apprenticeship
FRAMEWORK

Management (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=FR03829

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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

Management (England)

Contents

Framework summary 4
Framework information 6
Contact information 7
Revising a framework 8
Purpose of the framework 9
Entry conditions 12
- Level 2: Intermediate Level Apprenticeship in Team Leading 13
  - Pathway 1: Team Leading 14
  - Pathway 2: Team Leading (Construction) 26
- Level 3: Advanced Level Apprenticeship in Management 36
  - Pathway 1: Management 37

Equality and diversity 50
On and off the job guided learning 52
Personal learning and thinking skills 57
Additional employer requirements 60

Framework summary

Management

Intermediate Level Apprenticeship in Team Leading

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Team Leading

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 2 Diploma in Team Leading (QCF)

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Pathway 2: Team Leading (Construction)

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 2 Diploma in Construction Team Leading

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Management

Advanced Level Apprenticeship in Management

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Management

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 3 Diploma in Management (QCF)

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: 20	**This framework includes:**
Framework ID: FR03829	Level 2 Level 3
Date this framework is to be reviewed by: 31/07/2017	This framework is for use in: **England**

Short description

This framework is designed to meet the skills needs of employers of all sizes across the public, private and not-for-profit sectors. It will attract new talent into management and will help to up-skill the workforce to replace those who leave or retire. Intermediate apprentices will work in job roles such as team/section leaders, floor managers, helpdesk managers and trainee supervisors. Advanced apprentices will work in job roles such as first line, section, assistant or trainee managers, senior supervisors and junior non-commissioned officers (armed forces).

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 apprenticeships and qualifications. Employer input was gathered via online consultations and steering group meetings, which collected the views of a wide range of individuals and organisations, including BT, the Institute of Leadership & Management and the Chartered Management Institute.

Developer of this framework

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Issuing Authority's contact details

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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 April 2016 in order to make amendments to the framework, as detailed below.

Summary of changes made to this framework

This framework was revised by Skills CFA in April 2016 in order to:

- amend ILM qualification titles

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

Management and leadership skills have a major impact on the development, productivity and performance of organisations of all sizes and across all sectors of the economy. Many British leaders and managers are innovative, creative, visionary and inspirational and are heavily relied upon to sustain the UK as one of the world's leading economies. In today's fast-moving competitive environment there is a need to continue to drive up the performance of the best and to address weaknesses in management and leadership that are holding back productivity and performance. The average amount of spend per manager per year for development in the UK is far lower than other European countries, particularly within small to medium sized businesses, where fewer staff have management qualifications than in equivalent sized European countries.

The existing workforce needs to be up-skilled and new people attracted into these jobs to meet the increasing demand for new management practices and a range of skills, including:

- leadership skills, including self management, relationship building, negotiation and influencing skills
- communication and decision making skills
- information technology skills
- knowledge and project management skills

- coaching and mentoring skills
- skills to win and maintain customer loyalty
- change management skills such as the ability to manage the challenges of globalisation
- partnership working and the ability to implement innovative solutions to a range of problems.

As the workforce and the customer base become more diverse, management 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.

Across the UK there are approximately 4.9 million managers and senior officials, including 1.75 million working within small and medium enterprises. To keep pace with demand, around 400,000 new managers and leaders are needed each year.

The Management Apprenticeship programmes have seen a steady increase in learners since their initial development and the apprenticeship is in the top twenty frameworks. The apprenticeship programme has been designed to provide flexible and portable qualifications, units and skills sets which meet the current and future needs of employers of all sizes and across all sectors.

The Team Leading Intermediate Apprenticeship has been developed to support those working as team leaders, section leaders, floor managers, help desk managers, trainee supervisors, team co-ordinators and those working in a range of other team leader positions. The Management Advanced Apprenticeship has been developed to support those working as first line managers, section managers, assistant managers, trainee managers, senior supervisors, junior non-commissioned officers (armed forces) and those working in a range of other management positions.

Tasks undertaken by apprentices will vary depending on the level and sector in which they are employed. Tasks may include planning, allocating and monitoring the work of the team, giving feedback, briefing teams, supporting team members, managing conflict, resolving problems, procuring supplies, project management, agreeing budgets and managing and improving customer service.

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 "Skills for Sustainable Growth" report, by:

- providing flexible access to a high quality level 4 and 5 skills programme, which acts as a real alternative for those who prefer this style of learning and achievement;
- incorporating skills to improve the general literacy, numeracy and ICT 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 apprentices' employability skills, making them more attractive to all employers whichever career they choose; and
- providing a career pathway into jobs and training at technician level and higher, to provide the skills which the economy needs to grow.

Aims and objectives of this framework (England)

To provide employers of all sizes and across all sectors in England with a high quality, nationally recognised programme which will attract new talent into management and up skill the existing workforce to make businesses more productive, efficient and profitable.

The main objectives are to:

1. build a competent management workforce, providing organisations of all sizes across all sectors with the staff needed to increase productivity and efficiency
2. tap into the skills and talents of a diverse population by providing flexible entry routes into a career in management
3. equip individuals with the skills, knowledge and experience needed to undertake management 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 higher level roles with additional responsibilities and onto future learning opportunities, if they wish to do so.

Entry conditions for this framework

There are no mandatory entry requirements for this apprenticeship framework. However employers are looking to attract apprentices who have a strong interest in a career in management. They expect applicants to demonstrate a "can do" attitude and have at least basic numeracy, literacy and communication 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 may include learners who have:

- held a position of responsibility at school or college; OR
- undertaken work experience, voluntary work or a work placement; OR
- completed the Duke of Edinburgh Award or similar award; OR
- undertaken learning in the Foundation Learning Curriculum; OR
- achieved QCF Awards, Certificates or Diplomas; OR
- achieved a (14 - 19) Foundation or Higher Diploma, each of which have underpinning management and leadership themes; OR
- achieved GCSEs or A Levels; OR
- completed other intermediate apprenticeships from a wide range of sectors (for advanced apprenticeship applicants).

Apprentices who are undertaking the Management Advanced Apprenticeship are also likely to have some prior experience in a managerial or team leader role, although this is not a formal requirement.

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 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Team Leading

Pathways for this framework at level 2

Pathway 1:	Team Leading
Pathway 2:	Team Leading (Construction)

Level 2, Pathway 1: Team Leading

Description of this pathway

Intermediate Level Apprenticeship in Team Leading

Total minimum credit value for this pathway: 55 credits

- Combined qualification - 40 credits;
- Transferable skills 15 credits (English, mathematics and ICT).

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)
Team leader; section leader; floor manager; helpdesk manager; trainee supervisor; team co-ordinator	Team Leaders play an integral role in supporting organisational objectives through a wide range of functions, including: monitoring work, giving feedback, briefing teams, supporting team members, resolving problems, procuring supplies, project management and delivering and improving customer service

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 2 Diploma in Team Leading (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/3548/7	Active IQ	40	201-259	N/A
B1b	601/3743/5	BIIAB	40	201-259	N/A
B1c	601/3853/1	Future (Awards and Qualifications) Ltd	40	206-260	N/A
B1d	601/4094/X	Highfield Awarding Body for Compliance	40	206-249	N/A
B1e	601/3674/1	i Can Qualifications Limited	40	201-259	N/A
B1f	601/3216/4	City & Guilds	40	201-259	N/A
B1g	601/3681/9	Industry Qualifications	40	201-259	N/A
B1h	601/3513/X	Lifetime Awarding	40	201-259	N/A
B1i	601/3967/5	NCFE	40	201-259	N/A
B1j	601/3805/1	OCR	40	201-259	N/A
B1k	601/3430/6	Pearson Education Ltd	40	206-259	N/A
B1l	601/3581/5	Pro Qual Awarding Body	40	201-259	N/A
B1m	601/3522/0	Skillsfirst Awards Ltd	40	201-259	N/A
B1n	601/3795/2	Chartered Management Institute	40	201-259	N/A
B1o	601/4420/8	NOCN	40	201-259	N/A
B1p	601/4311/3	SFJ Awards	40	201-259	N/A
B1q	601/4940/1	Training Qualifications UK Ltd	40	201-259	N/A
B1r	601/6757/9	Open College Network Eastern Region trading as Gateway Qualifications	40	201-259	N/A

B1s	601/8318/4	ETCAL	40	230	N/A

Relationship between competence and knowledge qualifications

The Level 2 Diploma in Team Leading includes both knowledge and competence units. Learners must complete a minimum of 40 credits. 22 credits from mandatory units, a minimum of 12 credits from Group B optional units and a maximum of 6 credits from Group C optional units.

The requirement for at least 10 credits on the QCF for the knowledge element and 10 credits for the competence element will be completed through the mandatory units. By completing the following mandatory units the apprentice will achieve 11 credits for competence and 11 credits for knowledge:

Mandatory Group

Competence

- L/506/1788 - Manage personal performance and development (4 credits competence)
- T/506/1798 - Communicate work-related information (2 credits competence)
- H/506/1800 - Lead and manage a team (5 credits competence)

Knowledge

- R/506/2294 - Principles of team leading (5 credits knowledge)
- R/506/2957 - Understand business (4 credits knowledge)
- T/506/1798 - Communicate work-related information (2 credits knowledge)

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

Please note: those who have already achieved competence and/or knowledge qualifications prior to this Apprenticeship must select options which will equip them with new skills and learning.

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	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	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	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	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.*

ICT

Apprentices must complete or have completed one of the ICT 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 one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	1	5
GCSE qualification in ICT (with enhanced functional content)	E	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	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)

ICT has been included as it is considered an essential requirement for those undertaking a Team Leading Intermediate Apprenticeship.

Progression routes into and from this pathway

Progression into the Intermediate Apprenticeship in Team Leading

Progression into this intermediate 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 include having:

- undertaken learning in the Foundation Learning Curriculum
- achieved QCF Awards, Certificates or Diplomas, either in management related areas or in sector specific areas
- achieved a (14 - 19) Foundation or Higher Diploma, each of which have underpinning management and leadership themes
- achieved GCSEs or A Levels
- undertaken a sector specific or related intermediate apprenticeship, such as a Business Administration Intermediate Apprenticeship.

Learners may also progress into the intermediate apprenticeship without prior qualifications.

Progression from the Intermediate Apprenticeship in Team Leading:

Intermediate apprentices, with support and opportunities in the workplace, can progress onto:

- the Level 3 Advanced Apprenticeship in Management
- other Level 3 Advanced apprenticeships such as Business Administration
- further education to undertake management, business related or other qualifications.

With additional training, apprentices may be able to progress in their careers to roles such as first line managers, section managers, assistant managers, trainee managers, senior supervisors and junior non-commissioned officers (armed forces).

Employee rights and responsibilities

Delivery and assessment of ERR

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

1. A QCF ERR Qualification/Unit:

- The L/506/1905 Employee rights and responsibilities unit (QCF) - this is an optional unit included within the combined qualification
- The Level 2 Award in Employee Rights and Responsibilities (QCF) - this qualification is offered by a range of organisations
- Any other approved unit or qualification listed in Skills CFA FAQ

2. 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 meaningful and long lasting and enhance the employability skills of the apprentice..

ERR National Outcomes

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.

Level 2, Pathway 2: Team Leading (Construction)

Description of this pathway

Intermediate Level Apprenticeship in Team Leading (Construction)

Total minimum credit value for this pathway is 99 credits:

- Combined qualification (89 Credits)
- Transferable skills - 10 credits (English and mathematics).

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)
Team leader (Construction)	Working on a construction site assisting managers and carrying out assigned work for health and safety, working relationships, site meetings and the progress and outcomes of site tasks

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 2 Diploma in Construction Team Leading					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	601/7639/8	Cskills Awards	89	661-770	N/A

Relationship between competence and knowledge qualifications

The Level 2 Diploma in Construction Team Leading includes both knowledge and competence units. Learners must complete a minimum of 89 credits. 88 credits from mandatory units and a minimum of 1 credit from the optional group of units.

The requirement for at least 10 credits on the QCF for the knowledge element and 10 credits for the competence element will be completed through the mandatory units. By completing the following mandatory units the apprentice will achieve 56 credits for competence and 33 credits for knowledge:

Mandatory Group

Competence:

- L/506/1788 - Manage personal performance and development (4 credits)
- R/506/1789 - Develop working relationships with colleagues (3 credits)
- Y/506/2958 - Contribute to meetings in a business environment (3 credits)
- T/506/1798 - Communicate work-related information (4 credits)
- H/506/1800 - Lead and manage a team (5 credits)
- R/502/1776 - Construct scaffolding (2 credits)
- A/502/1772 - Manufacture and install internal non load-bearing structures (5 credits)
- J/502/2004 - Set out rectangular bricklaying and concreting structures (3 credits)
- A/506/1821 - Manage team performance (4 credits)
- A/504/7871 - Place and finish non-specialist concrete (22 credits)

Knowledge:

- J/504/7856 - Health, safety and welfare in construction and associated industries (5

credits)
- Y/504/7859 - Understand information, quantities and communication with others (6 credits)
- R/504/7858 - Understanding construction technology (5 credits knowledge)
- K/504/7946 - Locate and protect utility apparatus and sub-structures (13 credits)
- K/503/1276 - Support development of self and team members (4 credits)

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

Please note: those who have already achieved competence and/or knowledge qualifications prior to this Apprenticeship must select options which will equip them with new skills and learning.

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	1	5
GCSE qualification in English (with enhanced functional content)	E	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	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	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	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)

ICT transferable skills are not included within the construction team leading pathway following feedback from employers. Construction team leaders tend not to undertake ICT functions and in many cases have no access to ICT systems, therefore including ICT transferable skills was deemed to be a significant barrier to apprenticeship achievement. This is in-line with other supervisory roles within the construction sector.

Progression routes into and from this pathway

Progression into the Intermediate Apprenticeship in Team Leading (Construction):

This will be from a variety of routes, including:

- STEP into construction project
- the women and work sector pathways initiative (W&WSPI)
- completed a young apprenticeship scheme (14-16) in construction
- achieved a Construction and Built Environment Diploma (14–19)
- Functional Skills English and mathematics, or Key Skills Application of Number and
- Communication
- A Levels and GCSEs at Grades A–C
- Construction Youth Trust that supports young people's journey to work.

Progression from the Intermediate Apprenticeship in Team Leading (Construction):

There is not an Advanced Apprenticeship in Team Leading (Construction) however there will be a wide range of opportunities that apprentices can be involved with in a structured career. After gaining work experience in the chosen occupational area this apprenticeship will enable progression to:

- the Level 3 Advanced Apprenticeship in Built Environment and Design
- the Level 3 Advanced Apprenticeship in Construction Contracting Operations
- the Level 3 Advanced Apprenticeship in Construction Site Supervision
- the Level 3 Advanced Apprenticeship in Civil Engineering for Technicians
- the Level 3 Advanced Apprenticeship in Occupational Work Supervision
- the Level 3 Advanced Apprenticeship in Management
- further or higher education to undertake management, business related or other qualifications.

Employee rights and responsibilities

Delivery and assessment of ERR

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

1. A QCF ERR Qualification/Unit:

The L/506/1905 Employee rights and responsibilities unit (QCF) - this is an optional unit included within the combined qualification
The Level 2 Award in Employee Rights and Responsibilities (QCF) - this qualification is offered by a range of organisations
Any other approved unit or qualification listed in Skills CFA FAQ

2. 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 meaningful and long lasting and enhance the employability skills of the apprentice..

ERR National Outcomes

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.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Management

Pathways for this framework at level 3

Pathway 1:	Management

Level 3, Pathway 1: Management

Description of this pathway

Advanced Apprenticeship in Management

Total minimum credit value for this pathway: 70 credits

- Combined qualification - 55 credits
- transferable skills - 15 credits (English, mathematics and ICT).

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.

However, it is likely that advanced apprentices will have some prior experience in a managerial or team leader role to allow them to complete the advanced apprenticeship, although this is not a formal requirement.

Job title(s)	Job role(s)
Section manager; first line manager; assistant manager; trainee manager; senior supervisor; junior non-commissioned officer	Managers play an integral role in supporting organisational objectives through a wide range of functions, such as: planning, allocating & monitoring the work of a team, supporting team members, managing conflict, resolving problems, project management, agreeing budgets and managing customer service

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 Diploma in Management (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	601/3701/0	Active IQ	55	284-371	N/A
B1b	601/3744/7	BIIAB	55	284-371	N/A
B1c	601/3779/4	Chartered Management Institute	55	284-371	N/A
B1d	601/3506/2	Engineering Construction Industry Training Board	55	284-371	N/A
B1e	601/3874/9	Future (Awards and Qualifications) Ltd	55	286-366	N/A
B1f	601/4097/5	Highfield Awarding Body for Compliance	55	286-364	N/A
B1g	601/3688/1	iCan Qualifications Limited	55	284-371	N/A
B1h	601/3240/1	City & Guilds	55	284-371	N/A
B1i	601/3694/7	Industry Qualifications	55	284-371	N/A
B1j	601/4032/X	NCFE	55	284-371	N/A
B1k	601/3806/3	OCR	55	284-371	N/A
B1l	601/3702/2	Pro Qual Awarding Body	55	286-366	N/A
B1m	601/3396/X	Pearson Education Ltd	55	286-371	N/A
B1n	601/3523/2	Skillsfirst Awards Ltd	55	284-371	N/A
B1o	601/4421/X	NOCN	55	284-371	N/A
B1p	601/4939/5	Training Qualifications UK Ltd	55	284-371	N/A
B1q	601/6758/0	Open College Network Eastern Region trading as Gateway Qualifications	55	284-371	N/A
B1r	601/3523/2	SFJ Awards	55	284-371	N/A

B1s	601/8319/6	ETCAL	55	328	N/A

Relationship between competence and knowledge qualifications

The Level 3 Diploma in Management includes both knowledge and competence units. Learners must complete a minimum of 55 credits. 31 credits from mandatory units, a minimum of 17 credits from Group B optional units and a maximum of 7 credits from Group C optional units.

The requirement for at least 10 credits on the QCF for the knowledge element and 10 credits for the competence element will be completed through the mandatory units. By completing the mandatory units the apprentice will achieve 7 credits for competence and 24 credits for knowledge. A further minimum of 3 credits from competence will be achieved by completing the required number of units from Group B.

Mandatory Group

Competence units

- T/506/2952 - Manage personal and professional development (3 credits)
- A/506/1821 - Manage team performance (4 credits)

Knowledge units

- F/506/2596 Principles of leadership and management (8 credits)
- R/506/1937 Principles of people management (6 credits)
- D/506/1942 Principles of Business (10 credits)

Group B - optional competence group

- T/506/1820 Promote equality, diversity and inclusion in the workplace (3 credits)
- J/506/1921 Manage individuals' performance (4 credits)
- L/506/1922 Manage individuals' development in the workplace (3 credits)
- Y/506/1924 Chair and lead meetings (3 credits)
- J/506/2292 Encourage innovation (4 credits)
- K/506/1927 Manage conflict within a team (5 credits)
- M/506/1928 Procure products and/or services (5 credits)
- T/506/1929 Implement change (5 credits)
- K/506/1930 Implement and maintain business continuity plans and processes (4 credits)
- M/506/1931 Collaborate with other departments (3 credits)
- A/506/1933 Support remote or virtual teams (4 credits)
- F/506/1934 Participate in a project (3 credits)
- J/506/1949 Develop and maintain professional networks (3 credits)
- Y/506/1955 Develop and implement an operational plan (5 credits)

- M/506/1962 Encourage learning and development (3 credits)
- A/506/1981 Discipline and grievance management (3 credits)
- F/506/1982 Develop working relationships with stakeholders (4 credits)
- K/506/1989 Manage physical resources (4 credits)
- J/506/2907 Manage the impact of work activities on the environment (4 credits)
- K/506/1992 Prepare for and support quality audits (3 credits)
- T/506/1994 Conduct quality audits (3 credits)
- A/506/1995 Manage a budget (4 credits)
- R/506/1999 Manage a project (7 credits)
- L/506/2004 Manage business risk (6 credits)
- A/506/2032 Manage knowledge in an organisation (5 credits)
- R/506/2909 Recruitment, selection and induction practice (6 credits)
- M/506/2044 Manage redundancy and redeployment (6 credits)

Group C contains 50 credits from competence units and 2 credits from a knowledge unit.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed, current Apprentice Declaration and Authorisation form must be uploaded to ACE (http://acecerts.co.uk).

Please note: those who have already achieved competence and/or knowledge qualifications prior to this Apprenticeship must select options which will equip them with new skills and learning.

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	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	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	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	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.*

ICT

Apprentices must complete or have completed one of the ICT 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 one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	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)

ICT has been included as it is considered an essential requirement for those undertaking a Management Advanced Apprenticeship.

Progression routes into and from this pathway

Progression into the Advanced Apprenticeship in Management:

Progression into this advanced 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 include having:

- the Level 2 Intermediate Apprenticeship in Team Leading
- intermediate apprenticeships in sector specific areas such as retail or healthcare
- achieved QCF Awards, Certificates or Diplomas in Management or sector specific, non-management areas
- achieved a (14 - 19) Foundation or Higher Diploma, each of which have underpinning management and leadership themes
- achieved GCSEs or A Levels.

Learners may also progress into the advanced apprenticeship without prior qualifications. Most learners progressing into the Management Advanced Apprenticeship have some prior experience in a team leading or management job role, although this is not a formal requirement. Learners who do not have any prior experience in a team leading or management job role may be better suited to the Team Leading Intermediate Apprenticeship, although all individuals should be judged on their own merits, experiences and capabilities.

Progression from the Advanced Apprenticeship in Management:

Advanced apprentices, with support and opportunities in the workplace, can progress onto:

- the Level 4 Higher Apprenticeship in Management
- the Level 5 Higher Apprenticeship in Management & Leadership
- the Level 4 Higher Apprenticeship in Business & Professional Administration
- further or higher education to undertake management, business or other qualifications, including Foundation Degrees in Management & Leadership, Business and Business Management
- a range of management, business and other undergraduate programmes
- a range of management and other professional qualifications at level 4 and above.

With additional training, advanced apprentices may be able to progress in their careers to roles including middle and senior manager, department manager, head of department, or a wide range of managerial roles within business.

UCAS points for this pathway: N/A

Employee rights and responsibilities

Delivery and assessment of ERR

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

1. A QCF ERR Qualification/Unit:

- The L/506/1905 Employee rights and responsibilities unit (QCF) - this is an optional unit included within the combined qualification
- The Level 2 Award in Employee Rights and Responsibilities (QCF) - this qualification is offered by a range of organisations
- Any other approved unit or qualification listed in Skills CFA FAQ

2. 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 meaningful and long lasting and enhance the employability skills of the apprentice.

ERR National Outcomes

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

According to National Statistics data, approximately two-thirds of the UK's 4.5m managers and senior officials are male and one-third are female. In contrast to the gender imbalance associated with management, the occupation is representative of the population as a whole in terms of the number of managers from minority backgrounds and those with disabilities, although this may not be true at all levels of management, particularly senior management positions.

Reasons for any imbalances may be related to perceptions about management and team leading recruitment and promotion practises, which can result in applicants screening themselves out or being screened out unfairly. Reasons for such perceptions may include:

- managers' attitudes to board-level appointments where applicants feel that you need to know the right person and that cultural fit is important rather than qualifications and ability
- Asian and black managers are more likely than white managers to think that educational background is a strong influence for recruitment and promotion
- selection process are seen as not being open or transparent
- the existence of "old boys' networks"
- lack of careers guidance
- family commitments being seen as a barrier to career progression
- flexibility and opportunities for flexible working and a 'culturally mixed workforce' are often rated as more influential factors for female managers, whilst male managers feel that having 'like-minded colleagues/camaraderie' and the 'opportunity for foreign travel' influenced their decision to join organisations
- managers with a disability feel that the ability to influence strategic decisions, use specialist expertise and commitment to diversity are important factors when applying for a job, but that these are not necessarily recognised.

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

Apprenticeships are seen as a vital route to encourage and facilitate a diverse set of individuals entering into management. 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 also 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.

Recent statistics produced by the Institute for Employment Studies shows that, contrary to the occupation as a whole, Management Apprenticeship starts in England are dominated by women (63.3% of all starts). The number of apprentices from ethnic minority backgrounds is 9.8%, which is roughly in line with the population as a whole, although there is over-representation of learners from Asian backgrounds (4.3% of starts) and a slight under-representation of learners from Chinese or mixed ethnic backgrounds (1.2% of starts). 10.3% of management apprentice starts are recorded as having a disability (above national representative numbers), whilst 3.4% of apprentices record having a learning difficulty, which shows some under-representation when compared to the population as a whole.

In order to address some of these issues, awareness of management as a profession is being raised through:

- the (14-19) Diploma in Business, Administration and Finance, although all diplomas have underpinning leadership and management and equality and diversity themes
- teaching resources for schools
- various Women in Work initiatives
- professional networks such as the Network for Black Professionals and Women in Management
- various careers websites for the management industry, which include non-stereotypical images.

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

National Apprenticeship Service (NAS) Statement on Apprenticeship Quality

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.

The duration of the Apprenticeship is expected to reflect that set out by employers in the relevant Apprenticeship Framework document, but at the very least must meet the minimum duration requirement announced by NAS. Learners aged 16-18 must spend a minimum of 12 months on the Apprenticeship programme. Learners aged 19 or over must spend at minimum of 12 months on the Apprenticeship unless relevant prior learning is recorded. Where this is the case, the Apprenticeship must not be for less than 6 months. Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice.

Regardless of how long the apprenticeship takes, the minimum Guided Learning Hours must be met.

Intermediate Level Apprenticeship in Team Leading

Pathway title: Team Leading - the minimum Guided Learning Hours (GLH) for the 12 month programme is **428 hours.**

Pathway title: Team Leading (Construction) the minimum Guided Learning Hours (GLH) for the 18 month programme is **867 hours.**

Advanced Level Apprenticeship in Management

Pathway title: Management - the minimum Guided Learning Hours (GLH) for the 18 month programme is **523 hours.**

Please note, to comply with the Apprenticeship, Skills, Children and Learning Act, a minimum of 280 Guided Learning Hours within the first year of the apprenticeship and at least 280 Guided Learning Hours (pro rata) in each subsequent year must be completed. Where an apprentice completes an Apprenticeship part way through a 12 month period (after the

minimum regulatory duration requirements have been met), an apprentice must receive a proportion of the annual minimum of 280 GLH, which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

Minimum off-the-job guided learning hours

Intermediate Level Apprenticeship in Team Leading

Pathway title: **Team Leading**

1. Minimum recommended duration of programme is 12 months

2. Total of 174 minimum GLH for the duration of the programme

3. Breakdown of this pathway as follows:

- 45 hours for functional skills (15 hours per skill)
- 81 hours (minimum) associated with the knowledge based qualification
- 48 hours of off-the-job coaching and mentoring to support the apprentice

Pathway title: Team Leading (Construction)

1. Minimum recommended duration of programme is 18 months

2. Total of 238 minimum GLH for the duration of the programme

3. Breakdown of this pathway as follows:

- 30 hours for functional skills (15 hours per skill)
- 198 hours (minimum) associated with the competence and knowledge element of the combined qualification
- 10 hours for ERR as an induction programme delivered at the start of the programme

Advanced Level Apprenticeship in Management

Pathway title: **Management**

1. Minimum recommended duration of programme is 18 months

2. Total of 199 minimum GLH for the duration of the programme

3. Breakdown of this pathway as follows:

- 45 hours for functional skills (15 hours per skill)
- 106 hours (minimum) associated with the competence and knowledge element of the combined qualification
- 48 hours of off-the-job coaching and mentoring to support the apprentice

How this requirement will be met

Off-the-job Guided Learning Hours refers to the time taken to develop the technical skills and to develop knowledge of theoretical concepts across a range of contexts. It can be seen as time away from "the immediate pressures of the job", and may include all of the following (non-exclusive) activities:

- individual and group teaching
- coaching
- distance learning
- e-learning
- feedback and assessment
- guided study
- learning with peers/networked or collaborative learning
- mentoring.

Off-the-job Guided Learning Hours must:

- be planned, reviewed and evaluated jointly between the apprentice and: a tutor, or teacher, their workplace supervisor or manager; or their coach or mentor;
- allow access as and when required by the apprentice either to a tutor, teacher, supervisor, manager, mentor or coach;
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, observation, feedback and assessment, collaborative/networked learning with peers, guided study, and induction;
- be characterised by formal or planned taught sessions delivered predominantly by qualified training staff;
- be delivered during contracted working hours;
- be delivered whilst working under an apprenticeship agreement, or during a qualifying period prior to working under an apprenticeship agreement ending on the date of application for an apprenticeship certificate.

It should be noted that the Guided Learning Hours attached to the Functional skills and the knowledge qualifications are split between off-the-job and on-the-job learning hours. The expectation is that Apprentices will undertake some learning off-the-job to achieve the underpinning knowledge attached to each qualification, supported by on-the-job learning to embed this knowledge and practice its application whilst learning on-the-job.

Evidence of off-the-job Guided Learning Hours:

There is no requirement for the achievement of GLH to be evidenced at the point of claiming a completion certificate. The Apprentice Declaration & Authorisation Form requires apprentices to

acknowledge that they have received the minimum levels of GLH, as required by the framework. However, we recommend that an internal record of GLH achievement is kept for auditing purposes.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed, current Apprentice Declaration and Authorisation form must be uploaded to ACE.

Minimum on-the-job guided learning hours

Intermediate Level Apprenticeship in Team Leading

Pathway title: **Team Leading**

1. Minimum recommended duration of programme is 12 months

2. Total of 254 minimum GLH for the duration of the programme

3. Breakdown of this pathway as follows:

- 90 hours for functional skills (30 hours per skill)
- 120 hours (minimum) associated with the competence and knowledge element of the combined qualification
- 44 hours of on-the-job coaching and mentoring to support the apprentice

Pathway title: Team Leading (Construction)

1. Minimum recommended duration of programme is 18 months

2. Total of 182 minimum GLH for the duration of the programme

3. Breakdown of this pathway as follows:

- 60 hours for functional skills (30 hours per functional skill)
- 463 hours (minimum) for the competence based qualification
- 44 hours of on-the-job coaching and mentoring to support the apprentice.

Advanced Level Apprenticeship in Management

Pathway title: **Management**

1. Minimum recommended duration of programme is 18 months

2. Total of 324 minimum GLH for the duration of the programme

3. Breakdown of this pathway as follows:

- 90 hours for functional skills (30 hours per skill)

- 178 hours (minimum) associated with the competence and knowledge element of the combined qualification
- 56 hours of on-the-job coaching and mentoring to support the apprentice

How this requirement will be met

On the job guided learning hours refers to the time taken to develop the practical skills applied in the context of a job role. It can be seen as the time the apprentice spends being guided whilst undertaking normal activities as part of their job role, and which provide opportunities to learn, develop and practice skills.

On-the-job Guided Learning Hours must:

- be planned, reviewed and evaluated jointly between the apprentice and: a tutor, or teacher, their workplace supervisor or manager; or their coach or mentor;
- allow access as and when required by the apprentice either to a tutor, teacher, supervisor, manager, mentor or coach;
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, observation, feedback and assessment, collaborative/networked learning with peers, guided study, and induction;
- enable the apprentice to demonstrate practical job-related skills and to practice and apply these in the context of the job. This type of learning will be delivered in the workplace;
- be delivered whilst working under an apprenticeship agreement, or during a qualifying period prior to working under an apprenticeship agreement ending on the date of application for an apprenticeship certificate.

It should be noted that the Guided Learning Hours attached to the Functional Skills and the knowledge qualifications are split between off-the-job and on-the-job learning hours. The expectation is that Apprentices will undertake some learning off-the-job to achieve the underpinning knowledge attached to each qualification, supported by on-the-job learning to embed this knowledge and practice its application whilst learning on-the-job.

Evidence of on-the-job Guided Learning Hours will include:

There is no requirement for the achievement of GLH to be evidenced at the point of claiming a completion certificate. The Apprentice Declaration & Authorisation Form requires apprentices to acknowledge that they have received the minimum levels of GLH, as required by the framework. However, we recommend that an internal record of GLH achievement is kept for auditing purposes.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed, current Apprentice Declaration and Authorisation form must be uploaded to ACE.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

All 6 Personal Learning and Thinking Skills (PLTS) must be achieved and evidenced by the apprentice as part of the framework requirements. The PLTS have been mapped to the mandatory units of the combined qualifications to demonstrate where these skills are likely to naturally occur. This mapping can be downloaded from the Skills CFA website (http://www.skillscfa.o rg/apprenticeships/resources.html).

As PLTS is part of the Apprentice Declaration & Authorisation Form, there is no longer a requirement to evidence PLTS completion when applying for apprenticeship certificates. However, we recommend that an internal record of PLTS achievement is retained.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Creative Thinking skills encompass:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Independent Enquiry skills encompass:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions

- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Reflective Learning skills encompass:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Team Working skills encompass:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Self Management skills encompass:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Effective Participation skills encompass:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own.

Additional employer requirements

There are no additional employer requirements.

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