



# 2015

UCAS

## Apprenticeship profiles

This guide contains comprehensive information on the profiles of selected advanced level apprenticeships.

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This guide presents the UCAS qualification information profiles (QIPs) for a selection of advanced level apprenticeships within one downloadable document. The aim of the apprenticeship profiles is to provide objective information on the basis of which higher education providers (HEPs) can make informed decisions about admissions. The information in this guide was updated in July 2015.

The initial 13 apprenticeship profiles have been developed with and verified by six Sector Skills Councils and focus on apprenticeships which foster progression to higher education (HE) and higher level apprenticeships.

Each apprenticeship profile shares a common format and explains how the experience helps to prepare learners for HE progression, as well as listing the constituent qualifications.

UCAS apprenticeship profiles will be developed to provide HE admissions staff with a single source of verified information on a comprehensive range of apprenticeships. UCAS will provide the opportunity to update or submit new profiles on an annual basis.

The inclusion of these apprenticeships and their constituent qualifications does not imply recognition or endorsement on the part of UCAS or HEPs for the purpose of entry to HE programmes.

For more information or to comment on the UCAS apprenticeship profiles email [qualsinfo@ucas.ac.uk](mailto:qualsinfo@ucas.ac.uk)

In 2012, the UCAS Qualifications Information Review (QIR) made a number of recommendations about the need to provide better access to improved information about qualifications to support more informed admissions decision making and facilitate fair and transparent admissions.

The review found that

- HE admissions staff require more comprehensive and comparable information about Level 3 qualifications than is currently provided by the UCAS Tariff
- HE admissions staff often undertake time-consuming and difficult research into new or unfamiliar qualifications, due to the number of sources of information and inconsistent presentation formats
- HEPs identified international qualifications and apprenticeships as priority areas for improved information.

In response to these findings, UCAS has delivered online information in the form of qualification information profiles (QIPs) for a number of UK benchmark qualifications, Access to HE qualifications and a number of international qualifications. This document contains QIPs for Advanced Level Apprenticeships for comparison purposes. In this context, UK benchmark qualifications are Level 3 qualifications that HEPs are likely to be familiar with and use to compare other, less-familiar qualifications presented by applicants to HE. Additional qualification profiles will be added in future as the QIPs guides grow and expand.

Until 2014, UCAS published annual qualifications guides providing information about UK and international qualifications. Over the next four years the information in the qualifications guides will be integrated with the QIPs, resulting in information about qualifications being available in a single, consistent format which is digital and searchable. This will facilitate easier side-by-side comparison of qualifications. The 2014 qualifications guides remain available on [ucas.com](https://www.ucas.com), however these will no longer be updated whilst the information in them is transferred to QIPs. For more information about the proposal to integrate qualifications guides and QIPs please visit

[https://www.ucas.com/system/files/ucas\\_qips\\_a4\\_handout\\_proposal\\_to\\_integrate\\_qualifications\\_guides\\_june\\_15.pdf](https://www.ucas.com/system/files/ucas_qips_a4_handout_proposal_to_integrate_qualifications_guides_june_15.pdf)

QIPs for UK benchmark qualifications, EU and international qualifications, and Access to HE qualifications, as well as the qualifications guides last updated in 2014, can be found here:

<https://www.ucas.com/advisers/guides-and-resources>

UCAS has introduced a new Tariff for use from the 2017 entry cycle onwards. For more information about the new Tariff please visit <https://www.ucas.com/advisers/guides-and-resources/tariff-2017>

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# Accounting

Field	Field Name	Information
1.	Framework name	<b>Accounting</b> FR00520 – Issue Number 2 – implementation date 21 April 2011
2.	Country	<ul style="list-style-type: none"> <li>• England.</li> <li>• Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors.</li> <li>• For more information, please see Apprenticeship frameworks online at <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> </ul>
3.	Purpose of framework	<ul style="list-style-type: none"> <li>• The purpose of this framework is to develop trainee accounting technicians and assistant accountants.</li> <li>• Accounting technicians work in all areas of finance. They usually start working in a support role within a firm of accountants or in the accounts or finance departments of organisations in industry, commerce or the public sector. However, there are opportunities for progression with experience.</li> <li>• Assistant accountants may gain exposure to bookkeeping, auditing, tax, payroll and related assignments. They may also be in contact with clients and require good communications skills.</li> </ul> <p>Each year 4,000 young people start an Apprenticeship in Accounting. Of these 1,500 are working towards advanced and higher levels frameworks.</p>
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> <li>• As employees, apprentices work alongside experienced staff to gain job-specific skills as well as studying for knowledge- and competence-based qualifications with a local training provider, such as a further education college, usually on a day release basis.</li> <li>• In addition, learners on apprenticeships are required to develop the personal learning and thinking skills valued by higher education and employers.</li> <li>• Assessment in accountancy apprenticeships incorporates external examination of skills and knowledge as well as assessment in the workplace, as required for preparation for higher level study.</li> <li>• In recognition of this, advanced level apprentices can gain exemption from some professional accountancy examinations: <ul style="list-style-type: none"> <li>– Association of Chartered Certified Accountants (ACCA)</li> <li>– Chartered Institute of Management Accountants (CIMA)</li> <li>– Institute of Chartered Accountants in England and Wales (ICAEW)</li> <li>– Institute of Chartered Accountants of Scotland (ICAS)</li> <li>– Chartered Institute of Public Finance and Accountancy (CIPFA).</li> </ul> </li> <li>• A high proportion of advanced apprentices studying accountancy progress to higher level study (67% in 2002/3, HEFC, (2009) <i>Pathways to higher education – Apprenticeships</i>).</li> <li>• Higher level accountancy qualifications are generally delivered in conjunction with professional bodies or higher education institutions, or both.</li> <li>• Details of new higher level apprenticeships in accountancy and other financial services related apprenticeships frameworks are available from <a href="http://www.financialskillspartnership.org.uk/skills-resources/using-apprenticeships">www.financialskillspartnership.org.uk/skills-resources/using-apprenticeships</a></li> </ul>

Field	Field Name	Information
5.	Feedback from HE	<ul style="list-style-type: none"> <li>Manchester Metropolitan University (MMU) finds that students with a vocational route often have a more realistic understanding of what is involved in an accountancy career than students from traditional routes and adapt well to HE.</li> <li>MMU has found that students with accountancy vocational qualifications (VQs) that incorporate rigorous external assessment (such as those offered by AAT/ACCA) are particularly well prepared for undergraduate accounting programmes.</li> <li>These students often achieve good or outstanding degree results (2i and first class degrees).</li> <li>Apprentices applying to HE are often keen to combine continuing employment with part-time HE studies.</li> <li>Opportunities now exist at MMU for apprentices to progress from Level 3 VQs through to master's level degree programmes (Level 7 qualifications).</li> </ul>
6.	Combined competence- and knowledge-based qualification	<b>B1 – Level 3 Diploma in Accounting (335 guided learning hours (glh))</b>
		<b>QAN number</b>   <b>Awarding body</b>
		500/8322/3   Association of Accounting Technicians (AAT)
		500/9993/0   City & Guilds
		500/9742/8   Edexcel
		<b>B2 – Level 3 Diploma in Financial and Management Accounting (335 glh)</b>
		<b>QAN number</b>   <b>Awarding body</b>
		501/2364/6   Association of Chartered Certified Accountants (ACCA)
7.	Example of Level 3 units	<p><b>List of mandatory units from Level 3 Diploma in Accounting</b></p> <ul style="list-style-type: none"> <li>Prepare accounts for partnerships</li> <li>Providing cost and revenue information</li> <li>Prepare final accounts for sole traders</li> <li>Principles of VAT</li> <li>Preparing and completing VAT returns</li> <li>Professional ethics in accounting and finance</li> <li>Cash management</li> <li>Principles of accounts preparation</li> <li>Extending the trial balance using accounting adjustments</li> <li>Principles of costing</li> <li>Principles of cash management</li> <li>Accounting for fixed assets</li> <li>Spreadsheet software</li> </ul> <p>Please note that awarding bodies often have different approaches to assessment.</p>
8.	Additional requirements of apprenticeship	<ul style="list-style-type: none"> <li>Functional English and mathematics e.g. GCSE grade C or above, or Functional Skills Level 2.</li> <li>Employment responsibilities and rights – evidenced through workbook or certificate.</li> <li>Additional employer requirements – optional.</li> <li>Equality and diversity.</li> <li>Personal learning and thinking skills – evidenced through record of achievement.</li> </ul>



Field	Field Name	Information
9.	Estimated duration of apprenticeship	Apprenticeships generally take 12 –18 months, depending on the individual's prior work experience, qualifications, and employer. Within this, accountancy apprentices spend about 460 hours on combined learning (a minimum of 126 off-the-job / 270 on-the-job per year).
10.	Designed to support progression to	<ul style="list-style-type: none"> <li>• <b>Employment</b> as trainee accounting technician and assistant accountant, accounts manager.</li> <li>• Level 4 <b>Higher Apprenticeship</b> in Accounting.</li> <li>• Higher level <b>professional qualifications</b>, including Level 4 Diploma in Accounting qualification.</li> <li>• <b>Foundation degrees, HND and BA/BSc</b> relating to accounting and finance. For further information, please visit UCAS – <a href="http://www.ucas.com">www.ucas.com</a></li> <li>• In-house training and development programmes.</li> </ul>
11.	Additional information for HE	<ul style="list-style-type: none"> <li>• You may encounter applicants who have taken earlier versions of this apprenticeship, as frameworks are updated regularly.</li> <li>• For more details on the content of past and current Apprenticeship frameworks: <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> <li>• For more information on numbers starting and achieving apprenticeships: <a href="http://www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships">www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships</a></li> <li>• Information on apprenticeships at higher levels: <a href="http://www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx">www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx</a></li> </ul>
12.	Contact details	Financial and Legal Skills Partnership: <ul style="list-style-type: none"> <li>• <a href="http://www.financialskillspartnership.org.uk">www.financialskillspartnership.org.uk</a> Email: <a href="mailto:info@financialskillspartnership.org.uk">info@financialskillspartnership.org.uk</a></li> </ul>

UCAS has developed this profile in response to requests from its members. UCAS has obtained this information from the respective Sector Skills Councils [www.afo.sscalliance.org](http://www.afo.sscalliance.org). UCAS takes no responsibility for the content of this data and it is your responsibility to verify content of the data contained herein.

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# **Allied Health Profession Support**

Field	Field Name	Information
1.	Framework name	<p><b>Health (Allied Health Profession Support) (England)</b>            As at March 2015:            Framework ID: FR03282            Issue number: 11            Issued: 4 February 2015</p> <p>SSC code – 6111            QIP updated in July 2015.</p>
2.	Country	<ul style="list-style-type: none"> <li>• England.</li> <li>• Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors.</li> <li>• For more information, please see Apprenticeship frameworks online at <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> </ul>
3.	Purpose of framework	<ul style="list-style-type: none"> <li>• To train and develop people with the competence required for successful delivery of the healthcare assistant, healthcare support worker, clinical support worker, therapy assistant and therapy helper roles.</li> <li>• These roles provide vital assistance to allied healthcare professionals in diagnosing, treating and caring for patients. Many are involved in looking after the well-being and comfort of patients.</li> <li>• They work in a variety of settings, depending upon their role, including clinics, people's homes and hospitals.</li> </ul>

<p>4. How apprenticeships prepare learners for progression to higher level study</p>	<ul style="list-style-type: none"> <li>• Apprentices who have completed the Advanced Apprenticeship in Health (Allied Health Profession Support) will have undertaken a structured learning programme and been assessed as occupationally competent in the role of a Senior/Healthcare Support Worker (sometimes also referred to as a Therapy Assistant).</li> <li>• Integral to the Apprenticeship programme, learners will have completed qualifications at Level 3 of the QCF and will be functionally literate in English and Mathematics to a minimum of Level 2.</li> <li>• The Advanced Apprentice will have completed the L3 Diploma in Allied Health Profession Support and will be competent and experienced in undertaking a range of healthcare tasks which will have been delegated from a registered Allied Health Professional, for example a Physiotherapist, Occupational Therapist, Podiatrist, Dietician or Speech and Language Therapist .</li> <li>• The Diploma is made up of mandatory units covering core competence and knowledge required across all senior HCSW roles. These core competences are aligned with the Core Competences for Healthcare Support Workers and the Care Certificate. Apprentices are also required to undertake units in Understanding Mental Health and Understanding Dementia from the L3 Diploma in Health (Allied Health Profession Support). The optional units of technical competence undertaken will depend on the current job role and will be reflected in the qualification certificate awarded. Examples of the competences that can be achieved are in Managing Dysphagia, Supporting Individuals with Speech and Language Disorders, Inserting and Securing Nasogastric Tubes, Supporting Physical Exercise or Adapting and Fitting Medical/Healthcare Devices.</li> <li>• All Advanced Apprentices have a guaranteed number of guided learning hours away from the direct requirements of the job; this is the equivalent to 5 hours per week for the Advanced Apprenticeship in Health (Allied Health Profession Support). The off the job learning undertaken by the Advanced Apprentices can be achieved through attending a College or another training provider or in an on-site education centre depending on local delivery arrangements.</li> <li>• Because the Apprenticeship is a work based programme leading to occupational competence, Advanced Apprentices will have gained a minimum of 18 months experience in working in a clinical healthcare environment and will understand the values, attitudes and behaviours that are expected by health employers and the public who use health and care services. Where there has been Recognition of Prior Learning the Apprenticeship may have been completed in less than 18 months.</li> <li>• Advanced Apprentices seeking progression into pre-registration health programmes may also undertake the L3 Certificate in Bridging Skills for Higher Education (QCF) alongside this Apprenticeship to develop and/or enhance their academic study skills in preparation for higher level study.</li> </ul>
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Field	Field Name	Information						
5.	Feedback from HE	<ul style="list-style-type: none"> <li>As part of the review of frameworks taking place in 2013, the sector is discussing with Council of Deans of Health a proposal to include a QCF qualification for Access to HE Study Skills in Health Apprenticeships.</li> <li>The proposal is that undertaking this type of qualification alongside the Apprenticeship framework will ensure that apprentices who wish to progress into undergraduate health professional degree programmes will be able to evidence that they meet the academic study requirements of higher education.</li> <li>If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to <a href="mailto:qualsinfo@ucas.ac.uk">qualsinfo@ucas.ac.uk</a></li> </ul>						
6.	Combined competence- and knowledge-based qualification	<p><b>Level 3 Diploma in Allied Health Profession Support (QCF)</b> This is a 65 credit qualification offered by the following awarding organisations:</p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> </tr> </thead> <tbody> <tr> <td>501/1785/3</td> <td>City &amp; Guilds</td> </tr> <tr> <td>501/1763/4</td> <td>Pearson Edexcel</td> </tr> </tbody> </table>	QAN number	Awarding body	501/1785/3	City & Guilds	501/1763/4	Pearson Edexcel
QAN number	Awarding body							
501/1785/3	City & Guilds							
501/1763/4	Pearson Edexcel							
7.	Example of Level 3 units	<p>The following units are all mandatory (amounting to 35 credits). Apprentices also take a number of optional units (amounting to 30+credits).</p> <ul style="list-style-type: none"> <li>Engage in personal development in health, social care or children's and young people's settings</li> <li>Promote communication in health, social care or children's and young people's settings</li> <li>Promote equality and inclusion in health, social care or children's and young people's settings</li> <li>Promote and implement health and safety in health and social care</li> <li>Principles of safeguarding and protection in health and social care</li> <li>Promote person centred approaches in health and social care</li> <li>The role of the health and social care worker</li> <li>Promote good practice in handling information in health and social care settings</li> <li>The principles of infection prevention and control</li> <li>Causes and spread of infection</li> <li>Cleaning, decontamination and waste management</li> <li>Principles for implementing duty of care in health, social care or children's and young people's settings</li> </ul>						
8.	Additional requirements of apprenticeship	<p>All apprentices also must meet the following requirements in order to achieve their apprenticeship.</p> <ul style="list-style-type: none"> <li><b>English and mathematics equivalent</b> to GCSE C grade or above or Functional Skills Level 2.</li> <li><b>Employment responsibilities and rights</b> – evidenced through completion of the Level 3 Award in Employment and Personal Learning Skills in Health (QCF).</li> <li><b>Personal learning and thinking skills</b> – evidenced through completion of the Level 3 Award in Employment and Personal Learning Skills in Health (QCF).</li> </ul>						

Field	Field Name	Information
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> <li>The <b>minimum duration</b> for apprentices undertaking this apprenticeship is <b>18 months</b>. However the actual duration depends on the individual's prior work experience, qualifications and their employer.</li> <li>The apprentice will need to have completed a <b>total of 636 Guided Learning Hours (GLH)</b>, including a <b>minimum of 263 GLH off-the-job</b>. This is equivalent to a <b>minimum of 5 hours per week</b> learning away from the immediate requirements of the job.</li> <li>The apprentice will need to have completed a <b>minimum of 373 GLH on-the-job</b>.</li> </ul> <p>N.B. use of 'guided learning hours' (GLH) is not universal across the UK and is used here for example purposes only.</p>
10	Designed to support progression to	<ul style="list-style-type: none"> <li>Employment as a healthcare support worker / therapy assistant.</li> <li>Level 5 Higher Apprenticeship in Health (Assistant Practitioner), BSc pre-registration programmes for the Allied Health Professions (Physiotherapy, Occupational Therapy, Podiatry, Dietetics, Speech and Language Therapy, Radiography).</li> </ul>
11.	Additional information for HE	<ul style="list-style-type: none"> <li>You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly.</li> <li>For more information on numbers starting and achieving apprenticeships: <a href="https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships">https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships</a></li> <li>Further details on the content of Apprenticeship frameworks: <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> <li>Information on apprenticeships at higher levels: <a href="http://www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx">www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx</a></li> <li>For information on minimum requirements for apprenticeships in England: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/403095/bis-15-14-specification-of-apprenticeship-standards-for-england-SASE.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/403095/bis-15-14-specification-of-apprenticeship-standards-for-england-SASE.pdf</a></li> <li>Information on areas of employment growth and change etc: <a href="http://www.skillsforhealth.org.uk/workforce-planning/research-and-labour-market-intelligence-services/research-and-intelligence-library">www.skillsforhealth.org.uk/workforce-planning/research-and-labour-market-intelligence-services/research-and-intelligence-library</a></li> </ul>
12.	Contact details	<p>Skills for Health:</p> <ul style="list-style-type: none"> <li><a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a> Email: <a href="mailto:qualifications@skillsforhealth.org.uk">qualifications@skillsforhealth.org.uk</a></li> </ul>

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The image features a white background with a large, red, geometric shape on the right side. This shape is a trapezoid with a slanted top edge and a slanted bottom edge, creating a 3D effect. The text 'Business and Administration' is centered within the white space of this red shape.

# **Business and Administration**

Field	Field Name	Information
1.	Framework name	<p><b>Business and Administration</b></p> <p>Pathways in:</p> <ul style="list-style-type: none"> <li>• Business Administration</li> <li>• Legal Administration</li> <li>• Medical Administration</li> </ul>
2.	Country	<ul style="list-style-type: none"> <li>• England.</li> <li>• Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors.</li> <li>• For more information, please see Apprenticeship frameworks online at <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> </ul>
3.	Purpose of framework	<ul style="list-style-type: none"> <li>• The purpose of this framework is to develop people for business administration roles in business, legal and medical contexts. For more details of these please see the individual pathways.</li> <li>• This sector continues to recruit a large number of apprentices, with over 39,000 starts in 2010/2011 and over 44, 500 in 2010/12. (The Data Service / Statistics / FE Data Library / Apprenticeships / breakdown by framework non-grouped / 2013).</li> </ul>



Field	Field Name	Information
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> <li>• As employees, apprentices work alongside experienced staff to gain job-specific skills as well as studying for knowledge- and competence-based qualifications with a local training provider, such as a further education college, often on a day release basis.</li> <li>• Off-the-job learning gives the learner time to develop the technical skills and knowledge of theoretical concepts in relation to their job role in a range of differing contexts. Off-the-job learning may include such things as individual and group teaching, coaching, distance learning, e-learning, feedback and assessment, guided study, peer, networked and collaborative learning and mentoring.</li> <li>• On-the-job learning is the time taken to develop the practical skills in the context of the job role. For this the apprentice should be guided whilst undertaking normal activities which provide opportunities to learn, develop and practice skills.</li> <li>• Off and on-the-job learning must achieve clear and specific outcomes that directly contribute to the achievement of the apprenticeship; they must be planned, reviewed and evaluated between the apprentice and the tutor, mentor and manager, allow access when required to the tutor, mentor and manager, and be delivered during contracted working hours.</li> <li>• In addition, learners on apprenticeships are required to develop the personal learning and thinking skills valued by higher education and employers.</li> <li>• Assessment in Business and Administration Apprenticeships is based on a portfolio of evidence, practical demonstrations and assignments.</li> <li>• 7% of people who completed Business Administration Advanced Apprenticeships in 2002/03 (1,425 apprentices) progressed to HE by 2006/07 (HEFC, 2009, <i>Pathways to higher education – Apprenticeships</i>).</li> <li>• In this framework area there has been considerable activity in terms of higher level development. There has been the development of a Level 4 Higher Apprenticeship in Business and Professional Administration. This demonstrates an availability of progression routes available for individuals to advance from such roles as administration executives, officers, or PAs to office managers or business development managers, and so on, being involved in higher order tasks such as overseeing operational activities, organisational change and risk management.</li> </ul>
5.	Feedback from HE	<p>There has been involvement from HEPs in the delivery and awarding of knowledge qualifications for the Level 4 Higher Apprenticeship in Business and Professional Administration with:</p> <ul style="list-style-type: none"> <li>• University of Birmingham, Foundation Degree in Professional Educational Administration</li> <li>• University of Greenwich, Foundation Degree in Professional Educational Administration</li> <li>• Anglia Ruskin University, Foundation Degree in Management (Work based)</li> <li>• University of Central Lancashire, HNC in Business</li> </ul> <p>If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to <a href="mailto:qualsinfo@ucas.ac.uk">qualsinfo@ucas.ac.uk</a></p>

<b>Field</b>	<b>Field Name</b>	<b>Information</b>
6.	Combined competence- and knowledge-based qualification	All apprentices on each pathway take the same competence-based qualification, Level 3 NVQ Diploma in Business & Administration.
7.	Example of Level 3 units	Apprentices must take the following four mandatory units (worth 13 Level 3 credits). <ul style="list-style-type: none"> <li>• Evaluate and improve own performance in a business environment</li> <li>• Work in a business environment</li> <li>• Communicate in a business environment</li> <li>• Manage own performance in a business environment</li> </ul> Apprentices must also take further optional units (worth 14 Level 3 credits), relating to their pathway.
8.	Additional requirements of apprenticeship	All pathways include the following requirements: <ul style="list-style-type: none"> <li>• the same competence-based qualification (see above)</li> <li>• pathway-specific knowledge-based qualifications (see pathway)</li> <li>• functional English, mathematics and ICT e.g. GCSE C grade or above or Functional Skills Level 2</li> <li>• employment responsibilities and rights – evidenced through workbook or certificate</li> <li>• additional employer requirements – optional</li> <li>• equality and diversity</li> <li>• personal learning and thinking skills – evidenced through record of achievement.</li> </ul>
9.	<b>Pathway 1</b>	<b>Business Administration</b>
	Purpose of pathway	<ul style="list-style-type: none"> <li>• The purpose of this pathway is to develop people for the roles of administration officer, office supervisor, personal assistant and secretary.</li> <li>• Administration officer / executive deal with internal and external correspondence, organising meetings and events, producing documents, managing resources, managing office equipment, and managing information.</li> <li>• Administration team leader / office supervisor cover similar functions but also have supervisory responsibilities.</li> <li>• Personal assistants and secretaries deal with making and receiving telephone calls, managing diaries, organising travel, organising meetings and events, handling correspondence, creating documents, developing presentations, taking minutes at meetings, transcribing notes, and managing information.</li> </ul>
	Competence-based qualification	Level 3 NVQ Diploma in Business & Administration
	Knowledge-based qualification	Level 3 Certificate in Principles of Business & Administration

<b>Field</b>	<b>Field Name</b>	<b>Information</b>
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> <li>• It is expected that this apprenticeship will last around 18 months. Although actual duration depends on the individual's prior work experience, qualifications, and employer.</li> <li>• Within this, apprentices spend about 550 hours on combined guided learning on and off-the-job (a minimum of 169 off-the-job / 381 on-the-job learning).</li> </ul>
	Designed to support progression to	<ul style="list-style-type: none"> <li>• Employment as office manager, administration team leader, personal assistant or a wide range of managerial roles in business.</li> <li>• Level 4 Higher Apprenticeship in Business &amp; Professional Administration.</li> <li>• A range of higher level business professional qualifications at Level 4 and above.</li> <li>• Foundation degrees in areas such as business, business management, and business administration.</li> <li>• A range of business and management undergraduate programmes, visit UCAS – <a href="http://www.ucas.com">www.ucas.com</a></li> <li>• In-house training and development programmes.</li> </ul>
10.	<b>Pathway 2</b>	<b>Legal Administration</b>
	Purpose of pathway	<ul style="list-style-type: none"> <li>• The purpose of this pathway is to develop people for the role of legal secretary.</li> <li>• A legal secretary is involved in the legal document production, making and receiving telephone calls, handling mail, taking dictation, transcribing records, organising meetings and travel, maintaining records and legal files, proofreading letters and legal documents.</li> </ul>
	Competence-based qualification	Level 3 NVQ Diploma in Business and Administration
	Knowledge-based qualification	Level 3 Certificate for Legal Secretaries Level 3 Diploma for Legal Secretaries
	Estimated duration of apprenticeship	<ul style="list-style-type: none"> <li>• It is expected that this apprenticeship will last around 18 months. Although actual duration depends on the individual's prior work experience, qualifications, and employer.</li> <li>• Within this, apprentices spend about 704 hours on combined guided learning on and off-the-job (a minimum of 246 off-the-job / 458 on-the-job learning).</li> </ul>
	Designed to support progression to	<ul style="list-style-type: none"> <li>• Employment as legal practice manager, senior legal secretary, office manager or a wide range of managerial roles in business &amp; administration.</li> <li>• Level 4 Higher Apprenticeship in Business &amp; Professional Administration.</li> <li>• A range of business and legal professional qualifications at Level 4 and above.</li> <li>• Foundation degrees in areas such as business and business management.</li> <li>• Paralegal services or studies and legal advice.</li> <li>• A range of business and law and other undergraduate programmes, visit UCAS – <a href="http://www.ucas.com">www.ucas.com</a></li> <li>• In-house training and development programmes.</li> </ul>

Field	Field Name	Information
11.	<b>Pathway 3</b>	<b>Medical Administration</b>
	Purpose of pathway	<ul style="list-style-type: none"> <li>The purpose of this pathway is to develop people for the role of medical secretary.</li> <li>A medical secretary is involved in making and receiving telephone calls, producing documents, dealing with correspondence, maintaining medical records, organising medical appointments, checking medical test samples are appropriately labelled and sent out.</li> </ul>
	Competence-based qualification	Level 3 NVQ Diploma in Business & Administration
	Knowledge-based qualification	Level 3 Diploma for Medical Secretaries
	Estimated duration of apprenticeship	<ul style="list-style-type: none"> <li>It is expected that this apprenticeship will last around 18 months. Although actual duration depends on the individual's prior work experience, qualifications, and employer.</li> <li>Within this, apprentices spend about 804 hours on combined guided learning on and off-the-job (a minimum of 296 off-the-job / 508 on-the-job learning).</li> </ul>
	Designed to support progression to	<ul style="list-style-type: none"> <li>Employment as legal practice manager, senior legal secretary, office manager or a wide range of managerial roles in business and administration.</li> <li>Level 4 Higher Apprenticeship in Business &amp; Professional Administration.</li> <li>A range of business or medical professional qualifications, such as the Level 5 Certificate or Diploma in Primary Care and Health Management.</li> <li>Foundation degrees in business and business management and health administration.</li> <li>A range of business and management and other undergraduate programmes, such as medical secretary, medical office management and medical records transcription, visit UCAS – <a href="http://www.ucas.com">www.ucas.com</a></li> <li>In-house training and development programmes.</li> </ul>
12.	Additional information for HE	<ul style="list-style-type: none"> <li>You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly.</li> <li>For more information on numbers starting and achieving apprenticeships: <a href="http://www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships">www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships</a></li> <li>Further details on the content of Apprenticeship frameworks: <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> <li>Information on apprenticeships at higher levels – <a href="http://www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx">www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx</a></li> <li>For information on minimum requirements for apprenticeships in England – <a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf">www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf</a></li> </ul>
13.	Contact details	<p>Skills CFA:</p> <ul style="list-style-type: none"> <li><a href="http://www.skillsca.org">www.skillsca.org</a> Email: <a href="mailto:apprenticeships@skillsca.org">apprenticeships@skillsca.org</a> Tel: 020 7091 9620</li> </ul>

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# **Children and Young People's Social Care pathway**

Field	Field Name	Information
1.	Framework name	<p><b>Advanced Apprenticeship in Children and Young People's Workforce (England) Children and Young People's Social Care pathway</b></p> <p>Framework ID: FR03337 Issue number: 16</p> <p>QIP updated in July 2015.</p>
2.	Country	<ul style="list-style-type: none"> <li>• England.</li> <li>• Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors.</li> <li>• For more information, please see Apprenticeship frameworks online at <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> </ul>
3.	Purpose of framework	<p>The purpose of this framework is to develop knowledge and skills relating to the Children &amp; Young People's Workforce (Children and Young People's Social Care). In the L3 (Advanced Apprenticeship) the qualification confirms competence in this area and serves as the required qualification (for all new practitioners) for registration and regulatory requirements in the children's social care sector.</p>
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> <li>• Achievement of this pathway will enable apprentices to access higher level jobs within the sector, e.g. senior care worker, advanced practitioner in social care, senior support worker. There is also opportunity for apprentices to go on to further study at higher levels, particularly working towards Foundation Degrees in Health &amp; Social care or Therapeutic care, Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (QCF).</li> <li>• For further information see the Professional Pathways model at <a href="http://webarchive.nationalarchives.gov.uk/20120119192332/http://cwdcouncil.org.uk/social-care/professional-pathways-etoool/">http://webarchive.nationalarchives.gov.uk/20120119192332/http://cwdcouncil.org.uk/social-care/professional-pathways-etoool/</a> More academic qualifications are available at graduate level (e.g. Degree in Social Work) for an apprentice who wishes to progress in this way. Currently there is no level 4/5 QCF qualification or Higher Apprenticeship available for this sector but this may be explored in future.</li> </ul>
5.	Feedback from HE	<p>If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to <a href="mailto:qualsinfo@ucas.ac.uk">qualsinfo@ucas.ac.uk</a> and <a href="mailto:sscinfo@skillsforcareanddevelopment.org.uk">sscinfo@skillsforcareanddevelopment.org.uk</a></p>

<b>Field</b>	<b>Field Name</b>	<b>Information</b>
6.	Combined competence- and knowledge-based qualification	<p>Level 3 Diploma for the Early Years Workforce:</p> <ul style="list-style-type: none"> <li>• 601/3474/4 CACHE</li> <li>• 500/9170/0 City &amp; Guilds</li> <li>• 500/9504/3 Pearson Edexcel</li> <li>• 601/4149/9 NCFE</li> <li>• 601/4314/9 OCR</li> <li>• 601/4060/4 Skillsfirst</li> <li>• 601/4425/7 FAQ</li> <li>• 601/3514/1 LAO</li> <li>• 601/4206/6 HABC</li> </ul> <p>The following mandatory units (below) from the combined knowledge/skills qualification provide the knowledge only elements:</p> <ul style="list-style-type: none"> <li>• Principles for Implementing Duty of Care (1 credit)</li> <li>• Understand Child and Young Person Development (4 credits)</li> <li>• Understand How to Safeguard the Wellbeing of Children and Young People (3 credits)</li> <li>• Understand How to Support Positive Outcomes for Children and Young People (3 credits)</li> </ul>
7.	Example of Level 3 units	<ul style="list-style-type: none"> <li>• Principles for Implementing Duty of Care</li> <li>• Understand Child and Young Person Development</li> <li>• Understand How to Safeguard the Wellbeing of Children and Young People</li> <li>• Understand How to Support Positive Outcomes for Children and Young People</li> </ul>
8.	Additional requirements of apprenticeship	<p>In addition, all apprentices must meet the following requirements in order to achieve their apprenticeship.</p> <ul style="list-style-type: none"> <li>• Maths, English and ICT (transferable skills) - 15 credits</li> <li>• ERR (Employee Rights and Responsibilities) qualification - 3 credits</li> </ul>
9.	Estimated duration of apprenticeship	<p>It is estimated that the average time to complete the pathway is 20 months. The actual duration depends on the individual's prior work experience, qualifications, and employer.</p>

Field	Field Name	Information
10.	Designed to support progression to	<ul style="list-style-type: none"> <li>• Employment in Social care roles with children and young people in settings other than residential homes, e.g. supporting a child or young person in their own home, at a contact centre or in a women's refuge. Responsible for promoting a caring, healthy, stimulating, safe environment for children and young people.</li> <li>• There is also opportunity for apprentices to go on to further study at higher levels.</li> </ul>
11.	Additional information for HE	<ul style="list-style-type: none"> <li>• You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly.</li> <li>• For more information on numbers starting and achieving apprenticeships: <a href="https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships">https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships</a></li> <li>• Further details on the content of Apprenticeship frameworks: <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> <li>• Information on apprenticeships at higher levels: <a href="http://www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx">www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx</a></li> <li>• For information on minimum requirements for apprenticeships in England: <a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf">www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf</a></li> </ul>
12.	Contact details	<p>Skills for Care &amp; Development:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.skillsforcareanddevelopment.org.uk">www.skillsforcareanddevelopment.org.uk</a></li> <li>• Email: <a href="mailto:sscinfo@skillsforcareanddevelopment.org.uk">sscinfo@skillsforcareanddevelopment.org.uk</a></li> </ul>

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# **Clinical Healthcare Support**

Field	Field Name	Information
1.	Framework name	<p><b>Health (Clinical Healthcare Support) (England)</b></p> <p>As at March 2015:            Framework ID: FR03283            Issue number: 19            Issued: 4 February 2015            SSC code: 6111</p> <p>QIP updated in July 2015.</p>
2.	Country	<ul style="list-style-type: none"> <li>• England.</li> <li>• Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors.</li> <li>• For more information, please see Apprenticeship frameworks online at <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> </ul>
3.	Purpose of framework	<ul style="list-style-type: none"> <li>• To train and develop people with the competences required for successful delivery of the clinical healthcare support worker and healthcare assistant roles.</li> <li>• These roles provide vital assistance to healthcare professionals diagnosing, treating and caring for patients.</li> <li>• Health care support workers work in clinical services e.g. medical, surgical, critical care, outpatients, community and A&amp;E, and look after the well-being and comfort of patients.</li> <li>• They may have a supervisory role.</li> </ul>

Field	Field Name	Information
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> <li>• Apprentices who have completed the Advanced Apprenticeship in Health (Clinical Healthcare Support) will have undertaken a structured learning programme and been assessed as occupationally competent in the role of a Senior / Healthcare Support Worker (HCSW) or Emergency Care Assistant.</li> <li>• Integral to the apprenticeship programme, learners will have completed Level 3 qualifications and will be functionally literate in English and mathematics to a minimum of Level 2.</li> <li>• The advanced apprentice will have completed the Level 3 Diploma in Clinical Healthcare Support and will be competent and experienced in undertaking a range of clinical healthcare tasks which will usually have been delegated from a registered nurse.</li> <li>• The Diploma is made up of mandatory units covering core competence and knowledge required across all senior HCSW roles. These core competences are aligned with the Core Competences for Healthcare Support Workers and the Care Certificate. Apprentices are also required to take units in Understanding Mental Health, Understanding Dementia and Undertaking Physiological Measurements from the L3 Diploma in Health (Clinical Healthcare Support).</li> <li>• The optional units of technical competence undertaken will depend on the current job role and will be reflected in the qualification certificate awarded. Examples of the competences that can be achieved are in undertaking wound care, stoma care, inserting and securing nasogastric tubes, performing intravenous cannulation or undertaking routine ECG procedures. For Emergency Care Assistants the framework describes which units must be taken to reach the credit threshold of the qualification.</li> <li>• All advanced apprentices have a guaranteed number of guided learning hours away from the direct requirements of the job; this is the equivalent to 5 hours per week for the Advanced Apprenticeship in Health (Clinical Healthcare Support).</li> <li>• The off-the-job learning undertaken by the advanced apprentices can be achieved through attending a college or other training provider or in an on-site education centre, depending on local delivery arrangements.</li> <li>• Because the apprenticeship is a work-based programme leading to occupational competence, advanced apprentices will have gained a minimum of 18 months experience in working in a clinical healthcare environment and will understand the values, attitudes and behaviours that are expected by health employers and the public who use health and care services. Where there has been recognition of prior learning the apprenticeship may have been completed in less than 18 months.</li> <li>• Advanced Apprentices seeking progression into pre-registration health programmes may also undertake the L3 Certificate in Bridging Skills for Higher Education (QCF) alongside this apprenticeship to develop and/or enhance their academic study skills in preparation for higher level study.</li> </ul>

Field	Field Name	Information
5.	Feedback from HE	<ul style="list-style-type: none"> <li>As part of the review of frameworks taking place in 2013, the sector is discussing with Council of Deans of Health a proposal to include a Qualifications and Credit Framework (QCF) qualification for Access to HE Study Skills in Health Apprenticeships.</li> <li>The proposal is that undertaking this type of qualification alongside the Apprenticeship framework will ensure that apprentices who wish to progress into undergraduate health professional degree programmes will be able to evidence that they meet the academic study requirements of higher education.</li> <li>If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to <a href="mailto:qualsinfo@ucas.ac.uk">qualsinfo@ucas.ac.uk</a></li> </ul>
6.	Combined competence- and knowledge-based qualification	<p><b>L3 Diploma in Clinical Healthcare Support (QCF)</b> This is a 65 credit qualification offered by the following Awarding Organisations:</p> <ul style="list-style-type: none"> <li>City and Guilds 501/2236/8</li> <li>Pearson Edexcel 501/1779/8</li> <li>Skillsfirst 600/2534/7</li> <li>CACHE 600/6215/0</li> <li>FAQ 601/1081/8</li> </ul>
7.	Example of Level 3 units	<p>The following units are all mandatory (amounting to 35 credits). Apprentices also take a number of optional units (amounting to 30+credits).</p> <ul style="list-style-type: none"> <li>Engage in personal development in health, social care or children's and young people's settings</li> <li>Promote communication in health, social care or children's and young people's settings</li> <li>Promote equality and inclusion in health, social care or children's and young people's settings</li> <li>Promote and implement health and safety in health and social care</li> <li>Principles of safeguarding and protection in health and social care</li> <li>Promote person-centred approaches in health and social care</li> <li>The role of the health and social care worker</li> <li>Promote good practice in handling information in health and social care settings</li> <li>The principles of infection prevention and control</li> <li>Causes and spread of infection</li> <li>Cleaning, decontamination and waste management</li> <li>Principles for implementing duty of care in health, social care or children's and young people's settings.</li> </ul>
8.	Additional requirements of apprenticeship	<p>All apprentices also must meet the following requirements in order to achieve their apprenticeship.</p> <ul style="list-style-type: none"> <li><b>English and mathematics</b> equivalent to GCSE C grade or above or Functional Skills Level 2.</li> <li><b>Employment Responsibilities and Rights</b> – evidenced through completion of the Level 3 Award in Employment and Personal Learning Skills in Health (QCF).</li> <li><b>Personal Learning and Thinking Skills</b> – evidenced through completion of the Level 3 Award in Employment and Personal Learning Skills in Health (QCF).</li> </ul>

Field	Field Name	Information
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> <li>The <b>minimum duration</b> for apprentices undertaking this apprenticeship is <b>18 months</b>. However the actual duration depends on the individual's prior work experience, qualifications and their employer.</li> <li>The apprentice will need to have completed a <b>total of 636 Guided Learning Hours (GLH)</b>, including a <b>minimum of 263 GLH off-the-job</b>. This is equivalent to a <b>minimum of 5 hours per week</b> learning away from the immediate requirements of the job.</li> <li>The apprentice will need to have completed a <b>minimum of 373 GLH on-the-job</b>.</li> </ul> <p>N.B. use of 'guided learning hours' (GLH) is not universal across the UK and is used here for example purposes only.</p>
10.	Designed to support progression to	<ul style="list-style-type: none"> <li>Employment as a healthcare support worker.</li> <li>Level 5 Higher Apprenticeship in Health (Assistant Practitioner).</li> <li>BSc pre-registration programmes for nursing.</li> <li><b>Pre-registration programmes for Paramedics</b></li> </ul>
11.	Additional information for HE	<ul style="list-style-type: none"> <li>You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly.</li> <li>For more information on numbers starting and achieving apprenticeships: <a href="https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships">https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships</a></li> <li>Further details on the content of Apprenticeship frameworks: <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> <li>Information on apprenticeships at higher levels: <a href="http://www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx">www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx</a></li> <li>For information on minimum requirements for apprenticeships in England: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/403095/bis-15-14-specification-of-apprenticeship-standards-for-england-SASE.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/403095/bis-15-14-specification-of-apprenticeship-standards-for-england-SASE.pdf</a></li> <li>Information on areas of employment growth and change etc: <a href="http://www.skillsforhealth.org.uk/workforce-planning/research-and-labour-market-intelligence-services/research-and-intelligence-library">www.skillsforhealth.org.uk/workforce-planning/research-and-labour-market-intelligence-services/research-and-intelligence-library</a></li> </ul>
12.	Contact details	<p>Skills for Health:</p> <ul style="list-style-type: none"> <li><a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a> Email: <a href="mailto:qualifications@skillsforhealth.org.uk">qualifications@skillsforhealth.org.uk</a></li> </ul>

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# Custodial Care

Field	Field Name	Information
1.	Framework name	<b>Custodial Care</b>
2.	Country	<ul style="list-style-type: none"> <li>• England.</li> <li>• Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors.</li> <li>• For more information, please see Apprenticeship frameworks online at <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> </ul>
3.	Purpose of framework	<p>To train and develop people with the competences required for successful delivery of the roles below.</p> <ul style="list-style-type: none"> <li>• <b>Prison officer and prison custody officer</b> Contribute to an orderly, safe and secure environment, working directly with prisoners, supervising and managing their activities. They promote pro-social behaviour, encouraging prisoners to address their offending behaviour, ensuring that all rules, orders and instructions are followed.</li> <li>• <b>Detention custody officer</b> Work with detainees (not prisoners) in an immigration or detention centre. Officers are responsible for detainees day-to-day needs until they are escorted to their country of origin.</li> <li>• <b>Escort custody officer</b> Supervise and escort prisoners between police custody suites, courts and prisons. They accompany in custom built vehicles, ensuring the safety and security of prisoners at all times. They also escort overseas detainees from prisons, immigration centres and detention centres.</li> </ul>
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> <li>• Organisations run a six –10 week initial training course prior to placement in the workplace. Here apprentices are taught and tested in relation to the knowledge- based qualification. On successful completion of the knowledge-based qualification, apprentices are moved into a prison or other custodial environment where delivery of the competence-based qualification commences. Functional Skills are introduced during the initial training and teaching carries on during assessor visits.</li> <li>• Apprentices are assigned a mentor who will meet with them on a regular basis, usually at least once per month. Assessors visit the learner every three weeks and will set assignments and other tasks in between each visit. The apprentice will be given a few hours each week for completion of these tasks.</li> <li>• Personal learning and thinking skills are mapped to the competence-based qualification. Apprentices complete a workbook where they must describe examples of where and how they have demonstrated each skill. This is checked by their assessor and line manager. Within the workbook the learner must also collect and signpost evidence about employment rights and responsibilities.</li> </ul>
5.	Feedback from HE	If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to <a href="mailto:qualsinfo@ucas.ac.uk">qualsinfo@ucas.ac.uk</a>

Field	Field Name	Information												
6.	Combined competence- and knowledge-based qualification	<p><b>Competence-based qualification</b> Level 3 NVQ Diploma in Custodial Care (37 credits/137 guided learning hours)</p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> </tr> </thead> <tbody> <tr> <td>600/0152/5</td> <td>Edexcel</td> </tr> <tr> <td>600/0753/9</td> <td>City &amp; Guilds</td> </tr> <tr> <td>600/5170/X</td> <td>ProQual</td> </tr> <tr> <td>600/6372/5</td> <td>SFJ Awards</td> </tr> <tr> <td>601/4855/X</td> <td>HABC</td> </tr> </tbody> </table>	QAN number	Awarding body	600/0152/5	Edexcel	600/0753/9	City & Guilds	600/5170/X	ProQual	600/6372/5	SFJ Awards	601/4855/X	HABC
		QAN number	Awarding body											
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		600/6372/5	SFJ Awards											
		601/4855/X	HABC											
		<p><b>Knowledge-based qualification</b> Level 3 Diploma in Knowledge of Custodial Care (37 credits/224 guided learning hours)</p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> </tr> </thead> <tbody> <tr> <td>600/0379/0</td> <td>Edexcel (BTEC)</td> </tr> <tr> <td>600/1080/0</td> <td>City &amp; Guilds</td> </tr> <tr> <td>600/5486/4</td> <td>ProQual</td> </tr> <tr> <td>600/6541/2</td> <td>SFJ Awards</td> </tr> <tr> <td>601/2363/1</td> <td>HABC</td> </tr> </tbody> </table>	QAN number	Awarding body	600/0379/0	Edexcel (BTEC)	600/1080/0	City & Guilds	600/5486/4	ProQual	600/6541/2	SFJ Awards	601/2363/1	HABC
		QAN number	Awarding body											
		600/0379/0	Edexcel (BTEC)											
		600/1080/0	City & Guilds											
		600/5486/4	ProQual											
		600/6541/2	SFJ Awards											
601/2363/1	HABC													
7.	Example of Level 3 units	<p><b>Competence units</b> Apprentices have to achieve the following five mandatory units plus a further five optional units.</p> <ul style="list-style-type: none"> <li>• Equality and diversity</li> <li>• Maintain and develop your own knowledge, skills and competence</li> <li>• Maintain security and order in the custodial environment</li> <li>• Contribute to the prevention and management of inappropriate behaviour</li> <li>• Ensure your own actions reduce risks to health and safety</li> </ul> <p><b>Knowledge units</b> Apprentices must achieve all seven mandatory units plus a further two optional units.</p> <ul style="list-style-type: none"> <li>• Understanding interpersonal skills in custodial environments</li> <li>• Understanding operating safely in custodial environments</li> <li>• Understanding operating securely in custodial environments</li> <li>• Understanding health and safety in custodial environments</li> <li>• Understanding organisational, legal and moral responsibility to those in custody</li> <li>• Understanding recording and reporting in custodial environments</li> <li>• Understanding safer custody</li> </ul>												
8.	Additional requirements of apprenticeship	<p>In addition, all apprentices must meet the following requirements in order to achieve their apprenticeship.</p> <ul style="list-style-type: none"> <li>• Functional English and mathematics e.g. GCSE C grade or above or Functional Skills Level 2.</li> <li>• Employee responsibilities and rights – evidenced through workbook.</li> <li>• Additional employer requirements – optional.</li> <li>• Equality and diversity.</li> <li>• Personal learning and thinking skills – mapped to competence-based qualification and evidence recorded in workbook.</li> </ul>												



Field	Field Name	Information
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> <li>It is estimated that the average time to complete the pathway is 12 –18 months. The actual duration depends on the individual's prior work experience, qualifications, and employer.</li> <li>Within this, apprentices spend about 478 hours on combined guided learning on and off-the-job (a minimum of 341 off-the-job / 137 on-the-job learning).</li> </ul>
10.	Designed to support progression to	<ul style="list-style-type: none"> <li>Employment as prison officer or prison custody officer.</li> <li>Further experience and training can lead to roles such as senior prison officer and then governor.</li> <li>Higher level professional qualifications, including: <ul style="list-style-type: none"> <li>– Level 4 Certificate in Multiagency Working</li> <li>– Level 4 Award in Working with Substance Misuse</li> <li>– Level 4 Award / Certificate in Working with Vulnerable Young People.</li> </ul> </li> <li>Foundation degrees, HNDs and BA / BSc relating to criminal law, criminology, criminal justice. For further information, visit UCAS – <a href="http://www.ucas.com">www.ucas.com</a></li> <li>In-house training and development programmes.</li> </ul>
11.	Additional information for HE	<ul style="list-style-type: none"> <li>You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly.</li> <li>This framework has a relatively low take-up; there were 210 starts in 2012/13 and 20 in 2013/14 (England).</li> <li>For more information on numbers starting and achieving apprenticeships: <a href="http://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships">www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships</a></li> <li>For more details on the content of Apprenticeship frameworks: <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> <li>Information on apprenticeships at higher levels: <a href="http://www.gov.uk/government/publications/higher-apprenticeships-guide-for-employers">www.gov.uk/government/publications/higher-apprenticeships-guide-for-employers</a></li> <li>For information on minimum requirements for apprenticeships in England: <a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf">www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf</a></li> </ul>
12.	Contact details	<p>Skills for Justice:</p> <ul style="list-style-type: none"> <li><a href="http://www.sfjuk.com">www.sfjuk.com</a> Email: <a href="mailto:Apprenticeships@sfjuk.com">Apprenticeships@sfjuk.com</a> Tel: 0114 261 1499</li> </ul>

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# **Early Years Educator pathway**

Field	Field Name	Information
1.	Framework name	<p><b>Children and Young People's Workforce (England)</b>  <b>Early Years Educator Pathway</b>            Framework ID: FR03337            Issue number: 16            Issued: 6 April 2015</p> <p>QIP updated in July 2015.</p>
2.	Country	<ul style="list-style-type: none"> <li>• England.</li> <li>• Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors.</li> <li>• For more information, please see Apprenticeship frameworks online at <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> </ul>
3.	Purpose of framework	<ul style="list-style-type: none"> <li>• The purpose of this framework is to develop knowledge and skills relating to the Children &amp; Young People's Workforce (Early Years Educators).</li> <li>• Nursery workers often work in a supervisory role (but not necessarily) in a nursery / early learning and childcare setting, providing care for young children.</li> <li>• Nursery nurse / nursery teaching assistant deliver the early years foundation stage within a maintained school setting.</li> <li>• At Level 3 (Advanced Apprenticeship) the qualification confirms competence in this area and serves as the required qualification (for all new practitioners) for registration and regulatory requirements in the early learning and childcare sector.</li> <li>• NB. This framework will be superseded shortly by a new Level 3 Apprenticeship Standard developed by an Employer Trailblazer Group: <a href="https://www.gov.uk/government/publications/apprenticeship-standard-early-years-educator">https://www.gov.uk/government/publications/apprenticeship-standard-early-years-educator</a></li> </ul>
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> <li>• This pathway provides the suitable level of occupational competence to meet regulatory and registration requirements for the sector. Achievement of this pathway will enable apprentices to access higher level jobs within the sector, e.g. Early Years Educator, Nursery Supervisor, Nursery Manager, Pre-school Manager/Co-ordinator, etc.</li> <li>• As employees, apprentices work alongside experienced staff to gain job-specific skills as well as studying for knowledge- and competence-based qualifications with a local training provider, such as a further education college, often on a day release basis.</li> <li>• In addition, learners on apprenticeships are required to develop the personal learning and thinking skills valued by higher education and employers.</li> <li>• Assessment within Early Learning and Childcare Pathway is based on portfolio of evidence, direct observation and assessment of practice in naturally occurring work situations, occasional simulated work situations and assignments.</li> </ul>
5.	Feedback from HE	<p>If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to <a href="mailto:qualsinfo@ucas.ac.uk">qualsinfo@ucas.ac.uk</a> and/or <a href="mailto:sscinfo@skillsforcareanddevelopment.org.uk">sscinfo@skillsforcareanddevelopment.org.uk</a></p>

Field	Field Name	Information
6.	Combined competence- and knowledge-based qualification	<b>Level 3 Diploma for the Children and Young People's Workforce (Early Years Educator)</b>
		<b>QAN number</b>   <b>Awarding body</b>
		601/2629/2   CACHE
		601/3118/4   City & Guilds
		601/2963/3   Pearson Edexcel
		601/5436/6   NCFE
		601/4059/8   Skillsfirst
		601/3816/6   FAQ
601/3890/7   LAO		
7.	Example of Level 3 units	<ul style="list-style-type: none"> <li>• Principles of safeguarding policies and procedures in early years settings</li> <li>• Promote the Health, Safety and Well-being of Children in Early Years Settings</li> <li>• Understanding child development</li> <li>• Continuing professional development for early years practitioners</li> <li>• Applying the early education framework</li> <li>• Assessment planning in early years settings</li> <li>• Personal care and wellbeing for children in early years settings</li> <li>• Plan and lead activities and educational programmes</li> <li>• Safeguarding children in early years settings</li> <li>• Supporting children through transitions and significant events</li> <li>• Understand theoretical perspectives of young children's development</li> <li>• Support the development of early literacy and mathematics</li> </ul>
8.	Additional requirements of apprenticeship	<p>In addition, all apprentices must meet the following requirements in order to achieve their apprenticeship.</p> <ul style="list-style-type: none"> <li>• GCSE grade C or above in maths, English, and level 2 Functional Skills qualification in Information and Communications Technology</li> <li>• Level 2 Award in employment responsibilities and rights</li> <li>• Personal learning and thinking skills</li> <li>• Equality and diversity.</li> </ul>

Field	Field Name	Information
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> <li>It is estimated that the average time to complete the pathway is 20 months – the actual duration depends on the individual's prior work experience, qualifications and employer.</li> </ul>
10.	Designed to support progression to	<ul style="list-style-type: none"> <li>Employment as an Early Years Educator/Nursery Worker/Supervisor.</li> <li>There is also opportunity for apprentices to go on to further study at higher levels, particularly working towards Foundation Degrees in Early Years. See DfE website for further information on: <a href="https://www.gov.uk/early-years-initial-teacher-training-a-guide-for-providers">https://www.gov.uk/early-years-initial-teacher-training-a-guide-for-providers</a>. However, if an apprentice wished to do so, more academic qualifications are available at Graduate level. Currently there is no L4/5 Higher Apprenticeship available for this sector but these are being explored by a Trailblazer Group of Employers.</li> </ul>
11.	Additional information for HE	<ul style="list-style-type: none"> <li>You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly.</li> <li>For more information on numbers starting and achieving apprenticeships: <a href="http://www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships">www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships</a></li> <li>Further details on the content of apprenticeship frameworks: <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> <li>Information on apprenticeships at higher levels: <a href="http://www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx">www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx</a></li> </ul>
12.	Contact details	<p>Skills for Care &amp; Development</p> <ul style="list-style-type: none"> <li><a href="http://www.skillsforcareanddevelopment.org.uk">www.skillsforcareanddevelopment.org.uk</a> Email: <a href="mailto:sscinfo@skillsforcareanddevelopment.org.uk">sscinfo@skillsforcareanddevelopment.org.uk</a> Tel: 0113 241 1240</li> </ul>

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The image features a white background with a large, red, geometric shape on the right side. This shape is a trapezoid with a slanted top edge and a slanted bottom edge, creating a 3D effect. The text 'Electrotechnical Industry' is written in white, bold, sans-serif font within the red area.

# **Electrotechnical Industry**

Field	Field Name	Information
1.	Framework name	<b>Electrotechnical Industry</b>
2.	Country	<ul style="list-style-type: none"> <li>• England.</li> <li>• Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors.</li> <li>• For more information, please see Apprenticeship frameworks online at <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> </ul>
3.	Purpose of framework	<ul style="list-style-type: none"> <li>• The purpose of this framework is to develop installation and maintenance electricians.</li> <li>• This framework is designed to provide individuals with the opportunity to develop competences that are needed to carry out job roles and responsibilities associated with the installation and maintenance of electrotechnical systems and equipment in buildings, structures and the environment, including relevant: <ul style="list-style-type: none"> <li>– environmental technologies</li> <li>– technological requirements and changes</li> <li>– statutory and non-statutory regulations and requirements</li> <li>– working practices in accordance with health and safety requirements</li> <li>– inspection, testing and commissioning procedures.</li> </ul> </li> <li>• Electricians work in all types of buildings and many progress to senior roles such as business owners and managers, project managers, or designers.</li> <li>• Employers of electricians include micro, medium and large enterprises; private and public sector; specialist and multi-disciplinary contractors and consultancy practices; estates departments of a diverse range of organisations including retail chains, housing associations, and universities.</li> <li>• As well as technical and problem solving skills, electricians may have responsibility for a wide range of business functions such as finance, HR and marketing. They may work independently or in teams alongside other contractors and consultants working in construction and the built environment. They are likely to be in contact with clients and require good communications skills.</li> </ul>
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> <li>• As employees, apprentices work alongside experienced staff to gain job-specific skills as well as studying for knowledge- and competence-based qualifications with a local training provider, such as a further education college, usually on a day release basis.</li> <li>• In addition, learners on approved electrical apprenticeships are required to develop the personal learning and thinking skills valued by higher education and employers.</li> <li>• As with any entry route to engineering higher education, consideration may need to be given to whether individual students might benefit from bridging courses in mathematics.</li> </ul>
5.	Feedback from HE	If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to <a href="mailto:qualsinfo@ucas.ac.uk">qualsinfo@ucas.ac.uk</a>

Field	Field Name	Information
6.	Combined competence- and knowledge-based qualification	<b>Equipment (Buildings, Structures and the Environment)</b>
		<b>QAN number</b>
		501/1605/8
		501/2232/0
		500/9742/8
		<b>B1 – Level 3 NVQ Diploma in Electrotechnical Services (Electrical Maintenance)</b>
		<b>QAN number</b>
		501/1624/1
		501/1604/6
		7.



Field	Field Name	Information
8.	Additional requirements of apprenticeship	<ul style="list-style-type: none"> <li>English, mathematics and ICT e.g. GCSE C grade or above or Functional Skills Level 2.</li> <li>Employment responsibilities and rights.</li> <li>Personal learning and thinking skills.</li> </ul>
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> <li>It is estimated that the average time to complete the pathway is 42 months – the actual duration depends on the individual's prior work experience, qualifications, and employer.</li> <li>Within the electrical installation learning pathway, apprentices spend about 1,183 hours on combined guided learning on- and off-the-job (a minimum of 861 off-the-job / 322 on-the-job learning).</li> <li>Within the electrical systems serving and maintenance pathway, apprentices spend about 1,171 hours on combined guided learning on- and off-the-job (a minimum of 849 off-the-job / 322 on-the-job learning).</li> </ul>
10.	Designed to support progression to	<ul style="list-style-type: none"> <li><b>Employment</b> (depending upon pathway taken) as a recognised competent: <ul style="list-style-type: none"> <li>– installation electrician</li> <li>– maintenance electrician</li> <li>– highway electrical systems service and maintenance electrician</li> <li>– highway electrical systems commissioning electrician.</li> </ul> </li> <li>Relevant <b>higher apprenticeships</b>.</li> <li><b>Professional recognition at EngTech level</b> supplemented by evidence for professional review.</li> <li>Relevant <b>foundation degrees</b> in building services engineering and associated engineering and built environment disciplines.</li> <li><b>BSc/BEng/MEng</b> in building services engineering and associated engineering and built environment disciplines.</li> <li>In-house training and development programmes.</li> </ul>
11.	Additional information for HE	<ul style="list-style-type: none"> <li>You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly.</li> <li>For more information on numbers starting and achieving apprenticeships: <a href="http://www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships">www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships</a></li> <li>More details on the content of apprenticeship frameworks: <a href="http://www.afo.sscalliance.org/">www.afo.sscalliance.org/</a></li> <li>Information on apprenticeships at higher levels: <a href="http://www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx">www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx</a></li> <li>For information on minimum requirements for apprenticeships in England – <a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf">www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf</a></li> <li>Information about building services engineering qualifications <a href="http://www.summitskills.org.uk/qualifications">www.summitskills.org.uk/qualifications</a></li> </ul>
12.	Contact details	<p>SummitSkills:  <a href="http://www.summitskills.org.uk">www.summitskills.org.uk</a> Email: <a href="mailto:enquiries@summitskills.org.uk">enquiries@summitskills.org.uk</a></p>

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# Financial Services

Field	Field Name	Information
1.	Framework name	<p><b>Providing Financial Services</b> FR03318 – Issue number: 27, Issued: 23 February 2015</p> <p>Pathways available:</p> <ul style="list-style-type: none"> <li>• General insurance</li> <li>• Banking</li> <li>• Life, pensions and investments</li> <li>• Financing and credit</li> <li>• Administration for mortgage and/or financial planning intermediaries</li> <li>• Investment operations</li> <li>• Pensions administration</li> <li>• Debt collections</li> <li>• Customer payments for financial products and services</li> </ul>
2.	Country	<ul style="list-style-type: none"> <li>• England.</li> <li>• Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors.</li> <li>• For more information, please see Apprenticeship frameworks online at <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> </ul>
3.	Purpose of framework	<ul style="list-style-type: none"> <li>• The purpose of this framework is to train insurance underwriters, claims and broking staff, banking cashiers/call centre advisers, investment operators, pension administrators, financial advice and mortgage support staff and those involved in debt collections.</li> <li>• This framework will be available at Levels 2 and 3 and is relevant for the following job roles: <ul style="list-style-type: none"> <li>• <b>Level 2:</b> Insurance Underwriting Administrators; Claims Handling Administrators; Broking Administrators; Banking Cashiers; Banking Call Centre Advisers; Investment Information Administrators.</li> <li>• <b>Levels 3:</b> Trainee Underwriter; Trainee Claims Official; Trainee Broker or Sales Representative; Senior Bank Cashiers; Senior Customer Advisers; Foreign Currency Advisers; Corporate Actions/Settlement Advisers; Pension Administrators/Team Leaders.</li> </ul> </li> </ul>
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> <li>• This framework provides progression to Level 4 Higher Apprenticeships in Banking and Insurance and individual professional qualifications.</li> <li>• As employees, apprentices work alongside experienced staff to gain job-specific skills as well as studying for knowledge- and competence-based qualifications with a local training provider, such as a further education college, usually on a day release basis.</li> <li>• In addition, apprenticeships help young people develop the personal learning and thinking skills valued by higher education and employers.</li> <li>• Assessment in financial services apprenticeships varies depending on the qualifications selected and may include portfolio-based and external assessment of skills and knowledge, as well as assessment in the workplace, as required for preparation for higher level study.</li> <li>• An increasing number of apprenticeships, progress to some form of higher level vocational or technical qualification, delivered in conjunction with professional bodies and higher education institutions.</li> <li>• New higher level apprenticeships have been developed to encourage progression to higher level vocational qualifications. Details of these and other financial services related apprenticeships frameworks are available from <a href="mailto:info@financialskillpartnership.org.uk">info@financialskillpartnership.org.uk</a></li> </ul>

Field	Field Name	Information
5.	Feedback from HE	If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to <a href="mailto:qualsinfo@ucas.ac.uk">qualsinfo@ucas.ac.uk</a>
6.	Combined competence- and knowledge-based qualification	Apprentices on all pathways take the Level 3 Certificate in Providing Financial Services (163 guided learning hours).
		<b>QAN number</b>   <b>Awarding body</b>
		600/1547/0   EDI
		600/1490/8   Edexcel
		600/1639/5   City & Guilds
		600/5748/8   Skillsfirst
600/8222/7   ICQ		
7.	Example of Level 3 units	<p>Mandatory units in the competence qualification at Level 2 and 3 are:-</p> <ul style="list-style-type: none"> <li>• Planning and organising work in a financial services environment</li> <li>• Complying with regulations within the financial services environment</li> <li>• Improving and maintaining workplace competence in a financial services environment</li> <li>• Developing productive working relationships with colleagues</li> </ul>
8.	Additional requirements of apprenticeship	<p>All pathways include the following requirements.</p> <ul style="list-style-type: none"> <li>• The same competence-based qualification.</li> <li>• Pathway-specific knowledge-based qualifications.</li> <li>• Functional English and mathematics e.g. GCSE C grade or above or Functional Skills Level 2.</li> <li>• Employment responsibilities and rights – evidenced through workbook or certificate.</li> <li>• Additional employer requirements – optional.</li> <li>• Equality and diversity.</li> <li>• Personal learning and thinking skills – evidenced through record of achievement.</li> </ul>
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> <li>• Apprenticeships generally take about 18 months depending on the individual's prior work experience, qualifications, and their employer.</li> <li>• Within this, financial services apprentices spend about 420 hours on combined guided learning on and off-the-job (a minimum of 126 off-the-job / 270 on-the-job learning).</li> </ul>

Field	Field Name	Information	
10.	<b>Pathway 1</b>	<b>General Insurance</b>	
	Competence-based qualification	Same for all pathways – see general description of framework.	
	Knowledge-based qualification	All candidates must take one of the following knowledge qualifications.	
		<b>Level 3 Award in London Market Insurance</b>	
		<b>QAN number</b>	<b>Awarding body</b>
		500/9901/2	Chartered Insurance Institute (CII)
		<b>Guided learning hours</b>	70
		<b>Level 3 Award in Lloyd's and London Market Insurance</b>	
		<b>QAN number</b>	<b>Awarding body</b>
		600/5155/3	Edexcel
		<b>Guided learning hours</b>	75
		<b>Level 3 Certificate in Customer Service</b>	
	<b>QAN number</b>	<b>Awarding body</b>	
	500/9236/4	EDI	
500/6206/2	City & Guilds		
500/8166/4	Skillsfirst		
600/3424/5	ICQ		
600/3676/X	Kaplan Professional Awards		
105	105		
105	105		
105	105		
105	105		
105	105		
Designed to support progression to	<ul style="list-style-type: none"> <li>• Employment in a range of clerical and supervisory roles as well as trainee underwriters, claims officials, brokers or sales representatives and related in-house training and development programmes.</li> <li>• Level 4 Higher Apprenticeship in Providing Financial Advice.</li> <li>• Higher level professional qualifications, including: <ul style="list-style-type: none"> <li>• Chartered Insurance Institute (CII) Level 4 Diploma <ul style="list-style-type: none"> <li>– Level 6 Advanced Diploma in Insurance.</li> </ul> </li> <li>• Foundation degrees, HNDs and BA/BSc relating to financial services. For further information, please visit UCAS – <a href="http://www.ucas.com">www.ucas.com</a></li> </ul> </li> </ul>		
11.	<b>Pathway 2</b>	<b>Retail Banking</b>	
	Competence-based qualification	Same for all pathways – see general description of framework.	
	Knowledge-based qualification	All candidates must take one of the following knowledge qualifications.	
		<b>Level 3 Certificate in Customer Service</b>	
		<b>QAN number</b>	<b>Awarding body</b>
		500/9236/4	EDI
		<b>Guided learning hours</b>	105
		500/6206/2	City & Guilds
		500/8166/4	Skillsfirst
		600/3424/5	ICQ
		600/3676/X	Kaplan Professional Awards
		105	105
	<b>Level 3 BTEC Award in Customer Service</b>		
	<b>QAN number</b>	<b>Awarding body</b>	
501/0444/5	Edexcel		
<b>Guided learning hours</b>	65		
<b>Level 3 Certificate in Mortgage Advice and Practice</b>			
<b>QAN number</b>	<b>Awarding body</b>		
501/0629/6	ifs School of Finance		
<b>Guided learning hours</b>	200		

Field	Field Name	Information						
11.	<b>Pathway 2 – Retail Banking</b>  Knowledge-based qualification	<b>Level 3 Certificate in Financial Planning</b>						
		<table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/0346/7</td> <td>Chartered Insurance Institute (CII)</td> <td>213</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	600/0346/7	Chartered Insurance Institute (CII)	213
		QAN number	Awarding body	Guided learning hours				
		600/0346/7	Chartered Insurance Institute (CII)	213				
		<b>Level 3 Certificate in Professional Banking</b>						
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		QAN number	Awarding body	Guided learning hours				
		600/8409/1	CCNQ 13 26	26				
		<b>Level 3 Certificate in Business Banking and Conduct</b>						
		<table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/4271/0</td> <td>ifs School of Finance 13 104</td> <td>104</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	600/4271/0	ifs School of Finance 13 104	104
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		<b>Level 3 Certificate in Financial Administration and Planning</b>						
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		QAN number	Awarding body	Guided learning hours				
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		<b>Level 3 Award in Financial Administration</b>						
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12.	<b>Pathway 3</b>	<b>Life, Pensions and Investments</b>																																																																														
	Competence-based qualification	Same for all pathways – see general description of framework.																																																																														
	Knowledge-based qualification	<p><b>Knowledge qualifications available to this pathway</b></p> <p><b>Level 3 Award in Financial Administration</b></p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/1151/8</td> <td>Chartered Insurance Institute (CII)</td> <td>91</td> </tr> </tbody> </table> <p><b>K2 – Level 3 Certificate in Financial Planning</b></p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/0346/7</td> <td>Chartered Insurance Institute (CII)</td> <td>226</td> </tr> </tbody> </table> <p><b>K3 – Level 3 Award in London Market Insurance</b></p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>500/9901/2</td> <td>Chartered Insurance Institute (CII)</td> <td>70</td> </tr> </tbody> </table> <p><b>K4 – Level 3 BTEC Award in Lloyd's and London Market Insurance</b></p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/5155/3</td> <td>Edexcel</td> <td>75</td> </tr> </tbody> </table> <p><b>K5 – Level 3 Certificate in Regulated Equity Release</b></p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>501/0630/2</td> <td>ifs School of Finance</td> <td>320</td> </tr> </tbody> </table> <p><b>K6 – Level 3 Certificate in Equity Release</b></p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/1143/9</td> <td>Chartered Insurance Institute (CII)</td> <td>155</td> </tr> </tbody> </table> <p><b>K7 – Level 3 Certificate in Customer Service</b></p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>500/9236/4</td> <td>EDI</td> <td>105</td> </tr> <tr> <td>500/6206/2</td> <td>City &amp; Guilds</td> <td>105</td> </tr> <tr> <td>500/8166/4</td> <td>Skillsfirst</td> <td>105</td> </tr> <tr> <td>600/3424/5</td> <td>ICQ</td> <td>105</td> </tr> <tr> <td>600/3676/X</td> <td>Kaplan Professional Awards</td> <td>105</td> </tr> </tbody> </table> <p><b>K8 – Level 3 BTEC Award in Customer Service</b></p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>501/0444/5</td> <td>Edexcel</td> <td>65</td> </tr> </tbody> </table> <p><b>K9 – Level 3 Certificate for Financial Advisers</b></p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>501/0845/1</td> <td>ifs School of Finance</td> <td>320</td> </tr> </tbody> </table> <p><b>K10 – Level 3 Certificate in Retail Banking Conduct of Business</b></p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>501/0846/3</td> <td>ifs School of Finance</td> <td>120</td> </tr> </tbody> </table> <p><b>K11 – Level 3 Certificate in Insurance</b></p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/0496/4</td> <td>Chartered Insurance Institute (CII)</td> <td>126</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	600/1151/8	Chartered Insurance Institute (CII)	91	QAN number	Awarding body	Guided learning hours	600/0346/7	Chartered Insurance Institute (CII)	226	QAN number	Awarding body	Guided learning hours	500/9901/2	Chartered Insurance Institute (CII)	70	QAN number	Awarding body	Guided learning hours	600/5155/3	Edexcel	75	QAN number	Awarding body	Guided learning hours	501/0630/2	ifs School of Finance	320	QAN number	Awarding body	Guided learning hours	600/1143/9	Chartered Insurance Institute (CII)	155	QAN number	Awarding body	Guided learning hours	500/9236/4	EDI	105	500/6206/2	City & Guilds	105	500/8166/4	Skillsfirst	105	600/3424/5	ICQ	105	600/3676/X	Kaplan Professional Awards	105	QAN number	Awarding body	Guided learning hours	501/0444/5	Edexcel	65	QAN number	Awarding body	Guided learning hours	501/0845/1	ifs School of Finance	320	QAN number	Awarding body	Guided learning hours	501/0846/3	ifs School of Finance	120	QAN number	Awarding body	Guided learning hours	600/0496/4	Chartered Insurance Institute (CII)	126
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Field	Field Name	Information						
12.	<b>Pathway 3 – Life, Pensions and Investments</b>  Knowledge-based qualification	<b>K12 – Level 3 Certificate in Pensions Essentials</b>						
		<table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>501/2247/2</td> <td>The Pensions Management Institute</td> <td>24</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	501/2247/2	The Pensions Management Institute	24
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		<b>K14 – BTEC Level 3 Certificate in Insurance Claims Handling</b>						
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		<b>K15 – Level 3 Certificate in Business Banking and Conduct</b>						
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		QAN number	Awarding body	Guided learning hours				
		600/4271/0	ifs School of Finance	104				
		<b>K16 – Level 3 Certificate in Financial Administration and Planning</b>						
		<table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/1735/1</td> <td>ifs School of Finance</td> <td>180</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	600/1735/1	ifs School of Finance	180
		QAN number	Awarding body	Guided learning hours				
		600/1735/1	ifs School of Finance	180				
		<b>K17 – Level 3 Certificate in Financial Studies</b>						
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QAN number	Awarding body	Guided learning hours						
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QAN number	Awarding body	Guided learning hours						
600/4971/6	Kaplan Professional Awards	170						
<b>K20 – Level 3 Certificate in Investment Operations</b>								
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	Knowledge-based qualification	All candidates must take one of the following knowledge qualifications. <b>K1 – Level 3 Certificate in Customer Service</b> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>500/9236/4</td> <td>EDI</td> <td>105</td> </tr> <tr> <td>500/6206/2</td> <td>City &amp; Guilds</td> <td>105</td> </tr> <tr> <td>500/8166/4</td> <td>Skillsfirst</td> <td>105</td> </tr> <tr> <td>600/3424/5</td> <td>ICQ</td> <td>105</td> </tr> <tr> <td>600/3676/X</td> <td>Kaplan Professional Awards</td> <td>105</td> </tr> </tbody> </table> <b>K2 – Level 3 BTEC Award in Customer Service</b> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>501/0444/5</td> <td>Edexcel</td> <td>65</td> </tr> </tbody> </table> <b>K3 – Level 3 Certificate in Mortgage Advice and Practice</b> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>501/0629/6</td> <td>ifs School of Finance</td> <td>200</td> </tr> </tbody> </table> <b>K4 – Level 3 Certificate for Financial Advisers</b> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>501/0845/1</td> <td>ifs School of Finance</td> <td>320</td> </tr> </tbody> </table> <b>K5 – Level 3 Certificate in Retail Banking Conduct of Business</b> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>501/0846/3</td> <td>ifs School of Finance</td> <td>120</td> </tr> </tbody> </table> <b>K6 - Level 3 Certificate in Mortgage Advice</b> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/1142/7</td> <td>Chartered Insurance Institute (CII)</td> <td>106</td> </tr> </tbody> </table> <b>K7 – Level 3 Certificate in Financial Planning</b> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/0346/7</td> <td>Chartered Insurance Institute (CII)</td> <td>226</td> </tr> </tbody> </table> <b>K8 – Level 3 Certificate in Professional Banking</b> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/8409/1</td> <td>CCNQ</td> <td>26</td> </tr> </tbody> </table> <b>K9 – BTEC Level 3 Certificate in Insurance Claims Handling</b> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/3504/3</td> <td>Edexcel</td> <td>72</td> </tr> </tbody> </table> <b>K10 – Level 3 Certificate in Business Banking and Conduct</b> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/4271/0</td> <td>ifs School of Finance</td> <td>104</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	500/9236/4	EDI	105	500/6206/2	City & Guilds	105	500/8166/4	Skillsfirst	105	600/3424/5	ICQ	105	600/3676/X	Kaplan Professional Awards	105	QAN number	Awarding body	Guided learning hours	501/0444/5	Edexcel	65	QAN number	Awarding body	Guided learning hours	501/0629/6	ifs School of Finance	200	QAN number	Awarding body	Guided learning hours	501/0845/1	ifs School of Finance	320	QAN number	Awarding body	Guided learning hours	501/0846/3	ifs School of Finance	120	QAN number	Awarding body	Guided learning hours	600/1142/7	Chartered Insurance Institute (CII)	106	QAN number	Awarding body	Guided learning hours	600/0346/7	Chartered Insurance Institute (CII)	226	QAN number	Awarding body	Guided learning hours	600/8409/1	CCNQ	26	QAN number	Awarding body	Guided learning hours	600/3504/3	Edexcel	72	QAN number	Awarding body	Guided learning hours	600/4271/0	ifs School of Finance	104
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QAN number	Awarding body	Guided learning hours																																																																								
600/4271/0	ifs School of Finance	104																																																																								

Field	Field Name	Information						
13.	<b>Pathway 4 – Financing and Credit</b>  Knowledge-based qualification	<b>K11 – Level 3 Certificate in Financial Administration and Planning</b>						
		<table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/1735/1</td> <td>ifs School of Finance</td> <td>180</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	600/1735/1	ifs School of Finance	180
		QAN number	Awarding body	Guided learning hours				
		600/1735/1	ifs School of Finance	180				
		<b>K12 – Level 3 Certificate in Financial Studies</b>						
		<table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>501/0049/X</td> <td>ifs School of Finance</td> <td>150</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	501/0049/X	ifs School of Finance	150
		QAN number	Awarding body	Guided learning hours				
		501/0049/X	ifs School of Finance	150				
		<b>K13 – Level 3 Diploma in Financial Studies</b>						
		<table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>501/0048/8</td> <td>ifs School of Finance</td> <td>330</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	501/0048/8	ifs School of Finance	330
QAN number	Awarding body	Guided learning hours						
501/0048/8	ifs School of Finance	330						
<b>K14 – Level 3 Certificate in Regulated Complaints Handling</b>								
<table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/8277/X</td> <td>ifs School of Finance</td> <td>142</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	600/8277/X	ifs School of Finance	142		
QAN number	Awarding body	Guided learning hours						
600/8277/X	ifs School of Finance	142						
Designed to support progression to	<ul style="list-style-type: none"> <li>• Employment in a range of clerical and supervisory roles as well as trainee underwriters, claims officials, brokers or sales representatives.</li> <li>• Level 4 Higher Apprenticeship in Providing Financial Advice.</li> <li>• Higher level professional qualifications, including:                             <ul style="list-style-type: none"> <li>– ifs School of Finance Advanced Diploma Banking qualifications</li> <li>– Chartered Institute of Bankers in Scotland (CIOBS) Diploma Banking qualifications.</li> </ul> </li> <li>• Foundation degrees, HNDs and BA/BSc relating to financial services. For further information visit UCAS – <a href="http://www.ucas.com">www.ucas.com</a></li> </ul>							
14.	<b>Pathway 5</b>	<b>Administration for Mortgage and Financial Planning Intermediaries</b>						
	Competence-based qualification	Same for all pathways – see general description of framework.						
	Knowledge-based qualification	All candidates must take one of the following knowledge qualifications.						
	<b>K1 – Level 3 Award in Financial Administration</b>							
	<table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/1151/8</td> <td>Chartered Insurance Institute (CII)</td> <td>91</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	600/1151/8	Chartered Insurance Institute (CII)	91	
	QAN number	Awarding body	Guided learning hours					
	600/1151/8	Chartered Insurance Institute (CII)	91					
	<b>K2 – Level 3 Certificate in Mortgage Advice</b>							
	<table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/1142/7</td> <td>Chartered Insurance Institute (CII)</td> <td>106</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	600/1142/7	Chartered Insurance Institute (CII)	106	
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600/1142/7	Chartered Insurance Institute (CII)	106						
<b>K3 – Level 3 Certificate in Equity Release</b>								
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QAN number	Awarding body	Guided learning hours						
600/1143/9	Chartered Insurance Institute (CII)	155						
<b>K4 – Level 3 Certificate in Mortgage Advice and Practice</b>								
<table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>501/0629/6</td> <td>ifs School of Finance</td> <td>200</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	501/0629/6	ifs School of Finance	200		
QAN number	Awarding body	Guided learning hours						
501/0629/6	ifs School of Finance	200						
<b>K5 – Level 3 Certificate in Regulated Equity Release</b>								
<table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>501/0630/2</td> <td>ifs School of Finance</td> <td>320</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	501/0630/2	ifs School of Finance	320		
QAN number	Awarding body	Guided learning hours						
501/0630/2	ifs School of Finance	320						

Field	Field Name	Information		
14.	<b>Pathway 5 – Administration for Mortgage and Financial Planning Intermediaries</b>  Knowledge-based qualification	<b>K6 – Level 3 Certificate in Customer Service</b>		
		<b>QAN number</b>	<b>Awarding body</b>	<b>Guided learning hours</b>
		500/9236/4	EDI	105
		500/6206/2	City & Guilds	105
		500/8166/4	Skillsfirst	105
		600/3424/5	ICQ	105
		600/3676/X	Kaplan Professional Awards	105
		<b>K7 – Level 3 BTEC Award in Customer Service</b>		
		<b>QAN number</b>	<b>Awarding body</b>	<b>Guided learning hours</b>
		501/0444/5	Edexcel	65
		<b>K8 – Level 3 Certificate for Financial Advisers</b>		
		<b>QAN number</b>	<b>Awarding body</b>	<b>Guided learning hours</b>
		501/0845/1	ifs School of Finance	320
		<b>K9 – Level 3 Certificate in Financial Planning</b>		
		<b>QAN number</b>	<b>Awarding body</b>	<b>Guided learning hours</b>
		600/0346/7	Chartered Insurance Institute (CII)	226
		<b>K10 – Level 3 Certificate in Retail Banking Conduct of Business</b>		
		<b>QAN number</b>	<b>Awarding body</b>	<b>Guided learning hours</b>
		501/0846/3	ifs School of Finance	120
		<b>K11 – Level 3 Certificate in Professional Banking</b>		
		<b>QAN number</b>	<b>Awarding body</b>	<b>Guided learning hours</b>
		600/8409/1	CCNQ	26
		<b>K12 – Level 3 Certificate in Business Banking and Conduct</b>		
		<b>QAN number</b>	<b>Awarding body</b>	<b>Guided learning hours</b>
		600/4271/0	ifs School of Finance	104
		<b>K13 – Level 3 Certificate in Financial Administration and Planning</b>		
		<b>QAN number</b>	<b>Awarding body</b>	<b>Guided learning hours</b>
600/1735/1	ifs School of Finance	180		
<b>K14 – Level 3 Certificate in Financial Studies</b>				
<b>QAN number</b>	<b>Awarding body</b>	<b>Guided learning hours</b>		
501/0049/X	ifs School of Finance	150		
<b>K15 – Level 3 Diploma in Financial Studies</b>				
<b>QAN number</b>	<b>Awarding body</b>	<b>Guided learning hours</b>		
501/0048/8	ifs School of Finance	330		
<b>K16 – Level 3 Certificate in Regulated Complaints Handling</b>				
<b>QAN number</b>	<b>Awarding body</b>	<b>Guided learning hours</b>		
600/8277/X	ifs School of Finance	142		

Field	Field Name	Information																																																						
14.	<p><b>Pathway 5 – Administration for Mortgage and Financial Planning Intermediaries</b></p> <p>Designed to support progression to</p>	<ul style="list-style-type: none"> <li>• Employment in a range of clerical and supervisory roles as well as trainee underwriters, claims officials, brokers or sales representatives.</li> <li>• Level 4 Higher Apprenticeship in Providing Financial Advice.</li> <li>• Higher level professional qualifications, including:                             <ul style="list-style-type: none"> <li>– Chartered Insurance Institute (CII) Level 4 Diploma and Level 6 Advanced Diploma in Financial Advice</li> <li>– ifs School of Finance Level 4 Diploma for Financial Advisers</li> <li>– Chartered Institute of Bankers in Scotland (CIOBS) Diploma in Investment Planning</li> <li>– Scottish Qualifications Authority (SQA) Diploma in Professional Financial Advice</li> <li>– Chartered Institute for Securities &amp; Investment (CISI) Diploma in Investment Advice (Private Client Route).</li> </ul> </li> <li>• Foundation degrees, HNDs and BA/BSc relating to financials services. For further information, please visit UCAS – <a href="http://www.ucas.com">www.ucas.com</a></li> </ul>																																																						
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15.	<b>Pathway 6 – Investment Operations</b>	<b>K8 – Level 3 Certificate in Financial Studies</b>																		
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	<b>K9 – Level 3 Diploma in Financial Studies</b>																			
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16.	<b>Pathway 7</b>	<b>Pensions Administration</b>																		
	Competence-based qualification	Same for all pathways – see general description of framework.																		
Knowledge-based qualification		Knowledge qualifications available to this pathway.																		
		<b>K1 – Level 3 Award in Financial Administration</b>																		
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<b>K5 – Level 3 Certificate in Pensions Essentials</b>																				
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Field	Field Name	Information						
16.	<b>Pathway 7 – Pensions Administration</b>  Knowledge-based qualification	<b>K7 – Level 3 Certificate in Business Banking and Conduct</b>						
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		QAN number	Awarding body	Guided learning hours				
		600/4271/0	ifs School of Finance	104				
		<b>K8 – Level 3 Certificate in Financial Administration and Planning</b>						
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		QAN number	Awarding body	Guided learning hours				
		600/1735/1	ifs School of Finance	180				
		<b>K9 – Level 3 Certificate in Financial Planning</b>						
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		QAN number	Awarding body	Guided learning hours				
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19.	Additional information for HE	<ul style="list-style-type: none"> <li>• All financial services pathways require the same competence qualification, but candidates can take different optional units within this.</li> <li>• Pathways include a choice of knowledge qualifications – these are often chosen by the employer to suit the apprentice's work role.</li> <li>• You may encounter applicants who have taken earlier versions of this apprenticeship, as frameworks are updated regularly.</li> <li>• For more details on the content of past and current apprenticeship frameworks: <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> <li>• For more information on numbers starting and achieving apprenticeships: <a href="http://www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships">www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships</a></li> <li>• Information on apprenticeships at higher levels: <a href="http://www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx">www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx</a></li> </ul>						
20.	Contact details	Financial & Legal Skills Partnership <ul style="list-style-type: none"> <li>• <a href="http://www.financialskillspartnership.org.uk/">www.financialskillspartnership.org.uk/</a>                Email: <a href="mailto:info@financialskillspartnership.org.uk">info@financialskillspartnership.org.uk</a></li> </ul>						

UCAS has developed this profile in response to requests from its members. UCAS has obtained this information from the respective Sector Skills Councils [www.afo.sscalliance.org](http://www.afo.sscalliance.org). UCAS takes no responsibility for the content of this data and it is your responsibility to verify content of the data contained herein.

The image features a white background with a large, red, geometric shape on the right side. This shape is a trapezoid with a slanted top edge and a slanted bottom edge, creating a sense of depth and movement. The text is centered within the white space of this shape.

# **Health and Social Care**

Field	Field Name	Information
1.	Framework name	<p><b>Health and Social Care (Health Pathway) (England)</b></p> <p>As at March 2015:            Framework ID: FR03067            Issue number: 11            Issued: 29 August 2014            SSC code – 6111</p> <p>QIP updated in July 2015.</p>
2.	Country	<ul style="list-style-type: none"> <li>• England.</li> <li>• Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors.</li> <li>• For more information, please see Apprenticeship frameworks online at <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> </ul>
3.	Purpose of framework	<ul style="list-style-type: none"> <li>• To train and develop people with the competences required for successful delivery of the healthcare support worker and healthcare assistant roles.</li> <li>• These roles provide vital assistance to healthcare professionals in diagnosing, treating and caring for patients in settings such as elderly care, nursing homes and community hospitals. They look after the well-being and comfort of patients. Some may have supervisory responsibilities at this level.</li> </ul>

Field	Field Name	Information
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> <li>• Apprentices who have completed the Health Pathway of the Advanced Apprenticeship in Health and Social Care will have undertaken a structured learning programme and been assessed as occupationally competent in the role of a Senior/Healthcare Support Worker.</li> <li>• Integral to the Apprenticeship programme, learners will have completed qualifications at Level 3 of the QCF and will be functionally literate in English and Mathematics to a minimum of Level 2.</li> <li>• The Advanced Apprentice will have completed the L3 Diploma in Health and Social Care and will be competent and experienced in undertaking a range of healthcare tasks which will have been delegated from a registered Nurse or other healthcare professional.</li> <li>• All Advanced Apprentices have a guaranteed number of guided learning hours away from the direct requirements of the job; this is the equivalent to 5 hours per week for the Health Pathway in the Advanced Apprenticeship in Health and Social Care. The off the job learning undertaken by the Advanced Apprentices can be achieved through attending a College or another training provider or in an on-site education centre depending on local delivery arrangements.</li> <li>• Because the Apprenticeship is a work based programme leading to occupational competence, Advanced Apprentices will have gained a minimum of 18 months experience in working in a healthcare environment and will understand the values, attitudes and behaviours that are expected by health employers and the public who use health and care services. Where there has been Recognition of Prior Learning the Apprenticeship may have been completed in less than 18 months.</li> <li>• The Diploma is made up of mandatory units covering core competence and knowledge required across all senior HCSW roles. These core competences are aligned with the Core Competences for Healthcare Support Workers and the Care Certificate. Apprentices are also required to take units in Understanding Mental Health, Understanding Dementia and Undertaking Physiological Measurement from the L3 Diploma in Health and Social Care. The optional units of technical competence undertaken will depend on the current job role and will be reflected in the qualification certificate awarded. Examples of the competences that can be achieved are in <i>Substance Misuse</i>, <i>Administration of Medication</i>, <i>End of Life Care</i>, and <i>Venepuncture</i>.</li> <li>• Advanced Apprentices seeking progression into pre-registration health programmes may also undertake the L3 Certificate in Bridging Skills for Higher Education (QCF) alongside this apprenticeship to develop and/or enhance their academic study skills in preparation for higher level study.</li> </ul>
5.	Feedback from HE	If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to <a href="mailto:qualsinfo@ucas.ac.uk">qualsinfo@ucas.ac.uk</a>

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6.	Combined competence- and knowledge-based qualification	<p><b>Level 3 Diploma in Health and Social Care (QCF)</b></p> <p>This is a 58 credit qualification offered by the following awarding organisations.</p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> </tr> </thead> <tbody> <tr> <td>501/1602/2</td> <td>Ascentis</td> </tr> <tr> <td>501/1258/2</td> <td>CACHE</td> </tr> <tr> <td>501/1607/1</td> <td>Pearson Edexcel</td> </tr> <tr> <td>501/2263/0</td> <td>NCFE</td> </tr> <tr> <td>501/1729/4</td> <td>OCR</td> </tr> <tr> <td>501/1194/2</td> <td>City &amp; Guilds</td> </tr> <tr> <td>600/0364/9</td> <td>Skillsfirst</td> </tr> <tr> <td>600/1280/8</td> <td>SQA</td> </tr> <tr> <td>600/1500/7</td> <td>FAQ</td> </tr> <tr> <td>600/1898/7</td> <td>LAO</td> </tr> <tr> <td>600/4121/3</td> <td>HABC</td> </tr> <tr> <td>600/7038/9</td> <td>iCQ</td> </tr> <tr> <td>600/7004/3</td> <td>IQ</td> </tr> <tr> <td>601/3878/6</td> <td>TQUK</td> </tr> </tbody> </table>	QAN number	Awarding body	501/1602/2	Ascentis	501/1258/2	CACHE	501/1607/1	Pearson Edexcel	501/2263/0	NCFE	501/1729/4	OCR	501/1194/2	City & Guilds	600/0364/9	Skillsfirst	600/1280/8	SQA	600/1500/7	FAQ	600/1898/7	LAO	600/4121/3	HABC	600/7038/9	iCQ	600/7004/3	IQ	601/3878/6	TQUK
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7.	Example of Level 3 units	<p>The following units are all mandatory (amounting to 30 credits). Apprentices also take a number of optional units (amounting to 28+ credits).</p> <ul style="list-style-type: none"> <li>• Principles of safeguarding and protection in health and social care</li> <li>• The role of the health and social care worker</li> <li>• Promote person-centred approaches in health and social care</li> <li>• Promote and implement health and safety in health and social care</li> <li>• Promote good practice in handling information in health and social care settings</li> <li>• Promote communication in health, social care or children's and young people's settings</li> <li>• Engage in personal development in health, social care or children's and young people's settings</li> <li>• Promote equality and inclusion in health, social care or children's and young people's settings</li> <li>• Principles for implementing duty of care in health, social care or children's and young people's settings</li> </ul>																														
8.	Additional requirements of apprenticeship	<p>All apprentices must also meet the following requirements in order to achieve their apprenticeship.</p> <ul style="list-style-type: none"> <li>• <b>English and mathematics</b> equivalent to GCSE C grade or above or Functional Skills Level 2.</li> <li>• <b>Employment responsibilities and rights</b> – evidenced through completion of the Level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings (QCF).</li> <li>• <b>Personal learning and thinking skills</b> – evidenced through completion of the mandatory units of the Level 3 Diploma in Health and Social Care.</li> </ul>																														

Field	Field Name	Information
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> <li>The minimum duration for apprentices undertaking this apprenticeship is 18 months, however the actual duration depends on the individual's prior work experience, qualifications and their employer.</li> <li>The apprentice will need to have completed a <b>total of 578 Guided Learning Hours (GLH)</b>, including a <b>minimum of 263 GLH off-the-job</b>. This is equivalent to a <b>minimum of 5 hours per week</b> learning away from the immediate requirements of the job.</li> <li>The apprentice will need to have completed a <b>minimum of 315 GLH on-the-job</b>.</li> </ul> <p>N.B. use of 'guided learning hours' (GLH) is not universal across the UK and is used here for example purposes only.</p>
10.	Designed to support progression to	<ul style="list-style-type: none"> <li>Employment as a healthcare support worker.</li> <li>Level 5 Higher Apprenticeship in Health (Assistant Practitioner).</li> <li>BSc pre-registration programmes for nursing.</li> </ul>
11.	Additional information for HE	<ul style="list-style-type: none"> <li>You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly.</li> <li>For more information on numbers starting and achieving apprenticeships: <a href="https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships">https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships</a></li> <li>Further details on the content of Apprenticeship frameworks: <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> <li>Information on apprenticeships at higher levels: <a href="http://www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx">www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx</a></li> <li>For information on minimum requirements for apprenticeships in England: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/403095/bis-15-14-specification-of-apprenticeship-standards-for-england-SASE.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/403095/bis-15-14-specification-of-apprenticeship-standards-for-england-SASE.pdf</a></li> <li>Information on areas of employment growth and change etc: <a href="http://www.skillsforhealth.org.uk/workforce-planning/research-and-labour-market-intelligence-services/research-and-intelligence-library">www.skillsforhealth.org.uk/workforce-planning/research-and-labour-market-intelligence-services/research-and-intelligence-library</a></li> </ul>
12.	Contact details	<p>Skills for Health:</p> <ul style="list-style-type: none"> <li><a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a> Email: <a href="mailto:qualifications@skillsforhealth.org.uk">qualifications@skillsforhealth.org.uk</a></li> </ul>

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# **Maternity and Paediatric Support**

<b>Field</b>	<b>Field Name</b>	<b>Information</b>
1.	Framework name	<p><b>Health (Maternity and Paediatric Support) (England)</b></p> <p>As at March 2015:            Framework ID: FR03286            Issue number: 12            Issued: 4 February 2015</p> <p>SSC code – 6111            QIP updated in July 2015.</p>
2.	Country	<ul style="list-style-type: none"> <li>• England.</li> <li>• Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors.</li> <li>• For more information, please see Apprenticeship frameworks online at <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> </ul>
3.	Purpose of framework	<p>To train and develop people with the competences required for successful delivery of the following roles.</p> <ul style="list-style-type: none"> <li>• Healthcare support worker and healthcare assistant. These roles provide vital assistance to midwives and other healthcare professionals in diagnosing, treating and caring for patients. They look after the well-being and comfort of mothers and babies. They work in a variety of settings depending upon their role, including clinics, hospital or at home.</li> <li>• Maternity support worker. These roles work under the supervision of qualified midwives and assist in the care of mothers and babies. They undertake a range of routine clinical tasks and some administrative duties. They work in a variety of settings, depending upon their role, including clinics, people's homes and hospitals.</li> <li>• Paediatric support worker. These roles work under the supervision of qualified professionals and assist in the care of children and young people. They undertake a range of routine clinical and administrative duties. They work in a variety of settings, depending upon their role, including clinics, people's homes and hospitals.</li> </ul>



Field	Field Name	Information
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> <li>• Apprentices who have completed the Advanced Apprenticeship in Health (Maternity and Paediatric Support) will have undertaken a structured learning programme and been assessed as occupationally competent in the role of a Senior/Healthcare Support Worker , Maternity Support Worker or Paediatric Support Worker.</li> <li>• Integral to the Apprenticeship programme, learners will have completed qualifications at Level 3 of the QCF and will be functionally literate in English and Mathematics to a minimum of Level 2.</li> <li>• The Advanced Apprentice will have completed the L3 Diploma in Maternity and Paediatric Support and will be competent and experienced in undertaking a range of healthcare tasks which will have been delegated from a registered Midwife or Nurse.</li> <li>• The Diploma is made up of mandatory units covering core competence and knowledge required across all senior HCSW roles. These core competences are aligned with the Core Competences for Healthcare Support Workers and the Care Certificate. Apprentices are also required to complete units in Undertaking Physiological Measurement as part of the L3 Diploma in Health (Maternity and Paediatric Support). The optional units of technical competence undertaken will depend on the current job role and will be reflected in the qualification certificate awarded. Examples of the competences that can be achieved are <i>Caring for Babies, Supporting Parents to Care for Babies, Insertion and Care of Catheters, Wound Care and Administration of Medication.</i></li> <li>• All Advanced Apprentices have a guaranteed number of guided learning hours away from the direct requirements of the job; this is the equivalent to 5 hours per week for the Advanced Apprenticeship in Health (Maternity and Paediatric Support). The off the job learning undertaken by the Advanced Apprentices can be achieved through attending a College or another training provider or in an on-site education centre depending on local delivery arrangements.</li> <li>• Because the Apprenticeship is a work based programme leading to occupational competence, Advanced Apprentices will have gained a minimum of 18 months experience in working in a clinical healthcare environment and will understand the values, attitudes and behaviours that are expected by health employers and the public who use health and care services. Where there has been Recognition of Prior Learning the Apprenticeship may have been completed in less than 18 months.</li> <li>• Advanced Apprentices seeking progression into pre-registration health programmes may also undertake the L3 Certificate in Bridging Skills for Higher Education (QCF) alongside this apprenticeship to develop and/or enhance their academic study skills in preparation for higher level study.</li> </ul>

Field	Field Name	Information						
5.	Feedback from HE	<ul style="list-style-type: none"> <li>As part of the review of frameworks taking place in 2013, the sector is discussing with Council of Deans of Health a proposal to include a QCF qualification for Access to HE study skills in health apprenticeships.</li> <li>The proposal is that undertaking this type of qualification alongside the Apprenticeship framework will ensure that apprentices who wish to progress into undergraduate health professional degree programmes will be able to evidence that they meet the academic study requirements of higher education.</li> <li>If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to <a href="mailto:qualsinfo@ucas.ac.uk">qualsinfo@ucas.ac.uk</a></li> </ul>						
6.	Combined competence- and knowledge-based qualification	<p><b>Level 3 Diploma in Maternity and Paediatric Support (QCF)</b> (376 guided learning hours)</p> <p>This is a 65 credit qualification offered by the following awarding organisations:</p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> </tr> </thead> <tbody> <tr> <td>501/2253/8</td> <td>City and Guilds</td> </tr> <tr> <td>501/1766/X</td> <td>Pearson Edexcel</td> </tr> </tbody> </table>	QAN number	Awarding body	501/2253/8	City and Guilds	501/1766/X	Pearson Edexcel
QAN number	Awarding body							
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501/1766/X	Pearson Edexcel							
7.	Example of Level 3 units	<p>The following units are all mandatory (amounting to 35 credits). Apprentices also take a number of optional units (amounting to 30 credits).</p> <ul style="list-style-type: none"> <li>Engage in personal development in health, social care or children's and young people's settings</li> <li>Promote communication in health, social care or children's and young people's settings</li> <li>Promote equality and inclusion in health, social care or children's and young people's settings</li> <li>Promote and implement health and safety in health and social care</li> <li>Understand how to safeguard the well-being of children and young people</li> <li>Promote person-centred approaches in health and social care</li> <li>The role of the health and social care worker</li> <li>Promote good practice in handling information in health and social care settings</li> <li>The principles of infection prevention and control</li> <li>Causes and spread of infection</li> <li>Cleaning, decontamination and waste management</li> <li>Principles for implementing duty of care in health, social care or children's and young people's settings</li> </ul>						
8.	Additional requirements of apprenticeship	<p>All apprentices also must meet the following requirements in order to achieve their apprenticeship.</p> <ul style="list-style-type: none"> <li>English and mathematics equivalent to GCSE C grade or above or Functional Skills Level 2.</li> <li>Employment Rights and Responsibilities (ERR) – evidenced through completion of the Level 3 Award in Employment and Personal Learning Skills in Health (QCF).</li> <li>Personal Learning and Thinking Skills (PLTS) – evidenced through completion of the Level 3 Award in Employment and Personal Learning Skills in Health (QCF).</li> </ul>						

Field	Field Name	Information
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> <li>The <b>minimum duration</b> for apprentices undertaking this apprenticeship is <b>18 months</b>, however the actual duration depends on the individual's prior work experience, qualifications and their employer.</li> <li>The apprentice will need to have completed a <b>total of 639 Guided Learning Hours (GLH)</b>, including a <b>minimum of 263 GLH off-the-job</b>. This is equivalent to a <b>minimum of 5 hours per week</b> learning away from the immediate requirements of the job.</li> <li>The apprentice will need to have completed a <b>minimum of 376 GLH on-the-job</b>.</li> </ul> <p>N.B. use of 'guided learning hours' (GLH) is not universal across the UK and is used here for example purposes only.</p>
10.	Designed to support progression to	<ul style="list-style-type: none"> <li>Employment as a healthcare support worker, maternity support worker or paediatric support worker.</li> <li>Level 5 Higher Apprenticeship in Health (Assistant Practitioner)</li> <li>BSc pre-registration programmes for midwifery.</li> </ul>
11.	Additional information for HE	<ul style="list-style-type: none"> <li>You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly.</li> <li>For more information on numbers starting and achieving apprenticeships: <a href="https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships">https://www.gov.uk/government/statistical-data-sets/fe-data-library-apprenticeships</a></li> <li>Further details on the content of Apprenticeship frameworks: <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> <li>Information on apprenticeships at higher levels: <a href="http://www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx">www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx</a></li> <li>For information on minimum requirements for apprenticeships in England: <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/403095/bis-15-14-specification-of-apprenticeship-standards-for-england-SASE.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/403095/bis-15-14-specification-of-apprenticeship-standards-for-england-SASE.pdf</a></li> <li>Information on areas of employment growth and change etc: <a href="http://www.skillsforhealth.org.uk/workforce-planning/research-and-labour-market-intelligence-services/research-and-intelligence-library">www.skillsforhealth.org.uk/workforce-planning/research-and-labour-market-intelligence-services/research-and-intelligence-library</a></li> </ul>
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**Management**

Field	Field Name	Information
1.	Framework name	<b>Advanced Apprenticeship in Management</b> Issue date: 26 June 2013
2.	Country	<ul style="list-style-type: none"> <li>• England.</li> <li>• Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors.</li> <li>• For more information, please see Apprenticeship frameworks online at <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> </ul>
3.	Purpose of framework	<ul style="list-style-type: none"> <li>• Build a competent management workforce, providing organisations of all sizes across all sectors with the staff needed to increase productivity and efficiency.</li> <li>• Tap into the skills and talents of a diverse population by providing flexible entry routes into a career in management.</li> <li>• Equip individuals with the skills, knowledge and experience needed to undertake management roles in a range of business settings.</li> <li>• 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.</li> </ul>

Field	Field Name	Information
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> <li>• As employees, apprentices work alongside experience staff to gain job-specific skills as well as studying for knowledge- and competence-based qualifications with a local training provider, such as a further education college, often on a day release basis.</li> <li>• Off-the-job learning gives the learner time to develop the technical skills and knowledge of theoretical concepts in relation to their job role in a range of differing contexts. Off-the-job learning may include such things as individual and group teaching, coaching, distance learning, e-learning, feedback and assessment, guided study, and peer, networked and collaborative learning and mentoring.</li> <li>• On-the-job learning is the time taken to develop the practical skills in the context of the job role. For this the apprentice should be guided whilst undertaking normal activities in the workplace which provide opportunities to learn, develop and practise skills.</li> <li>• Off and on-the-job learning must achieve clear and specific outcomes that directly contribute to the achievement of the apprenticeship. They must be planned, reviewed and evaluated between the apprentice and the tutor, mentor and manager, allow access when required to the tutor and mentor, and be delivered during contracted working hours.</li> <li>• In addition, learners on apprenticeships are required to develop the personal learning and thinking skills valued by higher education and employers.</li> <li>• Assessment within the management apprenticeship is based on a portfolio of evidence, practical demonstrations and assignments.</li> <li>• Longitudinal research conducted by the Department for Business Innovation and Skills (BIS) between 2004/5 and 2010/11 tracked 225 apprentices who had recently completed an Advanced Management Apprenticeship and found that 16% of the cohort progressed to higher education (BIS (2013) <i>Progression of Apprentices to Higher Education</i>).</li> <li>• Within this framework area there has been considerable activity in terms of higher level development. There has been the development of a Level 4 Higher Apprenticeship in Management as well as a Level 5 Higher Apprenticeship in Leadership and Management. This demonstrates an availability of progression routes for individuals to advance from roles such as first line managers or assistant managers to managers or senior managers, which coincides with involvement in higher order tasks, such as overseeing operational activities, organisational change and risk management.</li> </ul>
5.	Feedback from HE	<ul style="list-style-type: none"> <li>• There has been involvement from HEPs in the delivery and awarding of knowledge qualifications for the Level 5 Higher Apprenticeship in Leadership and Management, which includes the Nottingham Trent University Foundation Degree in Business and Management.</li> <li>• If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to <a href="mailto:qualsinfo@ucas.ac.uk">qualsinfo@ucas.ac.uk</a></li> </ul>

Field	Field Name	Information
6.	Combined competence- and knowledge-based qualification	<p><b>Competence-based</b></p> <ul style="list-style-type: none"> <li>• Level 3 NVQ Certificate in Management</li> <li>• Level 3 NVQ Diploma in Management</li> </ul> <p><b>Knowledge-based</b></p> <p>Apprentices must complete one of the following knowledge-based qualifications offered by a range of awarding bodies.</p> <ul style="list-style-type: none"> <li>• Level 3 Certificate in First Line Management</li> <li>• Level 3 Certificate in Management</li> <li>• Level 3 Certificate in Management Principles</li> <li>• Level 3 Certificate in Effective Management</li> <li>• Level 3 Certificate in Leadership</li> <li>• Level 3 Certificate in Leadership and Management Skills</li> <li>• Level 3 Certificate in Principles of Management</li> <li>• Level 3 Certificate in Principles of Leadership and Management</li> </ul>
7.	Example of Level 3 units	<p><b>Competence-based units</b></p> <ul style="list-style-type: none"> <li>• For both the Level 3 NVQ Certificate in Management and the Level 3 NVQ Diploma in Management, apprentices must take the following three mandatory units (worth 14 Level 3 credits): <ul style="list-style-type: none"> <li>– Manage own professional development within an organisation</li> <li>– Set objectives and provide support for team members</li> <li>– Plan, allocate and monitor work of a team</li> </ul> </li> <li>• In order to complete the Level 3 NVQ Certificate in Management learners must also complete optional units, amounting to a further 11 credits.</li> <li>• Alternatively, in order to complete the Level 3 NVQ Diploma in Management learners must also complete optional units, amounting to a further 23 credits. Learners must also ensure that a total of 19 credits are achieved at Level 3.</li> </ul> <p><b>Knowledge-based units</b></p> <ul style="list-style-type: none"> <li>• For details of these units please see the Ofqual Register: <a href="http://register.ofqual.gov.uk">register.ofqual.gov.uk</a></li> </ul>
8.	Additional requirements of apprenticeship	<p>In addition to the specified competence- and knowledge-based qualifications, apprentices are also required to develop:</p> <ul style="list-style-type: none"> <li>• transferable skills in English, mathematics and ICT e.g. GCSE (including those with enhanced functional content) C grade or above, or Functional Skills Level 2</li> <li>• Employment Rights and Responsibilities (EER) – achieved by completing either ERR workbook or an ERR qualification or unit (as specified in the framework)</li> <li>• personal learning and thinking skills (PLTS) – apprentices are required to achieve the six PLTS outcomes by demonstrating the following skills: independent enquiry, creative thinking, reflective learning, team working, self-management and effective participation</li> </ul>
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> <li>• It is estimated that the average time to complete the pathway is 12 – 18 months. The actual duration depends on the individual's prior work experience, qualifications, and their employer.</li> <li>• Within this, apprentices spend about 424 hours on combined guided learning on and off-the-job (a minimum of 144 off-the-job / 280 on-the-job learning).</li> </ul>

Field	Field Name	Information
10.	Designed to support progression to	<ul style="list-style-type: none"> <li>• Employment in a wide range of managerial roles within business.</li> <li>• Higher Apprenticeships in Management.</li> <li>• A range of higher level management professional qualifications at Level 4 and above.</li> <li>• Foundation degrees in management.</li> <li>• A range of business and management undergraduate programmes. Visit UCAS – <a href="http://www.ucas.com">www.ucas.com</a></li> <li>• In-house training and development programmes.</li> </ul>
11.	Additional information for HE	<ul style="list-style-type: none"> <li>• You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly.</li> <li>• For more information on numbers starting and achieving apprenticeships: <a href="http://www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships">www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships</a></li> <li>• Further details on the content of Apprenticeship frameworks: <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> <li>• Information on apprenticeships at higher levels: <a href="http://www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx">www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx</a></li> <li>• For information on minimum requirements for apprenticeships in England: <a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf">www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf</a></li> </ul>
12.	Contact details	<p>Skills CFA:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.skillsca.org">www.skillsca.org</a> Email: <a href="mailto:apprenticeships@skillsca.org">apprenticeships@skillsca.org</a> Tel: 0207 091 9620</li> </ul>

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**Marketing**

Field	Field Name	Information
1.	Framework name	<b>Advanced Apprenticeship in Marketing</b> Issue date: 30 April 2012
2.	Country	England
3.	Purpose of framework	<ul style="list-style-type: none"> <li>• Build a competent marketing workforce, providing organisations of all sizes across all sectors with the staff needed to increase productivity and efficiency.</li> <li>• Tap into the skills and talents of a diverse population by providing flexible entry routes into a career in marketing.</li> <li>• Equip individuals with the skills, knowledge and experience needed to undertake marketing roles in a range of business settings.</li> <li>• 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.</li> </ul>
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> <li>• As employees, apprentices work alongside experienced staff to gain job-specific skills as well as studying for knowledge- and competence-based qualifications with a local training provider, such as a further education college, often on a day release basis.</li> <li>• Off-the-job learning gives the learner time to develop the technical skills and knowledge of theoretical concepts in relation to their job role in a range of differing contexts. Off-the-job learning may include such things as individual and group teaching, coaching, distance learning, e-learning, feedback and assessment, guided study, peer / networked / collaborative learning and mentoring.</li> <li>• On-the-job learning is the time taken to develop the practical skills in the context of the job role. For this the apprentice should be guided whilst undertaking normal activities in the workplace which provide opportunities to learn, develop and practice skills.</li> <li>• Off- and on-the-job learning must achieve clear and specific outcomes that directly contribute to the achievement of the apprenticeship. They must be planned, reviewed and evaluated between the apprentice and the tutor / mentor / manager, allow access when required to the tutor / mentor and be delivered during contracted working hours.</li> <li>• In addition, learners on apprenticeships are required to develop the personal learning and thinking skills valued by higher education and employers.</li> <li>• Assessment within the marketing apprenticeship is based on a portfolio of evidence, practical demonstrations and assignments.</li> </ul>
5.	Feedback from HE	If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to <a href="mailto:qualsinfo@ucas.ac.uk">qualsinfo@ucas.ac.uk</a> and these will be considered in future updates.

Field	Field Name	Information
6.	Combined competence- and knowledge-based qualification	<p><b>Competence-based</b></p> <ul style="list-style-type: none"> <li>• For the Level 3 NVQ Diploma in Marketing apprentices must take the following four mandatory units (worth 13 Level 3 credits). <ul style="list-style-type: none"> <li>– Analyse competitor information</li> <li>– Contribute to the development of a marketing plan</li> <li>– Evaluate and improve own performance in a business environment</li> <li>– Work with other people in a business environment</li> </ul> </li> <li>• In order to complete the Level 3 NVQ Diploma in Marketing learners must also complete optional units, amounting to a further 24 credits.</li> <li>• Apprentices must complete one of the following knowledge-based qualification awarded by a range of awarding bodies. <ul style="list-style-type: none"> <li>– Level 3 Certificate in First Line Management</li> <li>– Level 3 Certificate in Management</li> <li>– Level 3 Certificate in Management Principles</li> <li>– Level 3 Certificate in Effective Management</li> <li>– Level 3 Certificate in Leadership</li> <li>– Level 3 Certificate in Leadership and Management Skills</li> <li>– Level 3 Certificate in Principles of Management</li> <li>– Level 3 Certificate in Principles of Leadership and Management</li> </ul> </li> <li>• For more information, please consult the full Apprenticeship framework.</li> </ul>
7.	Example of Level 3 units	For details of these units, please see the Ofqual Register: <a href="http://register.ofqual.gov.uk">http://register.ofqual.gov.uk</a>
8.	Additional requirements of apprenticeship	In addition to the specified competence- and knowledge-based qualifications, apprentices are also required to develop: <ul style="list-style-type: none"> <li>• transferable skills in English, mathematics and ICT e.g. GCSE (including those with enhanced functional content) C grade or above, or Functional Skills Level 2</li> <li>• employee rights and responsibilities – embedded within the knowledge-based qualification</li> <li>• Personal Learning and Thinking Skills (PLTS) – apprentices are required to achieve the six PLTS outcomes by demonstrating: independent enquiry, creative thinking, reflective learning, team working, self-management and effective participant.</li> </ul>
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> <li>• It is estimated that the average time to complete the pathway is 12 – 18 months. The actual duration depends on the individual's prior work experience, qualifications, and their employer.</li> <li>• Within this, apprentices spend about 472 hours on combined guided learning on- and off-the-job (a minimum of 156 off-the-job / 316 on-the-job learning).</li> </ul>
10.	Designed to support progression to	<ul style="list-style-type: none"> <li>• Employment in a wide range of marketing roles within business.</li> <li>• A range of higher level marketing qualifications at Level 4 and above.</li> <li>• Foundation degrees in marketing.</li> <li>• A range of marketing undergraduate programmes, please visit UCAS – <a href="http://www.ucas.com">www.ucas.com</a></li> <li>• In-house training and development programmes.</li> </ul>

Field	Field Name	Information
11.	Additional information for HE	<ul style="list-style-type: none"> <li>You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly.</li> <li>For more information on numbers starting and achieving apprenticeships: <a href="http://www.thedataservice.org.uk/statistics/fe/datalibrary/apprenticeship">www.thedataservice.org.uk/statistics/fe/datalibrary/apprenticeship</a></li> <li>Further details on the content of Apprenticeship frameworks: <a href="http://www.afo.sscalliance.org">www.afo.sscalliance.org</a></li> <li>Information on apprenticeships at higher levels: <a href="http://www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx">www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx</a></li> <li>For information on minimum requirements for apprenticeships in England: <a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf">www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf</a></li> </ul>
12.	Contact details	<p>Skills CFA:</p> <ul style="list-style-type: none"> <li><a href="http://www.skillsca.org">www.skillsca.org</a> Email: <a href="mailto:apprenticeships@skillsca.org">apprenticeships@skillsca.org</a> Tel: 020 7091 9620</li> </ul>

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