and not completed by 22 August 2017.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03990

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Apprenticeships

CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 22 AUGUST 2017 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 22 AUGUST 2017.

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

The modifications allow for an exemption to the English and Maths regular minimum requirements for people with Special Educational Needs, Learning Difficulties or Disabilities. This means that adjusting the minimum requirements to Entry Level 3 in English and Maths can be considered by the provider, on an individual and case-by-case basis, where **all of the conditions** of the updated SASE section 18 (Intermediate level) or section 37 (Advanced level) for have been satisfied and can be evidenced.

Full details relating to the exceptions eligibility criteria are contained in:

Sections 15-23 of SASE for Intermediate Level Apprenticeships
Sections 34-42 of SASE for Advanced Level Apprenticeships

When applying this exemption, providers must **STILL** consider how to enable the Apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision.

The modifications to SASE have also extended the list of qualifications that meet the minimum English requirements to allow for a British Sign Language (BSL) qualification, at the appropriate level, to be accepted as an alternative to a qualification in English, where **BSL is the primary language of the Apprentice**.

Full details relating to BSL acceptance are contained in:

Section 5(f) of SASE for Intermediate Level Apprenticeships
Section 28(f) of SASE for Advanced Level Apprenticeships

Furthermore, the SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements to allow for the acceptance of a range of UK-wide qualifications, as an alternative to qualifications gained in England.

Full details relating to the list of acceptable qualifications are contained in:

Sections 5(g-j) and 6(f-i) of SASE for Intermediate Level Apprenticeships
Sections 28(g-j) and 29(f-i) of SASE for Advanced Level Apprenticeships

The modifications include reference to the new numerical grades in the reformed GCSE system and the **minimum** grade requirements. A grade 4 (new grading) will be considered equivalent to a grade C (old grading). A grade 2 (new grading) will be considered equivalent to a Grade E (old grading).

Full details relating to the numerically graded GCSEs are contained in:

Sections 5 and 6 of SASE for Intermediate Level Apprenticeships
Sections 28 and 29 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements. Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630068/Specification_of_Apprenticeship_Standards_for_England_.pdf

Higher Apprenticeship in Business & Professional Administration - Level 4 (England)

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Framework summary

Higher Apprenticeship in Business & Professional Administration - Level 4

Business & Professional Administration

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 4 include:

Pathway 1: Business & Professional Administration

Competence qualifications available to this pathway:

C1 - Level 4 NVQ Diploma in Business Administration (QCF)

Knowledge qualifications available to this pathway:

K1 - Level 4 Diploma in Business and Administration (QCF)

K2 - Level 4 Diploma in Business Administration (QCF)

K3 - Level 4 Extended Diploma in Business Administration (QCF)

K4 - Level 4 Diploma in Business and Administrative Management (QCF)

K5 - Level 4 Diploma in Business and Professional Administration (QCF)

K6 - Level 4 Certificate in Principles of Business Administration (QCF)

K7 - FdA Business & Management

K8 - Level 4 Higher National Certificate in Business

K9 - Level 4 Diploma in Principles of Business Administration

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Skills CFA

The Apprenticeship sector for occupations in business and administration, customer service, enterprise and business support, human resources and recruitment, industrial relations, leadership and management, marketing and sales (also includes contact centres and third sector).

Issue number: 12	**This framework includes:**
Framework ID: FR03990	Level 4
Date this framework is to be reviewed by: 31/07/2017	This framework is for use in: **England**

Short description

Around 4.5 million people are engaged in the running of businesses in the public, private and not-for-profit sectors in the UK. This framework is designed to meet the skills needs of employers by attracting new talent into a career in business and administration and help to up skill the workforce to replace those who leave or retire. Higher apprentices will work in roles such as office managers, administration team leaders, personal assistants or business development executives.

Contact information

Proposer of this framework

This apprenticeship has been proposed and developed by Skills CFA, with employers, training providers, colleges and awarding organisations feeding into the development of the apprenticeship and the qualifications. Employer input was collected through online consultations and steering group meetings which gathered the views of a wide range of individuals and organisations. Employer organisations involved in the development of this framework include, for example, BT and MBDA Missile Systems.

Developer of this framework

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Revising a framework

Contact details

Who is making this revision:	Marina Popova
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Why this framework is being revised

This framework was revised by Skills CFA in November 2016 in order to to make amendments to the framework, as detailed below.

Summary of changes made to this framework

This framework was revised by Skills CFA in November 2016 in order to correct the title of Skillsfirst Level 4 Diploma in Principles of Business Administration qualification.

Qualifications removed

N/A

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

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 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.

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

Around 3.2 million people help to keep businesses running in the public, private and not-for-profit sectors. This includes registered directors, company and chartered secretaries, general administrators and specialist administrators.

Businesses face a number of challenges to replace those who leave or retire and to up-skill the existing workforce. Amongst these challenges are:

- **technological change** – in particular, the continuing growth of sophisticated IT solutions which are now considered to be essential to effective administration
- **globalisation** – in particular, the growth of world-wide communications, trade and competition (which places a higher premium on language and cross-cultural skills) and the influx of immigrant workers from the EU and elsewhere
- **an increasing net demand for skilled business and administration staff** – although the overall size of the business and administration workforce is shrinking, probably due to the impact of technology, there is a high replacement demand.
- **skills shortages** - many current business and administration vacancies are hard to fill, often because of skills shortages

Administrators need a broad range of skills to work efficiently and to help increase business

productivity. Skills shortages identified by organisations include a lack of office and administration skills, customer-handling skills, technical and practical skills, and oral communication skills, all of which are covered within the Business & Professional Administration Higher Apprenticeship framework.

Business Administration Apprenticeships (intermediate, advanced and higher) have been in the top twenty most subscribed-to apprenticeship frameworks for a number of years, with around 30,000 apprentices starting the apprenticeship every year. For 2013/14, there were 60 starts on this higher apprenticeship framework. This apprenticeship builds on the success of its predecessor by using employer led, up to date, flexible qualifications which meet the changing skills needs of employers. It builds in softer-skills such as communication, team working, interpersonal skills and the ability to reflect on personal learning.

Tasks undertaken by apprentices will vary depending sector in which they are employed. Tasks may include overseeing operational activities, implementing change within organisations, managing teams, monitoring risk and agreeing budgets.

The framework has been updated to meet the changing skills needs of employers and to meet the requirements of the Specification of Apprenticeship Standards for England. It will also contribute to meeting the skills priorities for England set out in the 2009 "Skills for Sustainable Growth" report, by:

- providing flexible access to high quality level 4 skills programmes, which act as a real alternative for those who prefer this style of learning and achievement
- incorporating skills to improve the general literacy and numeracy skills in England using technical and competence qualifications, valued by employers, to help their businesses grow and remain profitable
- developing apprentices' Personal Learning and Thinking Skills, to build their confidence and creativity, improving their social and working lives
- developing apprentice’s employability skills, making them more attractive to all employers whichever career they choose
- providing a career pathway into jobs and training at higher levels, to provide the skills which the economy needs to grow.

Aims and objectives of this framework (England)

The aim of this apprenticeship framework is to provide employers in the public, private and not-for-profit sectors with a business and administration workforce who have the skills, knowledge and competencies to support business systems, processes and services and who can contribute to making businesses more efficient and productive.

The main objectives are to:

1. build a competent business and administration workforce, providing organisations of all

sizes across all sectors the staff needed to increase productivity and efficiency
2. tap into the skills and talents of a diverse population by providing a flexible entry route into a career in business and administration
3. equip individuals with the skills, knowledge and experience needed to undertake business and administration roles in a range of business settings
4. provide apprentices with an opportunity to develop the skills, knowledge and experience they will need to progress to roles with additional responsibilities and onto future learning opportunities, if they wish to do so.

Entry conditions for this framework

Transferable skills

Candidates seeking to undertake this apprenticeship must be able to demonstrate ability equivalent to or exceeding Level 2 in English and mathematics. This requirement may be met through the achievement of Level 2 functional skills, equivalent GCSEs, O Levels, A Levels or AS Levels, or an initial assessment which demonstrates the required ability.

Typical applicants

Employers are looking to attract applicants who have a keen interest in business and administration careers. They expect applicants to demonstrate a "can do" attitude and have at least basic numeracy and literacy skills on which the apprenticeship will build. Entrants will come from a diverse range of backgrounds and will come with a range of experience, age, personal achievements and, in some cases, prior qualifications and awards which may count towards the achievement of an Apprenticeship programme. Examples include learners who have:

- significant experience in a business role,
- achieved a foundation or higher diploma, particularly the related diplomas in business, administration and finance, retail business, information technology or public services,
- achieved GCSEs or A Levels,
- achieved QCF awards, certificates or diplomas,
- completed a level 3 advanced apprenticeship from another sector.

Initial Assessment

Initial assessment must be used to ensure that applicants have a fair opportunity to demonstrate their ability. Learning programmes can then be tailored to meet a range of abilities and to recognise prior knowledge and experience.

Level 4

Title for this framework at level 4

Business & Professional Administration

Pathways for this framework at level 4

Pathway 1:	Business & Professional Administration

Level 4, Pathway 1: Business & Professional Administration

Description of this pathway

Higher Apprenticeship in Business & Professional Administration

Total minimum credit value for this pathway: **91** credits

- Competence qualification - 57 credits
- Knowledge qualification - 34 credits

Entry requirements for this pathway in addition to the framework entry requirements

There are no entry requirements for this pathway in addition to the general framework entry requirements.

Job title(s)	Job role(s)
Office manager	Supporting sustainability within an office environment, assessing, managing and monitoring risk, communicating with colleagues and stakeholders, managing an office facility, managing projects, chairing meetings, overseeing customer service delivery and contributing to innovation.
Administration team leader	Communicating with colleagues, evaluating and solving business problems, making decisions, preparing, co-ordinating and monitoring operational plans, implementing, monitoring and maintaining administrative services and co-ordinating events.
Personal assistant	Communicating with colleagues and stakeholders, preparing, co-ordinating and monitoring operational plans, planning and organising events, reporting data, preparing contract specifications and monitoring and evaluating contracts.
Business development executive	Communicating with colleagues and stakeholders, negotiating with customers, planning and organising meetings, chairing meetings, developing and delivering presentations, managing budgets and developing new ideas for products and services.

Qualifications

Competence qualifications available to this pathway

C1 - Level 4 NVQ Diploma in Business Administration (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/3597/9	City and Guilds of London Institute	57	296-389	N/A
C1b	601/3871/3	Future (Awards and Qualifications) Ltd	57	253-388	N/A
C1c	601/3706/X	iCan Qualifications Limited	57	269-389	N/A
C1d	601/3697/2	Industry Qualifications	57	296-389	N/A
C1e	601/3966/3	NCFE	57	296-389	N/A
C1f	601/3677/7	OCR	57	296-389	N/A
C1g	601/3425/2	Pearson Education Ltd	57	294-389	N/A
C1h	601/5196/1	Training Qualifications UK Ltd	57	269-389	N/A
C1i	601/4758/1	ProQual Awarding Body	57	296-389	N/A
C1j	601/6604/6	BIIAB	57	294-389	N/A
C1k	601/6737/3	Gateway Qualifications	57	194-378	N/A
C1l	601/7958/2	Skillsfirst Awards Ltd	57	296-389	N/A
C1m	601/7650/7	Focus Awards	57	269-389	N/A

Knowledge qualifications available to this pathway

K1 - Level 4 Diploma in Business and Administration (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/8145/4	OCR	40	192	N/A
K1b	601/4359/9	iCan Qualifications Limited	40	192	N/A

K2 - Level 4 Diploma in Business Administration (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	601/3499/9	Pearson Education Ltd	42	195-303	N/A
K2b	601/6253/3	Training Qualifications UK Ltd	42	195-303	N/A
K2c	601/6786/5	BIIAB	40	217	N/A

K3 - Level 4 Extended Diploma in Business Administration (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	601/3594/3	Pearson Education Ltd	110	570-667	N/A

Knowledge qualifications available to this pathway (cont.)

K4 - Level 4 Diploma in Business and Administrative Management (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	601/2718/1	Industry Qualifications	120	545-580	N/A

K5 - Level 4 Diploma in Business and Professional Administration (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	601/6742/7	Gateway Qualifications	90	243-263	N/A
K5b	600/6623/4	City & Guilds	90	243-263	UCASValue

K6 - Level 4 Certificate in Principles of Business Administration (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	601/6145/0	Industry Qualifications	34	191	N/A

K7 - FdA Business & Management

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K7a	N/A	New College Durham	240	1480	N/A

Knowledge qualifications available to this pathway (cont.)

K8 - Level 4 Higher National Certificate in Business					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K8a	601/8364/0	Pearson BTEC	120	480	N/A

K9 - Level 4 Diploma in Principles of Business Administration					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
K9a	601/7959/4	Skillsfirst	40	10	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Apprentices must complete one competence qualification and one knowledge qualification from those listed within this pathway.

The NVQ Diploma in Business Administration (C1a – C1j) provides the competence required by business and administration service professionals at this level. The different knowledge based qualifications available (K1 - K7) all have slightly different emphasis and breadth of knowledge, although all qualifications will provide learners with the required underpinning knowledge and understanding to successfully demonstrate competence. The selection of the competence and knowledge qualification is a decision to be made by employers and the apprentice, based on the individual learner's job role and needs.

Learners are free to undertake the competence qualification with one awarding organisation and the knowledge qualification with another awarding organisation if they wish to do so.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed Apprentice Consent Form must be uploaded to ACE (www.acecerts.co.uk).

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	N/A	N/A
GCSE qualification in English (with enhanced functional content)	N/A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	N/A	N/A
GCSE qualification (with enhanced functional content) in Mathematics	N/A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

N/A

Progression routes into and from this pathway

Progression into the Business & Professional Administration Higher Apprenticeship

Progression into the Business & Professional Administration Higher Apprenticeship may be from a wide number of routes due to the varying backgrounds and past academic and work related experiences of apprentices. Such routes will including having:

- significant experience in a business role
- achieved an advanced apprenticeship in a wide range of sector specific areas such as Management or Customer Service
- achieved the Level 3 Advanced Apprenticeship in Business Administration
- achieved QCF awards, certificates or diplomas in business or sector specific areas
- achieved GCSEs or A Levels.

Learners may also progress into this higher apprenticeship without prior qualifications.

It is expected that higher apprentices will have significant experience of working in a business role to ensure they have the suitable foundations on which to further build their knowledge and skills. Learners who do not have any experience of working in a business role may be better suited to the Business Administration Intermediate Apprenticeship. Learners who have only limited prior experience in a business role may be better suited to the Business Administration Advanced Apprenticeship. All individuals should be judged on their own merits, experiences and capabilities to ensure they are enrolled in the most appropriate apprenticeship framework.

Progression from the Higher Apprenticeship in Business & Professional Administration

Higher apprentices, with support and opportunities in the workplace, may progress onto:

- the Level 5 Higher Apprenticeship in Management & Leadership
- further or higher education to undertake business related or other qualifications, including
- foundation degrees in areas such as business, business management, and business administration
- a range of business and management undergraduate programmes
- a range of business or management professional qualifications at level 5 and above
- further employment opportunities within their current job role/alternative job roles
- specialised qualifications providing additional technical knowledge
- possible membership of professional bodies.

With additional training, higher apprentices may be able to progress in their careers to roles including operations director, business development manager, company secretary or a wide range of managerial roles within business.

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

The Employee Rights and Responsibilities component of the apprenticeship can be achieved through either:

1. Recorded professional discussion/presentation/project

2. A QCF ERR qualification/unit:

- The Level 2 Award in Employee Rights and Responsibilities (QCF) (for a full list of Awarding Bodies offering this qualification please see the Apprenticeship FAQ on our website www.skillscfa.org)
- Employee rights and responsibilities (QCF) (L/506/1905)
- Understanding employment responsibilities and rights in health, social care or children and young people (R/602/2954)
- Understand employment responsibilities and rights (D/602/4769)
- Employment rights and responsibilities in the Facilities Management, Housing and Property sectors (QCF) (A/502/7524)
- Understanding employment rights and responsibilities in the energy and utility sector (QCF) (H/503/1468)
- Employment rights and responsibilities for new entrants into the Science, Engineering and Manufacturing sectors (QCF) (M/502/8282)
- Knowledge of Employee Rights and Responsibilities for the Automotive Sector (QCF) (M/503/0646).

3. ERR Workbook

- The Instructus Skills ERR workbook, available from the Instructus Skills E-learning portal (elearning.instructus.org) - the workbook has been designed to enable apprentices to work their way through a series of questions and activities which will bring the ERR to life, making the learning more

ERR National Outcomes

The ERR workbook, qualifications and units cover the following learning outcomes listed below. An apprentice must achieve the standards of attainment set out below to achieve this element of the framework:

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010, and Health and Safety legislation, together with the responsibilities and duties of employers;
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;

3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
4. understands the role played by their occupation within their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities;
7. knows where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles of conduct and codes of practice;
9. recognises and can form a view on issues of public concern that affect their organisation and industry.

Evidence of achievement of ERR

If the ERR component has been achieved, please mark the relevant tick box on ACE, there is no longer a requirement to evidence ERR completion when applying for apprenticeship certificates. However, we recommend that an internal record of ERR achievement is retained.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

81% of learners starting a Business & Administration Apprenticeship between August 2008 and January 2009 were female and 88% were white according to a recent Institute for Employment Studies report.
In terms of ethnicity:

- 6.3% of Apprenticeship starters were Asian
- 2.4% of Apprenticeship starters were Black
- 1.7% of Apprenticeship starters were Chinese/mixed ethnic origin.

In terms of apprentices with learning difficulties and/or disabilities:

- 3.1% of Apprenticeship starters were recorded as having learning difficulties
- 8.6% of Apprenticeship starters were recorded as having a disability.

The diversity of the apprenticeship workforce reflects the business and administration workforce as a whole. Possible reasons for these imbalances are related to perceptions, including the perception that administrative careers are mainly for women.

As the UK workforce and customer base becomes more diverse, business and administration needs to reflect that diversity and manage it effectively. This requires not only sensitivity to issues such as ethnicity, culture, gender and disability, but a greater awareness of the potential for different and more creative approaches that diversity in general brings to the business.

In order to counteract some of these issues, awareness of business and administration as a profession is being raised through:

- the (14-19) Diploma in Business, Administration and Finance, although all diplomas have underpinning business and equality and diversity themes
- teaching resources for schools
- various initiatives to counteract stereotypical views of gender based job roles.

Apprenticeships are seen as a vital route to encourage and facilitate a greater diversity of individuals into business and administration. Entry conditions to this framework do not discriminate against any individuals, with the framework being open and accessible to all potential apprentices. Mentoring is also promoted within the apprenticeship to provide additional support and increase the chances of apprentices staying. Training providers and employers must comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within the industry, using the protected characteristics of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- gender
- sexual orientation.

Download the guidance on the Equality Act here.

Skills CFA will monitor take-up and achievement of all apprenticeships and take steps to address any barriers to take-up and achievement.

On and off the job guided learning (England)

Total GLH for each pathway

GLH does not apply to this higher apprenticeship framework.

Minimum off-the-job guided learning hours

N/A

How this requirement will be met

N/A

Minimum on-the-job guided learning hours

N/A

How this requirement will be met

N/A

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

N/A

Creative thinking

N/A

Independent enquiry

N/A

Reflective learning

N/A

Team working

N/A

Self management

N/A

Effective participation

N/A

Additional employer requirements

There are no additional employer requirements.

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For more information visit
www.afo.sscalliance.org