apprenticeship
FRAMEWORK

Higher Apprenticeship in Public Relations - 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=FR02731

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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 Public Relations - Level 4 (England)

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Framework summary

Higher Apprenticeship in Public Relations - Level 4

Higher Apprenticeship in Public Relations

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 4 include:

Pathway 1: Public Relations

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 4 Diploma in Public Relations (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: 4	**This framework includes:**
Framework ID: FR02731	Level 4
Date this framework is to be reviewed by: 31/12/2014	This framework is for use in: **England**

Short description

Public Relations (PR) concerns the reputation of organisations and individuals in relation to their public perception and the views of their various publics. It is an organised attempt to influence the behaviour and opinions of stakeholders and stakeholder groups, through short-term and long-term engagement activities.

This apprenticeship provides a foundation in PR for new entrants and existing workers in the PR profession. Successful apprentices will be able to progress to further education, should they wish to do so, as well as progress towards membership of a PR professional body.

This apprenticeship is suitable for a variety of PR roles, including PR Assistant, Account Executive/Account Coordinator, Press Officer and Digital Communications Officer job roles.

Contact information

Proposer of this framework

The Higher Apprenticeship in Public Relations was proposed and developed by the Public Relations Consultants Association (PRCA) in partnership with Pearson in Practice. PRCA represents 12,000 people in agencies, in-house communications teams, and individuals. PRCA promotes all aspects of public relations and internal communications work, helping teams and individuals maximise the value they deliver to clients and organisations. PRCA members, representing the Public Relations (PR) industry itself, training providers and awarding organisations fed into the development of the apprenticeship framework and the qualification content. Employer input was gathered via a series of consultations, which collected the views of a wide range of individuals and organisations including Storm Communications, Prestbury Marketing and Consulting, Cirkle, Claremont, Munro & Forster Communications, and Grayling.

Developer of this framework

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Revising a framework

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Why this framework is being revised

This framework was revised by Skills CFA in March 2014 in order to ensure compliance with the latest version of the Specification of Apprenticeship Standards for England (SASE) released in March 2013.

Summary of changes made to this framework

This framework was revised by Skills CFA in March 2014 in order to:

- include newly accredited qualifications
- remove qualifications that no longer meet framework requriements
- add information regarding the proposer of this framework
- remove Guided Learning Hours as a mandatory component of the framework
- remove Transferable Skills as a mandatory component of the framework
- include an entry requirement stating that candidates seeking to undertake this apprenticeship should demonstrate ability equivalent to or exceeding Level 2 in English and mathematics
- amend the text relating to Personal Learning and Thinking Skills
- expand the list of units and qualifications available for completion of the Employee Rights and Responsibilities component of the framework.

Qualifications removed

Higher Apprenticeship

- Pearson BTEC Level 4 Diploma in Public Relations (QCF) (600/5847/X)

Qualifications added

Higher Apprenticeship

- AIM Awards Level 4 Diploma in Public Relations (QCF) (601/3034/9)

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.

Public Relations Profession

Public Relations (PR) concerns the reputation of organisations and individuals in relation to their public perception and the views of their various publics. It is an organised attempt to influence the behaviour and opinions of stakeholders and stakeholder groups, through short-term and long-term engagement activities.

PR can make or break an organisation, and its importance is increasing as social and digital media play an increasingly important role in shaping and sharing the opinions of its users. Good PR can transform a local organisation or product into a worldwide success, whilst bad PR can destroy a business in minutes. PR can also be used to develop a competitive advantage for organisations - helping to open up new markets, attract the best employees, and provide more access to funding and investors. Organisations of all types and all sizes, from sole-traders to international corporate giants, can benefit from the effective use of PR.

According to the Public Relations Consultants Association's 2011 PR Census, the PR industry employs over 61,000 individuals in the UK, the vast majority of whom hold a degree or masters level qualification.

Historically, the PR industry has been an industry dominated by graduates, particularly white, females. There is however, a growing awareness that a more diverse PR workforce which

better reflects the make-up of the stakeholders it is trying to influence would benefit the industry. The Higher Apprenticeship in Public Relations will support this aim through opening up access to the PR profession, particularly in providing an alternative entry route into the industry.

One of the charges often laid against PR degrees is that, although they provide the underpinning knowledge and understanding of PR, they fail to provide graduates with real business experience of how to apply that knowledge to PR tasks. By combining on-the-job and off-the-job learning, those undertaking this apprenticeship will more quickly develop insights into their organisation or clients' needs and therefore be more effective in applying their PR knowledge to support their organisation or clients' goals. The apprenticeship will enable learners to apply the knowledge and skills developed through the apprenticeship to real business issues.

This apprenticeship provides a foundation in PR for new entrants and existing workers in the PR profession. Successful apprentices will be able to progress to further education, should they wish to do so. On enrolling onto the apprenticeship programme apprentices will become PRCA members free of charge for the duration of the programme. This gives them the chance to network with peers, learn from industry heads and become part of Europe's largest PR association. Following completion of the programme learners can progress towards full membership of a PR professional body.

Roles which may be suitable for learners who complete the Higher Apprenticeship in Public Relations include Senior Account Executive, Account Manager, Communications Manager and Press Officer.

Aims and objectives of this framework (England)

To provide Public Relations (PR) agencies and in-house PR teams of all sizes, operating within any sector in England with a high-quality, nationally-recognised programme which will attract new talent into PR and up-skill the existing workforce to make businesses more productive, effective and profitable.

The objectives of this apprenticeship are to:

- build a competent PR workforce, providing PR agencies and in-house PR teams of all sizes, operating within any sector with the staff needed to increase productivity and effectiveness
- tap into the skills and talents of a diverse population by providing flexible entry routes into a career in PR
- equip individuals with the skills, knowledge and experience needed to undertake PR roles in a range of business and industry settings
- 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

further and higher education, 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 apprentices who have a strong interest in, or practical experience of, working in Public Relations (PR). In addition, they expect applicants to demonstrate a "can do" attitude and have strong literacy, communication and creativity skills on which the apprenticeship will build.

Apprentices are expected to have a basic understanding of the PR function.

Entrants will come from a diverse range of backgrounds and will have a range of experience, age, personal achievements and, in some cases, prior qualifications and awards which may count towards achievement of the apprenticeship. Examples may include learners who have:

- worked in PR agency support roles and want to progress their careers in PR
- achieved QCF Awards, Certificates or Diplomas at Level 3
- achieved a (14 - 19) Foundation or Higher Diploma
- achieved GCSE or A levels
- completed an Advanced Apprenticeships in Business & Administration, Creative and Digital Media or other related subjects
- completed a Foundation Award or Certificate in PR.

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

Higher Apprenticeship in Public Relations

Pathways for this framework at level 4

Pathway 1: Public Relations

Level 4, Pathway 1: Public Relations

Description of this pathway

Higher Apprenticeship in Public Relations

Total minimum credit value for this pathway is **90** credits:

- Combined competence and knowledge qualification - 90 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)
PR Assistant	PR Assistants undertake a supporting function within PR agencies or in-house PR teams, working closely with account executives and account managers. They will be required to undertake research, develop presentations, feed into press and media releases, and deal with day-to-day media queries.
Account Executive/Account Coordinator	Account Executives/Account Coordinators are required to write press releases and media communications, liaise with existing clients, monitor the media, support the development of client proposals, sell into the media, support events, undertake new research and provide support to Account Managers.
Press Officer	Typically an in-house PR role, Press Officers have responsibility for media relations, including the promotion of media events, writing press and media releases, and responding to media queries. Press Officers may also be involved in supporting the development and implementation of media strategies.
Digital Communications Officer	A specialist PR role, Digital Communication Officers may work for PR agencies or be part of an in-house PR team. They are responsible for maintaining and developing digital PR content, either though websites or social media outlets.

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 4 Diploma in Public Relations (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	601/3034/9	AIM Awards	90	544-604	N/A

Relationship between competence and knowledge qualifications

The combined qualification includes both competence and knowledge units. The split between knowledge and competence credits achieved will vary from learner to learner depending on the optional units chosen. However, a minimum of 28 credits of knowledge and a minimum of 30 credits of competence will be achieved from undertaking the mandatory units within the combined qualification. The split between knowledge and competence units is shown below:

Mandatory units:

- D/601/7644 - Principles of personal responsibilities and how to develop and evaluate own performance at work (Knowledge unit – 4 credits)
- M/504/0884 - Understanding Public Relations (Knowledge unit – 4 credits)
- T/504/0918 - Understanding the Use of the Written Word for Public Relations (Knowledge unit – 4 credits)
- A/504/0919 - Understanding the Creative Process to Generate Ideas (Knowledge unit – 3 credits)
- T/504/0921 - Understanding the Media Landscape (Knowledge unit – 6 credits)
- A/504/0922 - Understanding Public Relations Campaign Planning (Knowledge unit – 5 credits)
- L/504/0925 - Communicating Effectively in Public Relations (Competence unit – 5 credits)
- R/504/0926 - Pitching Public Relations Stories to the Media (Competence unit – 4 credits)
- Y/504/0927 - Delivering and Evaluating Public Relations Campaigns (Competence unit – 6 credits)
- D/504/0928 - Delivering Professional Presentations (Competence unit – 3 credits)
- D/601/2654 - Plan and manage your own workload (Competence unit – 2 credits)
- H/504/0929 - Researching and Analysing Data for Public Relations (Competence unit – 6 credits)
- K/600/9661 - Develop working relationships with colleagues and stakeholders (Competence unit – 4 credits)
- R/503/2891 - Career Development (Knowledge unit – 2 credits)

Optional Units:

- Y/504 /0930 - Understanding Public Relations Work within Public Affairs (Knowledge unit – 5 credits)
- D/504/0931 - Understanding the Use of Public Relations in Issues and Crisis Management (Knowledge unit – 4 credits)
- H/504/0932 - Understanding How to Win New Public Relations Business (Knowledge unit – 3 credits)
- K/504/0933 - Understanding Client Relationships in Public Relations (Knowledge unit – 4 credits)
- M/504/0934 - Understanding the Importance of Brands in Public Relations (Knowledge unit – 4 credits)
- T/504/0935 - Understanding How Public Relations Professionals Contribute to Internal Communications (Knowledge unit – 2 credits)
- R/601/2540 - Plan and organise an event (Competence unit – 4 credits)
- Y/601/2541 - Co-ordinate an Event (Competence unit – 4 credits)
- D/601/2542 - Plan and Organise Meetings (Competence unit – 5 credits)
- H/502/5783 - Project Management Skills (Knowledge unit – 1 credit)
- J/601/2552 - Agree a budget (Competence unit – 4 credits)
- T/601/2580 - Manage budgets (Competence unit – 5 credits)
- A/502/4428 - Negotiation and Influencing (Competence unit – 6 credits)
- R/600/9587 - Develop, maintain and review personal networks (Competence unit – 4 credits)
- H/504/4253 - Blog Production Skills (Competence unit - 8 credits)
- M/503/9329 - Principles of Keywords and Optimisation (Competence unit - 5 credits)
- K/601/6481 - Identify and understand a client's brand strategy (Competence unit - 4 credits)
- R/503/9324 - Principles of Social Media within a Business (Competence unit - 6 credits)

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).

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 Level 4 Higher Apprenticeship in Public Relations

Progression into this 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 include having:

- worked in PR agency support roles
- achieved QCF Awards, Certificates or Diplomas at Level 3
- achieved a (14 - 19) Foundation or Higher Diploma
- achieved GCSEs or A levels
- completed an Advanced Apprenticeship in Business & Administration, Creative and Digital Media or other related subjects
- completed a Foundation Award or Certificate in PR.

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

Progression from the Level 4 Higher Apprenticeship in Public Relations

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

- a range of Public Relations (PR) and other Professional Qualifications at level 5 and above
- higher education to undertake PR or other qualifications, including Degrees or Masters in PR
- further employment opportunities within their current job role/alternative job roles
- individual membership of professional bodies, including the Public Relations Consultants Association (PRCA) and the Chartered Institute of Public Relations (CIPR).

With additional training, apprentices may be able to progress in their careers to Senior Account Executive, Account Manager or Communications Manager job roles.

UCAS points for this pathway: N/A

Employee rights and responsibilities

The Employee rights and responsibilities (ERR) component of the apprenticeship is embedded within the Level 4 Diploma in Public Relations.

Learners who have completed the Level 4 Diploma in Public Relations will have automatically covered the ERR requirements.

Evidence of achievement of ERR

There is no longer a requirement to evidence ERR completion when claiming the apprenticeship certificate. However, we recommend that an internal record of ERR achievement is kept.

The 9 ERR national outcomes are listed below:

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 & 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.

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

How equality and diversity will be met

According to the Public Relations Consultants Association's 2011 PR Census, approximately two-thirds of Public Relations (PR) professionals are female and 92% of the profession is white. There is no data available on the proportion of PR professionals who have a disability.

Reasons for a gender imbalance is often attributed to a perception that PR is soft and empathetic (traditionally seen as female qualities), rather than data-driven and analytical (traditionally seen as male qualities).

As the UK workforce and customer base becomes more diverse, PR 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.

Apprenticeships are seen as a vital route to encourage and facilitate a diverse set of individuals entering into PR. Entry conditions to this apprenticeship do not discriminate against any individuals, with the apprenticeship 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 profession, 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 will 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

Although achievement of Personal Learning and Thinking Skills (PLTS) is no longer a framework requirement, all 6 PLTS are automatically covered through completion of the Level 4 Diploma in Public Relations. There is no longer a requirement to evidence PLTS completion when claiming the apprenticeship certificate. However, we do recommend that an internal record of PLTS achievement is kept.

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 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 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 as 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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For more information visit
www.afo.sscalliance.org