



2014

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 profiles 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 HEIs can make informed decisions about admissions.

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. Additional feedback from HEIs on the value of apprenticeships for HE progression will be incorporated over time.

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

For more information or to comment on the UCAS apprenticeship profiles email quals@ucas.ac.uk.

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

The Review found:

- 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
- HEIs identified international qualifications and apprenticeships as priority areas for improved information

Initial plans for the development of a comprehensive online qualification database (fed from qualification regulator databases) have been postponed until the outcomes of the Ofqual review of its Register of Qualifications are known.

In the interim, the New Qualification Information Services (NQIS) project is focused on delivering online Qualification Information Profiles (QIPs) about international qualifications and apprenticeships, which have been identified as priority areas for development. This content will be incorporated into a future database. Profiles will also be developed for a small sample of UK benchmark qualifications and Access to HE overviews for comparison purposes.

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Accounting

Field	Field Name	Information
1.	Framework name	Advanced Apprenticeship in Accounting FR00520 – Issue Number 2 – implementation date 21 April 2011
2.	Country	<ul style="list-style-type: none"> • England. • Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors. • For more information, please see Apprenticeship frameworks online at www.afo.sscalliance.org
3.	Purpose of framework	<ul style="list-style-type: none"> • The purpose of this framework is to develop trainee accounting technicians and assistant accountants. • 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. • 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. <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"> • 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. • In addition, learners on apprenticeships are required to develop the personal learning and thinking skills valued by higher education and employers. • 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. • In recognition of this, advanced level apprentices can gain exemption from some professional accountancy examinations: <ul style="list-style-type: none"> – Association of Chartered Certified Accountants (ACCA) – Chartered Institute of Management Accountants (CIMA) – Institute of Chartered Accountants in England and Wales (ICAEW) – Institute of Chartered Accountants of Scotland (ICAS) – Chartered Institute of Public Finance and Accountancy (CIPFA). • 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>). • Higher level accountancy qualifications are generally delivered in conjunction with professional bodies or higher education institutions, or both. <p>Details of new higher level apprenticeships in accountancy and other financial services related apprenticeships frameworks are available from www.financialskillspartnership.org.uk/skills-resources/using-apprenticeships</p>

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

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"> • Employment as trainee accounting technician and assistant accountant, accounts manager. • Level 4 Higher Apprenticeship in Accounting. • Higher level professional qualifications, including Level 4 Diploma in Accounting qualification. • Foundation degrees, HND and BA/ BSc relating to accounting and finance. For further information, please visit UCAS – www.ucas.com • In-house training and development programmes.
11.	Additional information for HE	<ul style="list-style-type: none"> • You may encounter applicants who have taken earlier versions of this apprenticeship, as frameworks are updated regularly. • For more details on the content of past and current Apprenticeship frameworks: www.afo.sscalliance.org • For more information on numbers starting and achieving apprenticeships: www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships • Information on apprenticeships at higher levels: www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx
12.	Contact details	Financial and Legal Skills Partnership: <ul style="list-style-type: none"> • www.financialskillspartnership.org.uk • info@financialskillspartnership.org.uk

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**Allied Health
Profession
Support**

Field	Field Name	Information
1.	Framework name	Health (Allied Health Profession Support) (England) Framework ID: FR01948 Issue number: 6 Issued: 29 January 2013 (correct May 2013)
2.	Country	<ul style="list-style-type: none"> • England. • Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors. • For more information, please see Apprenticeship frameworks online at www.afo.sscalliance.org
3.	Purpose of framework	<ul style="list-style-type: none"> • 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. • 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. <p>They work in a variety of settings, depending upon their role, including clinics, people's homes and hospitals.</p>
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> • 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). • Integral to the apprenticeship programme, learners will have completed qualifications at Level 3 of the Qualifications and Credit Framework (QCF) and will be functionally literate in English and mathematics to a minimum of Level 2. • The advanced apprentice will have completed the Level 3 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. • The diploma is made up of mandatory units covering core competences and knowledge required across all senior health profession support roles. These core competences are aligned with the core competences and national minimum training standards for healthcare support workers. • 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 and healthcare devices. • All advanced apprentices have a guaranteed number of guided learning hours away from the direct requirements of the job; this is currently the equivalent to two days per month 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. • As 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. They 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.

Field	Field Name	Information						
5.	Feedback from HE	<ul style="list-style-type: none"> 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. 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. <p>If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to quals@ucas.ac.uk and these will be considered in future updates.</p>						
6.	Combined competence- and knowledge-based qualification	<p>Level 3 Diploma in Allied Health Profession Support (QCF) 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 & 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"> Engage in personal development in health, social care or children's and young people's settings Promote communication in health, social care or children's and young people's settings Promote equality and inclusion in health, social care or children's and young people's settings Promote and implement health and safety in health and social care Principles of safeguarding and protection in health and social care Promote person centred approaches in health and social care The role of the health and social care worker Promote good practice in handling information in health and social care settings The principles of infection prevention and control Causes and spread of infection Cleaning, decontamination and waste management Principles for implementing duty of care in health, social care or children's and young people's settings <p>For more information on qualifications see the Ofqual Register http://register.ofqual.gov.uk</p>						
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"> English and mathematics equivalent to GCSE C grade or above or Functional Skills Level 2. Employment responsibilities and rights – evidenced through completion of the Level 3 Award in Employment and Personal Learning Skills in Health (QCF). Personal learning and thinking skills – evidenced through completion of the Level 3 Award in Employment and Personal Learning Skills in Health (QCF). 						

Field	Field Name	Information
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> 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. Within this, apprentices spend about 527 hours on combined guided learning on and off-the-job (a minimum of 166 off-the-job / 361 on-the-job learning).
10	Designed to support progression to	<ul style="list-style-type: none"> Employment as a healthcare support worker / therapy assistant. 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).
11.	Additional information for HE	<ul style="list-style-type: none"> You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly. For more information on numbers starting and achieving apprenticeships: www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships Further details on the content of Apprenticeship frameworks: www.afo.sscalliance.org Information on apprenticeships at higher levels: www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx For information on minimum requirements for apprenticeships in England: www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf Information on areas of employment growth and change etc: www.skillsforhealth.org.uk/workforce-planning/research-and-labour-market-intelligence-services/research-and-intelligence-library
12.	Contact details	<p>Skills for Health:</p> <ul style="list-style-type: none"> www.skillsforhealth.org.uk qualifications@skillsforhealth.org.uk

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Business and Administration

Field	Field Name	Information
1.	Framework name	<p>Business and Administration</p> <p>Pathways in:</p> <ul style="list-style-type: none"> • Business Administration • Legal Administration • Medical Administration
2.	Country	<ul style="list-style-type: none"> • England. • Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors. • For more information, please see Apprenticeship frameworks online at www.afo.sscalliance.org
3.	Purpose of framework	<ul style="list-style-type: none"> • 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. • 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).
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • In addition, learners on apprenticeships are required to develop the personal learning and thinking skills valued by higher education and employers. • Assessment in Business and Administration Apprenticeships is based on a portfolio of evidence, practical demonstrations and assignments. • 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>). <p>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.</p>

Field	Field Name	Information
5.	Feedback from HE	<p>There has been involvement from HEIs 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"> • University of Birmingham, Foundation Degree in Professional Educational Administration • University of Greenwich, Foundation Degree in Professional Educational Administration • Anglia Ruskin University, Foundation Degree in Management (Work based) • University of Central Lancashire, HNC in Business <p>If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to quals@ucas.ac.uk and these will be included in future updates.</p>
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	<p>Apprentices must take the following four mandatory units (worth 13 Level 3 credits).</p> <ul style="list-style-type: none"> • Evaluate and improve own performance in a business environment • Work in a business environment • Communicate in a business environment • Manage own performance in a business environment <p>Apprentices must also take further optional units (worth 14 Level 3 credits), relating to their pathway.</p>
8.	Additional requirements of apprenticeship	<p>All pathways include the following requirements:</p> <ul style="list-style-type: none"> • the same competence-based qualification (see above) • pathway-specific knowledge-based qualifications (see pathway) • functional English, mathematics and ICT e.g. GCSE C grade or above or Functional Skills Level 2 • employment responsibilities and rights – evidenced through workbook or certificate • additional employer requirements – optional • equality and diversity • personal learning and thinking skills – evidenced through record of achievement.

Field	Field Name	Information
9.	Pathway 1	Business Administration
	Purpose of pathway	<ul style="list-style-type: none"> • The purpose of this pathway is to develop people for the roles of administration officer, office supervisor, personal assistant and secretary. • Administration officer / executive deal with internal and external correspondence, organising meetings and events, producing documents, managing resources, managing office equipment, and managing information. • Administration team leader / office supervisor cover similar functions but also have supervisory responsibilities. • 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.
	Competence-based qualification	Level 3 NVQ Diploma in Business & Administration
	Knowledge-based qualification	Level 3 Certificate in Principles of Business & Administration
	Estimated duration of apprenticeship	<ul style="list-style-type: none"> • 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. • 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).
	Designed to support progression to	<ul style="list-style-type: none"> • Employment as office manager, administration team leader, personal assistant or a wide range of managerial roles in business. • Level 4 Higher Apprenticeship in Business & Professional Administration. • A range of higher level business professional qualifications at Level 4 and above. • Foundation degrees in areas such as business, business management, and business administration. • A range of business and management undergraduate programmes, visit UCAS – www.ucas.com • In-house training and development programmes.

Field	Field Name	Information
10.	Pathway 2	Legal Administration
	Purpose of pathway	<ul style="list-style-type: none"> • The purpose of this pathway is to develop people for the role of legal secretary. • 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.
	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"> • 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. • 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).
	Designed to support progression to	<ul style="list-style-type: none"> • Employment as legal practice manager, senior legal secretary, office manager or a wide range of managerial roles in business & administration. • Level 4 Higher Apprenticeship in Business & Professional Administration. • A range of business and legal professional qualifications at Level 4 and above. • Foundation degrees in areas such as business and business management. • Paralegal services or studies and legal advice. • A range of business and law and other undergraduate programmes, visit UCAS – www.ucas.com • In-house training and development programmes.

Field	Field Name	Information
11.	Pathway 3	Medical Administration
	Purpose of pathway	<ul style="list-style-type: none"> • The purpose of this pathway is to develop people for the role of medical secretary. • 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.
	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"> • 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. • 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).
	Designed to support progression to	<ul style="list-style-type: none"> • Employment as legal practice manager, senior legal secretary, office manager or a wide range of managerial roles in business and administration. • Level 4 Higher Apprenticeship in Business & Professional Administration. • A range of business or medical professional qualifications, such as the Level 5 Certificate or Diploma in Primary Care and Health Management. • Foundation degrees in business and business management and health administration. • A range of business and management and other undergraduate programmes, such as medical secretary, medical office management and medical records transcription, visit UCAS – www.ucas.com • In-house training and development programmes.
12.	Additional information for HE	<ul style="list-style-type: none"> • You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly. • For more information on numbers starting and achieving apprenticeships: www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships • Further details on the content of Apprenticeship frameworks: www.afo.sscalliance.org • Information on apprenticeships at higher levels – www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx • For information on minimum requirements for apprenticeships in England – www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf
13.	Contact details	<p>Skills CFA:</p> <ul style="list-style-type: none"> • www.skillscfa.org • apprenticeships@skillscfa.org • tel: 020 7091 9620

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Children and Young People's Social Care pathway

Field	Field Name	Information
1.	Framework name	Advanced Apprenticeship in Children and Young People's Workforce (England) Children and Young People's Social Care pathway
2.	Country	<ul style="list-style-type: none"> • England. • Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors. • For more information, please see Apprenticeship frameworks online at www.afo.sscalliance.org
3.	Purpose of framework	<ul style="list-style-type: none"> • The purpose of this framework is to develop those working as a residential care worker or as a short break carer. • Residential care workers often work in settings such as residential care homes, residential special schools, therapeutic communities, or secure children's homes. They are responsible for promoting a caring, healthy, stimulating, safe and secure environment for the children and young people in their care. • Short break carers provide opportunities for disabled children and young people to try new and fun activities and to be more independent. They may provide short break care in their own home, the home of the child or young person, or in the community. • In addition, this apprenticeship pathway delivers the qualification (for all new practitioners) that meets the regulatory requirements in the children's social care sector, including residential care. Possibly as a result, there has been rapid growth in the take up of apprenticeships in this area: from 5,630 in 2010/11, to 24,950 in 2011/12.
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> • 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. • In addition, learners on apprenticeships are required to develop the personal learning and thinking skills valued by higher education and employers. • Assessment within the social care pathway is based on a portfolio of evidence, direct observation / assessment of practice in naturally occurring work situations and occasional simulated work situations and assignments. • New higher level qualifications in care leadership and management have been developed at Levels 5 and 7. These are generally delivered in conjunction with professional bodies and / or higher education institutions and are leading to an increase in the take up of HE by apprentices. • Details of developments regarding new higher level apprenticeships in relation to children's social care are available from www.skillsforcareanddevelopment.org.uk
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 quals@ucas.ac.uk and sscinfo@skillsforcareanddevelopment.org.uk and these will be considered in future updates.

Field	Field Name	Information
6.	Combined competence- and knowledge-based qualification	Level 3 Diploma for the Children and Young People's Workforce (Social Care Pathway), guided learning hours 442 – 525.
		QAN number Awarding body
		500/8887/7 CACHE
		500/9170/0 City & Guilds
		500/9504/3 Edexcel
		500/8979/1 NCFE
		500/9186/4 OCR
		500/9704/0 EDI
		501/0149/3 ABC Awards
		600/0395/9 Skillsfirst
		600/1480/5 FAQ
600/1771/5 LAO		
600/1917/7 AABPS		
7.	Example of Level 3 units	<p>The following units are all mandatory for apprentices on the social care pathway. (<i>Those in italics are only mandatory in this pathway.</i>)</p> <ul style="list-style-type: none"> • Promote communication in health, social care or children's and young people's settings • Engage in personal development in health, social care or children's and young people's settings • Promote equality and inclusion in health, social care or children's and young people's settings • Principles for implementing duty of care in health, social care or children's and young people's settings • Understand child and young person development • Promote child and young person development • Understand how to safeguard the well-being of children and young people • Support children and young people's health and safety • Develop positive relationship with children, young people and others involved in their care • Working together for the benefit of children and young people • Understand how to support positive outcomes for children and young people • <i>Assessment and planning with children and young people</i> • <i>Promote the well-being and resilience of children and young people</i> • <i>Professional practice in children and young people's social care</i>
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"> • Functional English and mathematics and ICT e.g. GCSE C grade or above or Functional Skills Level 2. • Level 2 Award in employment responsibilities and rights in health, social care or children and young people's settings. • Personal learning and thinking skills – evidenced through record of achievement. • Equality and diversity.
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> • 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. • Within this, apprentices spend about 725 hours on combined guided learning on and off-the-job (a minimum of 372 off-the-job / 353 on-the-job learning).

Field	Field Name	Information
10.	Designed to support progression to	<ul style="list-style-type: none"> • Employment as a residential care worker or as a short break carer. • In-house training and development programmes. • Level 4/5 Higher Apprenticeships in Care Leadership and Management. • Apprenticeships also provide a basis for progression to higher level professional qualifications relating to social care listed in the Ofqual Register. These include: <ul style="list-style-type: none"> – Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Residential Management) – Level 7 Diploma in Leadership and Management in the Health and Social Care Sector (QCF). • Apprenticeships also provide a basis for progression to foundation degrees, HNDs and BA/BSc relating to the social care of children and young people – for further information, visit UCAS – www.ucas.com
11.	Additional information for HE	<ul style="list-style-type: none"> • You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly. • For more information on numbers starting and achieving apprenticeships: www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships • Further details on the content of Apprenticeship frameworks: www.afo.sscalliance.org • Information on apprenticeships at higher levels: www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx • For information on minimum requirements for apprenticeships in England: www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf
12.	Contact details	<p>Skills for Care & Development:</p> <ul style="list-style-type: none"> • www.skillsforcareanddevelopment.org.uk • sscinfo@skillsforcareanddevelopment.org.uk

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Clinical Healthcare Support

Field	Field Name	Information
1.	Framework name	Health (Clinical Healthcare Support) (England) Framework ID: FR01967 Issue number: 10 Issued: 29 January 2013 (correct May 2013)
2.	Country	<ul style="list-style-type: none"> • England. • Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors. • For more information, please see Apprenticeship frameworks online at www.afo.sscalliance.org
3.	Purpose of framework	<ul style="list-style-type: none"> • To train and develop people with the competences required for successful delivery of the clinical healthcare support worker and healthcare assistant roles. • These roles provide vital assistance to healthcare professionals diagnosing, treating and caring for patients. • Health care support workers work in clinical services e.g. medical, surgical, critical care, outpatients, community and A&E, and look after the well-being and comfort of patients. • They may have a supervisory role.
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> • 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). • 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. • 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. • The diploma is made up of mandatory units covering core competences and knowledge required across all senior HCSW roles. These core competences are aligned with the core competences and national minimum training standards for healthcare support workers. • 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. • All advanced apprentices have a guaranteed number of guided learning hours away from the direct requirements of the job; this is currently equivalent to two days per month for the Advanced Apprenticeship in Health (Clinical Healthcare Support). 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. • 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.

Field	Field Name	Information												
5.	Feedback from HE	<ul style="list-style-type: none"> 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. 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. If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to quals@ucas.ac.uk and these will be considered in future updates. 												
6.	Combined competence- and knowledge-based qualification	<p>Level 3 Diploma in Clinical Healthcare Support (QCF)</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>501/2236/8</td> <td>City & Guilds</td> </tr> <tr> <td>501/1894/8</td> <td>EDI</td> </tr> <tr> <td>501/1779/8</td> <td>EDEXCEL</td> </tr> <tr> <td>600/2534/7</td> <td>Skillsfirst</td> </tr> <tr> <td>600/6215/0</td> <td>CACHE</td> </tr> </tbody> </table>	QAN number	Awarding body	501/2236/8	City & Guilds	501/1894/8	EDI	501/1779/8	EDEXCEL	600/2534/7	Skillsfirst	600/6215/0	CACHE
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501/1894/8	EDI													
501/1779/8	EDEXCEL													
600/2534/7	Skillsfirst													
600/6215/0	CACHE													
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"> Engage in personal development in health, social care or children’s and young people’s settings Promote communication in health, social care or children’s and young people’s settings Promote equality and inclusion in health, social care or children’s and young people’s settings Promote and implement health and safety in health and social care Principles of safeguarding and protection in health and social care Promote person-centred approaches in health and social care The role of the health and social care worker Promote good practice in handling information in health and social care settings The principles of infection prevention and control Causes and spread of infection Cleaning, decontamination and waste management Principles for implementing duty of care in health, social care or children’s and young people’s settings <p>For more information on qualifications see the Ofqual Register: http://register.ofqual.gov.uk</p>												
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"> English and mathematics equivalent to GCSE C grade or above or Functional Skills Level 2. Employment responsibilities and rights – evidenced through completion of the Level 3 Award in Employment and Personal Learning Skills in Health (QCF). Personal learning and thinking skills – evidenced through completion of the Level 3 Award in Employment and Personal Learning Skills in Health (QCF). 												

Field	Field Name	Information
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> 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. Within this, apprentices spend about 527 hours on combined guided learning on and off-the-job (a minimum of 166 off-the-job / 361 on-the-job learning).
10.	Designed to support progression to	<ul style="list-style-type: none"> Employment as a healthcare support worker. Level 5 Higher Apprenticeship in Health (Assistant Practitioner). BSc pre-registration programmes for nursing.
11.	Additional information for HE	<ul style="list-style-type: none"> You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly. More information on numbers starting and achieving apprenticeships: www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships. Further details on the content of Apprenticeship frameworks: www.afo.sscalliance.org Information on apprenticeships at higher levels: www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx For information on minimum requirements for apprenticeships in England – www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf Information on areas of employment growth and change etc: www.skillsforhealth.org.uk/workforce-planning/research-and-labour-market-intelligence-services/research-and-intelligence-library
12.	Contact details	<p>Skills for Health:</p> <ul style="list-style-type: none"> www.skillsforhealth.org.uk qualifications@skillsforhealth.org.uk

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Custodial Care

Field	Field Name	Information
1.	Framework name	Custodial Care
2.	Country	<ul style="list-style-type: none"> • England. • Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors. • For more information, please see Apprenticeship frameworks online at www.afo.sscalliance.org
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"> • Prison officer and prison custody officer 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. • Detention custody officer 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. • Escort custody officer 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.
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> • 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. • 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. • 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.
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 quals@ucas.ac.uk and these will be considered in future updates.

Field	Field Name	Information										
6.	Combined competence- and knowledge-based qualification	<p>Competence-based qualification Level 3 NVQ Diploma in Custodial Care (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>600/0247/5</td> <td>NCFE</td> </tr> <tr> <td>600/6372/5</td> <td>SFJ Awards</td> </tr> <tr> <td>600/0753/9</td> <td>City & Guilds</td> </tr> </tbody> </table>	QAN number	Awarding body	600/0152/5	Edexcel	600/0247/5	NCFE	600/6372/5	SFJ Awards	600/0753/9	City & Guilds
		QAN number	Awarding body									
		600/0152/5	Edexcel									
		600/0247/5	NCFE									
		600/6372/5	SFJ Awards									
		600/0753/9	City & Guilds									
		<p>Knowledge-based qualification Level 3 Diploma in Knowledge of Custodial Care (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>600/6541/2</td> <td>SFJ Awards</td> </tr> <tr> <td>600/1080/0</td> <td>City & Guilds</td> </tr> </tbody> </table>	QAN number	Awarding body	600/0379/0	Edexcel (BTEC)	600/6541/2	SFJ Awards	600/1080/0	City & Guilds		
		QAN number	Awarding body									
		600/0379/0	Edexcel (BTEC)									
		600/6541/2	SFJ Awards									
600/1080/0	City & Guilds											
7.	Example of Level 3 units	<p>Competence units Apprentices have to achieve the following five mandatory units plus a further five optional units.</p> <ul style="list-style-type: none"> • Equality and diversity • Maintain and develop your own knowledge, skills and competence • Maintain security and order in the custodial environment • Contribute to the prevention and management of inappropriate behaviour • Ensure your own actions reduce risks to health and safety 										
		<p>Knowledge units Apprentices must achieve all seven mandatory units plus a further two optional units.</p> <ul style="list-style-type: none"> • Understanding interpersonal skills in custodial environments • Understanding operating safely in custodial environments • Understanding operating securely in custodial environments • Understanding health and safety in custodial environments • Understanding organisational, legal and moral responsibility to those in custody • Understanding recording and reporting in custodial environments • Understanding safer custody 										
		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"> • Functional English and mathematics e.g. GCSE C grade or above or Functional Skills Level 2. • Employee responsibilities and rights – evidenced through workbook. • Additional employer requirements – optional. • Equality and diversity. • Personal learning and thinking skills – mapped to competence-based qualification and evidence recorded in workbook. 								

Field	Field Name	Information
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> • 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. • 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).
10.	Designed to support progression to	<ul style="list-style-type: none"> • Employment as prison officer or prison custody officer. • Further experience and training can lead to roles such as senior prison officer and then governor. • Higher level professional qualifications, including: <ul style="list-style-type: none"> – Level 4 Certificate in Multiagency Working – Level 4 Award in Working with Substance Misuse – Level 4 Award / Certificate in Working with Vulnerable Young People. • Foundation degrees, HNDs and BA / BSc relating to criminal law, criminology, criminal justice. For further information, visit UCAS – www.ucas.com • In-house training and development programmes.
11.	Additional information for HE	<ul style="list-style-type: none"> • You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly. • This is a relatively new area for Apprenticeships and there were 320 starts in 2011/12. For more information on numbers starting and achieving apprenticeships: www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships • For more details on the content of Apprenticeship frameworks: www.afo.sscalliance.org • Information on apprenticeships at higher levels: www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx • For information on minimum requirements for apprenticeships in England: www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf
12.	Contact details	<p>Skills for Justice:</p> <ul style="list-style-type: none"> • www.sfjuk.com • Apprenticeships@sfjuk.com • Tel: 0114 261 1499

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Early Learning and Childcare Pathway

Field	Field Name	Information
1.	Framework name	Advanced Apprenticeship in Children and Young People's Workforce (England) Early Learning and Childcare Pathway
2.	Country	<ul style="list-style-type: none"> • England. • Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors. • For more information, please see Apprenticeship frameworks online at www.afo.sscalliance.org
3.	Purpose of framework	<ul style="list-style-type: none"> • The purpose of this framework is to develop nursery workers, nursery nurses and nursery teaching assistants. • Nursery workers often work in a supervisory role (but not necessarily) in a nursery / early learning and childcare setting, providing care for young children. • Nursery nurse / nursery teaching assistant deliver the early years foundation stage within a maintained school setting. • In addition this apprenticeship pathway delivers the qualification (for all new practitioners) that meets the regulatory requirements in the early learning and childcare sector. Possibly as a result, there has been rapid growth in the take up of apprenticeships in this area: from 5,630 in 2010/11, to 24,950 in 2011/12. (The Data Service / Statistics / FE Data Library / Apprenticeships / breakdown by framework non grouped / 2013).
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> • 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. • In addition, learners on apprenticeships are required to develop the personal learning and thinking skills valued by higher education and employers. • 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. • New higher level qualifications in care leadership and management have been developed at Level 5 and 7. These are generally delivered in conjunction with professional bodies and higher education institutions, and are leading to an increase in the take up of HE by apprentices. • Details of developments regarding new higher level apprenticeships in relation to early learning and childcare are available from: www.skillsforcareanddevelopment.org.uk
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 quals@ucas.ac.uk and these will be considered in future updates.

Field	Field Name	Information
6.	Combined competence- and knowledge-based qualification	Level 3 Diploma for the Children and Young People's Workforce Guided learning hours 442 – 525
		QAN number Awarding body
		500/8887/7 CACHE
		500/9170/0 City & Guilds
		500/9504/3 Edexcel
		500/8979/1 NCFE
		500/9186/4 OCR
		500/9704/0 EDI
		501/0149/3 ABC Awards
		600/0395/9 Skillsfirst
		600/1480/5 FAQ
600/1771/5 LAO		
600/1917/7 AABPS		
7.	Example of Level 3 units	<p>The following units are all mandatory for apprentices on the Early Learning and Childcare pathway. (<i>Those in italics are only mandatory in this pathway</i>)</p> <ul style="list-style-type: none"> • Promote communication in health, social care or children's and young people's settings • Engage in personal development in health, social care or children's and young people's settings • Promote equality and inclusion in health, social care or children's and young people's settings • Principles for implementing duty of care in health, social care or children's and young people's settings • Understand child and young person development • Promote child and young person development • Understand how to safeguard the well-being of children and young people • Support children and young people's health and safety • Develop positive relationships with children, young people and others involved in their care • Working together for the benefit of children and young people • Understand how to support positive outcomes for children and young people • <i>Context and principles for early years provision</i> • <i>Promote learning and development in the early years</i> • <i>Promote children's welfare and well-being in the early years</i> • <i>Professional practice in early years settings</i> • <i>Support children's speech, language and communication</i>
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"> • Functional English and mathematics and ICT e.g. GCSE C grade or above or Functional Skills Level 2. • Level 2 Award in employment responsibilities and rights in health, social care or children and young people's settings. • Personal learning and thinking skills – evidenced through record of achievement. • Equality and diversity.

Field	Field Name	Information
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> • 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. • Within this, apprentices spend about 725 hours on combined guided learning on and off-the-job (a min of 372 off-the-job / 353 on-the-job learning).
10.	Designed to support progression to	<ul style="list-style-type: none"> • Employment as nursery worker, nursery supervisor, nursery nurse or nursery teaching assistant, delivering the early years foundation stage in a maintained school setting. • In-house training and development programmes. • To higher level apprenticeships in related areas at Level 5, when developed • There are over 56 higher level professional qualifications listed in the Ofqual Register offered by many awarding bodies. These include: <ul style="list-style-type: none"> – Level 5 Diploma in Leadership for Health and Social Care Services (Children and Young People's Residential Management) – Level 7 Diploma in Leadership and Management in the Health and Social Care Sector Qualifications and Credit Framework (QCF) • Foundation degrees, HNDs and BA/BSc relating to early learning and nursery care. For further information visit UCAS – www.ucas.com. • In-house training.
11.	Additional information for HE	<ul style="list-style-type: none"> • You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly. • For more information on numbers starting and achieving apprenticeships: www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships • Further details on the content of apprenticeship frameworks: www.afo.sscalliance.org • Information on apprenticeships at higher levels: www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx • For information on minimum requirements for apprenticeships in England – www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf
12.	Contact details	<p>Skills for Care & Development</p> <ul style="list-style-type: none"> • www.skillsforcareanddevelopment.org.uk • Tel: 0113 241 1240

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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 sense of depth and movement. The text is centered within the white space of this red shape.

Electrotechnical Industry

Field	Field Name	Information
1.	Framework name	Electrotechnical Industry
2.	Country	<ul style="list-style-type: none"> • England. • Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors. • For more information, please see Apprenticeship frameworks online at www.afo.sscalliance.org
3.	Purpose of framework	<ul style="list-style-type: none"> • The purpose of this framework is to develop installation and maintenance electricians. • 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"> – environmental technologies – technological requirements and changes – statutory and non-statutory regulations and requirements – working practices in accordance with health and safety requirements – inspection, testing and commissioning procedures. • Electricians work in all types of buildings and many progress to senior roles such as business owners and managers, project managers, or designers. • 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. • 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.
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> • 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. • In addition, learners on approved electrical apprenticeships are required to develop the personal learning and thinking skills valued by higher education and employers. • 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.
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 quals@ucas.ac.uk and these will be considered in future updates.
6.	Combined competence- and knowledge-based qualification	Equipment (Buildings, Structures and the Environment)
		QAN number Awarding organisation Guided learning hours
		501/1605/8 EAL 726
		501/2232/0 City & Guilds 726
		500/9742/8 Edexcel 335
		B1 – Level 3 NVQ Diploma in Electrotechnical Services (Electrical Maintenance)
		QAN number Awarding organisation Guided learning hours
		501/1624/1 City & Guilds 714
501/1604/6 EAL 714		

Field	Field Name	Information
7.	Example of Level 3 units	<p>List of units from Level 3 NVQ Diploma in Installing Electrotechnical Systems and Equipment (Buildings, Structures and the Environment).</p> <p>Knowledge units</p> <ul style="list-style-type: none"> • Understanding health and safety legislation, practices and procedures – installing and maintaining electrotechnical systems and equipment • Understanding environmental legislation, working practices and the principles of environmental technology systems • Understanding the practices and procedures for overseeing and organising the work environment – electrical installation • Understanding the practices and procedures for the preparation and installation of wiring systems and electrotechnical equipment in buildings, structures and the environment • Understanding the principles of planning and selection for the installation of electrotechnical equipment and systems in buildings, structures and the environment • Understanding the principles, practices and legislation for the termination and connection of conductors, cables and cords in electrical systems • Understanding principles, practices and legislation for the inspection, testing, commissioning and certification of electrotechnical systems and equipment in buildings, structures and the environment • Understanding the principles, practices and legislation for diagnosing and correcting electrical faults in electrotechnical systems and equipment in buildings, structures and the environment • Understanding the electrical principles associated with the design, building, installation and maintenance of electrical equipment and systems <p>Competence units</p> <ul style="list-style-type: none"> • Applying health and safety legislation and working practices – installing and maintaining electrotechnical systems and equipment • Applying environmental legislation, working practices and the principles of environmental technology systems • Overseeing and organising the work environment – electrical installation • Planning, preparing and installing wiring systems and associated equipment in buildings, structures and the environment • Terminating and connecting conductors, cables and flexible cords in electrical systems • Inspecting, testing, commissioning and certifying electrotechnical systems and equipment in buildings, structures and the environment • Diagnosing and correcting electrical faults in electrical systems and equipment in buildings, structures and the environment • Electrotechnical occupational competence <p>For more information on qualifications see the Ofqual Register: http://register.ofqual.gov.uk</p>
8.	Additional requirements of apprenticeship	<ul style="list-style-type: none"> • English, mathematics and ICT e.g. GCSE C grade or above or Functional Skills Level 2. • Employment responsibilities and rights. • Personal learning and thinking skills.

Field	Field Name	Information
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> • 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. • Within the electrical installation 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). <p>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).</p>
10.	Designed to support progression to	<ul style="list-style-type: none"> • Employment (depending upon pathway taken) as a recognised competent: <ul style="list-style-type: none"> – installation electrician – maintenance electrician – highway electrical systems service and maintenance electrician – highway electrical systems commissioning electrician. • Relevant higher apprenticeships. • Professional recognition at EngTech level supplemented by evidence for professional review. • Relevant foundation degrees in building services engineering and associated engineering and built environment disciplines. • BSc / BEng / MEng in building services engineering and associated engineering and built environment disciplines. • In-house training and development programmes.
11.	Additional information for HE	<ul style="list-style-type: none"> • You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly. • For more information on numbers starting and achieving apprenticeships: www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships • More details on the content of apprenticeship frameworks: www.afo.sscalliance.org/ • Information on apprenticeships at higher levels: www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx • For information on minimum requirements for apprenticeships in England – www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf • Information about building services engineering qualifications www.summitskills.org.uk/qualifications
12.	Contact details	<p>SummitSkills:</p> <ul style="list-style-type: none"> • www.summitskills.org.uk • enquiries@summitskills.org.uk

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. UCAS takes no responsibility for the content of this data and it is your responsibility to verify content of the data contained herein.

Financial Services

Field	Field Name	Information
1.	Framework name	<p>Advanced Apprenticeship in Providing Financial Services FR02212 – Issue number: 20, Issued: 3 June 2013</p> <p>Pathways available:</p> <ul style="list-style-type: none"> • General insurance • Retail banking • Life, pensions and investments • Financing and credit • Administration for mortgage and financial planning intermediaries • Investment operations • Pensions administration • Debt collections • Customer payments for financial products and services
2.	Country	<ul style="list-style-type: none"> • England. • Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors. • For more information, please see Apprenticeship frameworks online at www.afo.sscalliance.org
3.	Purpose of framework	<ul style="list-style-type: none"> • The purpose of this framework is to train insurance underwriters, claims and broking staff, banking cashiers, call centre advisers, investment operators, foreign currency and corporate actions and settlements advisers, pension administrators, financial advice and mortgage support staff and those involved in debt collection. • Each year around 500 young people start an apprenticeship in financial services; of these 250 work towards advanced level frameworks.
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> • 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. • In addition, apprenticeships help young people develop the personal learning and thinking skills valued by higher education and employers. • 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. • 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. <p>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 info@financialskillpartnership.org.uk</p>
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 quals@ucas.ac.uk and these will be included in future updates.</p>

Field	Field Name	Information
6.	Combined competence- and knowledge-based qualification	Apprentices on all pathways take the Level 3 Certificate in Providing Financial Services (163 guided learning hours).
		QAN number Awarding body
		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>All apprentices must take the following three mandatory units plus two optional units.</p> <ul style="list-style-type: none"> • Complying with regulations in the financial services environment • Improving and maintaining workplace competence in a financial services environment • Developing productive working relationships with colleagues
8.	Additional requirements of apprenticeship	<p>All pathways include the following requirements.</p> <ul style="list-style-type: none"> • The same competence-based qualification. • Pathway-specific knowledge-based qualifications. • Functional English and mathematics e.g. GCSE C grade or above or Functional Skills Level 2. • Employment responsibilities and rights – evidenced through workbook or certificate. • Additional employer requirements – optional. • Equality and diversity. • Personal learning and thinking skills – evidenced through record of achievement.
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> • Apprenticeships generally take about 18 months depending on the individual's prior work experience, qualifications, and their employer. • 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).

Field	Field Name	Information																		
10.	Pathway 1	General Insurance																		
	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. Level 3 Award in London Market Insurance																		
		<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>	QAN number	Awarding body	Guided learning hours	500/9901/2	Chartered Insurance Institute (CII)	70												
QAN number	Awarding body	Guided learning hours																		
500/9901/2	Chartered Insurance Institute (CII)	70																		
		Level 3 Award in Lloyd's and London Market Insurance																		
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QAN number	Awarding body	Guided learning hours																		
600/5155/3	Edexcel	75																		
		Level 3 Certificate in Customer Service																		
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600/3676/X	Kaplan Professional Awards	105																		
	Designed to support progression to	<ul style="list-style-type: none"> • 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. • Level 4 Higher Apprenticeship in Providing Financial Advice. • Higher level professional qualifications, including: <ul style="list-style-type: none"> – Chartered Insurance Institute (CII) Level 4 Diploma – Level 6 Advanced Diploma in Insurance. • Foundation degrees, HNDs and BA / BSc relating to financial services. For further information, please visit UCAS – www.ucas.com. 																		
11.	Pathway 2	Retail Banking																		
	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. Level 3 Certificate in Customer Service																		
		<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 & 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>	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
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600/3676/X	Kaplan Professional Awards	105																		
		Level 3 BTEC Award in Customer Service																		
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QAN number	Awarding body	Guided learning hours																		
501/0444/5	Edexcel	65																		
		Level 3 Certificate in Mortgage Advice and Practise																		
		<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																		

Field	Field Name	Information						
11.	Pathway 2 – Retail Banking Knowledge-based qualification	Level 3 Certificate in Financial Planning						
		<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				
		Level 3 Certificate in Professional Banking						
		<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 13 26</td> <td>26</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	600/8409/1	CCNQ 13 26	26
		QAN number	Awarding body	Guided learning hours				
		600/8409/1	CCNQ 13 26	26				
		Level 3 Certificate in Business Banking and Conduct						
		<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
		QAN number	Awarding body	Guided learning hours				
		600/4271/0	ifs School of Finance 13 104	104				
		Level 3 Certificate in Financial Administration and Planning						
		<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				
		Level 3 Award in Financial Administration						
<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</td> <td>78</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	600/1151/8	Chartered Insurance Institute	78		
QAN number	Awarding body	Guided learning hours						
600/1151/8	Chartered Insurance Institute	78						
Level 3 Certificate in Financial Studies								
<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						
Level 3 Diploma in Financial Studies								
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QAN number	Awarding body	Guided learning hours						
501/0048/8	ifs School of Finance	330						
Level 3 Certificate in Regulated Complaints Handling								
<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"> • Employment in a range of clerical and supervisory roles as well as banking customer service representatives. • Level 4 Higher Apprenticeship in Providing Financial Advice. • Higher level professional qualifications, including: <ul style="list-style-type: none"> – ifs School of Finance Advanced Diploma Banking qualifications – Chartered Institute of Bankers in Scotland (CIOBS) Diploma Banking qualifications. • Foundation degrees, HNDs and BA / BSc relating to financial services. For further information visit UCAS – www.ucas.com 							

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12.	Pathway 3	Life, Pensions and Investments																																																																														
	Competence-based qualification	Same for all pathways – see general description of framework.																																																																														
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Field	Field Name	Information							
12.	Pathway 3 – Life, Pensions and Investments Knowledge-based qualification	K12 – Level 3 Certificate in Pensions Essentials							
		<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	
		QAN number	Awarding body	Guided learning hours					
		501/2247/2	The Pensions Management Institute	24					
		K13 – Level 3 Certificate in Professional Banking	<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>	QAN number	Awarding body	Guided learning hours	600/8409/1	CCNQ	26
		QAN number	Awarding body	Guided learning hours					
		600/8409/1	CCNQ	26					
		K14 – BTEC Level 3 Certificate in Insurance Claims Handling	<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>	QAN number	Awarding body	Guided learning hours	600/3504/3	Edexcel	72
		QAN number	Awarding body	Guided learning hours					
		600/3504/3	Edexcel	72					
		K15 – Level 3 Certificate in Business Banking and Conduct	<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	600/4271/0	ifs School of Finance	104
		QAN number	Awarding body	Guided learning hours					
		600/4271/0	ifs School of Finance	104					
		K16 – Level 3 Certificate in Financial Administration and Planning	<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					
		K17 – Level 3 Certificate in Financial Studies	<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					
		K18 - Level 3 Diploma in Financial Studies	<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							
K19 – Level 3 Certificate in Pensions Administration	<table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/4971/6</td> <td>Kaplan Professional Awards</td> <td>170</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	600/4971/6	Kaplan Professional Awards	170		
QAN number	Awarding body	Guided learning hours							
600/4971/6	Kaplan Professional Awards	170							
K20 – Level 3 Certificate in Investment Operations	<table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/0715/1</td> <td>Chartered Institute for Securities & Investment</td> <td>45</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	600/0715/1	Chartered Institute for Securities & Investment	45		
QAN number	Awarding body	Guided learning hours							
600/0715/1	Chartered Institute for Securities & Investment	45							
K21 – Level 3 Certificate in Regulated Complaints Handling	<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							
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Designed to support progression to	<ul style="list-style-type: none"> • Employment in a range of clerical and supervisory roles as well as trainee underwriters, claims officials, brokers or sales representatives. • Level 4 Higher Apprenticeship in Providing Financial Advice. • Higher level professional qualifications, including: <ul style="list-style-type: none"> – Chartered Insurance Institute (CII) Level 4 Diploma in Regulated Financial Planning – ifs School of Finance Level 4 Diploma for Financial Advisers – Chartered Institute of Bankers in Scotland (CIOBS) Diploma in Investment Planning – Scottish Qualifications Authority (SQA) Diploma in Professional Financial Advice – Chartered Institute of Securities & Investment (CISI) Diploma in Investment Advice (Private Client Route). • Foundation degrees, HNDs and BA/BSc relating to financial services. For further information, please visit UCAS – www.ucas.com 								

Field	Field Name	Information																		
13.	Pathway 4	Financing and Credit																		
	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. K1 – Level 3 Certificate in Customer Service																		
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QAN number	Awarding body	Guided learning hours																		
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600/3676/X	Kaplan Professional Awards	105																		
		K2 – Level 3 BTEC Award in Customer Service																		
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QAN number	Awarding body	Guided learning hours																		
501/0444/5	Edexcel	65																		
		K3 – Level 3 Certificate in Mortgage Advice and Practice																		
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501/0629/6	ifs School of Finance	200																		
		K4 – Level 3 Certificate for Financial Advisers																		
		<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>	QAN number	Awarding body	Guided learning hours	501/0845/1	ifs School of Finance	320												
QAN number	Awarding body	Guided learning hours																		
501/0845/1	ifs School of Finance	320																		
		K5 – Level 3 Certificate in Retail Banking Conduct of Business																		
		<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>	QAN number	Awarding body	Guided learning hours	501/0846/3	ifs School of Finance	120												
QAN number	Awarding body	Guided learning hours																		
501/0846/3	ifs School of Finance	120																		
		K6 - Level 3 Certificate in Mortgage Advice																		
		<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												
QAN number	Awarding body	Guided learning hours																		
600/1142/7	Chartered Insurance Institute (CII)	106																		
		K7 – Level 3 Certificate in Financial Planning																		
		<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>	QAN number	Awarding body	Guided learning hours	600/0346/7	Chartered Insurance Institute (CII)	226												
QAN number	Awarding body	Guided learning hours																		
600/0346/7	Chartered Insurance Institute (CII)	226																		
		K8 – Level 3 Certificate in Professional Banking																		
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		K9 – BTEC Level 3 Certificate in Insurance Claims Handling																		
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600/3504/3	Edexcel	72																		
		K10 – Level 3 Certificate in Business Banking and Conduct																		
		<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	600/4271/0	ifs School of Finance	104												
QAN number	Awarding body	Guided learning hours																		
600/4271/0	ifs School of Finance	104																		

Field	Field Name	Information						
13.	Pathway 4 – Financing and Credit Knowledge-based qualification	K11 – Level 3 Certificate in Financial Administration and Planning						
		<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				
		K12 – Level 3 Certificate in Financial Studies						
		<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				
		K13 – Level 3 Diploma in Financial Studies						
		<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						
K14 – Level 3 Certificate in Regulated Complaints Handling								
<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"> • Employment in a range of clerical and supervisory roles as well as trainee underwriters, claims officials, brokers or sales representatives. • Level 4 Higher Apprenticeship in Providing Financial Advice. • Higher level professional qualifications, including: <ul style="list-style-type: none"> – ifs School of Finance Advanced Diploma Banking qualifications – Chartered Institute of Bankers in Scotland (CIOBS) Diploma Banking qualifications. • Foundation degrees, HNDs and BA / BSc relating to financial services. For further information visit UCAS – www.ucas.com. 							
14.	Pathway 5	Administration for Mortgage and Financial Planning Intermediaries						
	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.						
	K1 – Level 3 Award in Financial Administration							
	<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					
	K2 – Level 3 Certificate in Mortgage Advice							
	<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	
	QAN number	Awarding body	Guided learning hours					
	600/1142/7	Chartered Insurance Institute (CII)	106					
	K3 – Level 3 Certificate in Equity Release							
	<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>	QAN number	Awarding body	Guided learning hours	600/1143/9	Chartered Insurance Institute (CII)	155	
	QAN number	Awarding body	Guided learning hours					
600/1143/9	Chartered Insurance Institute (CII)	155						
K4 – Level 3 Certificate in Mortgage Advice and Practice								
<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		
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501/0629/6	ifs School of Finance	200						
K5 – Level 3 Certificate in Regulated Equity Release								
<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.	Pathway 5 – Administration for Mortgage and Financial Planning Intermediaries Knowledge-based qualification	K6 – Level 3 Certificate in Customer Service		
		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
		K7 – Level 3 BTEC Award in Customer Service		
		QAN number	Awarding body	Guided learning hours
		501/0444/5	Edexcel	65
		K8 – Level 3 Certificate for Financial Advisers		
		QAN number	Awarding body	Guided learning hours
		501/0845/1	ifs School of Finance	320
		K9 – Level 3 Certificate in Financial Planning		
		QAN number	Awarding body	Guided learning hours
		600/0346/7	Chartered Insurance Institute (CII)	226
		K10 – Level 3 Certificate in Retail Banking Conduct of Business		
		QAN number	Awarding body	Guided learning hours
		501/0846/3	ifs School of Finance	120
		K11 – Level 3 Certificate in Professional Banking		
		QAN number	Awarding body	Guided learning hours
		600/8409/1	CCNQ	26
		K12 – Level 3 Certificate in Business Banking and Conduct		
		QAN number	Awarding body	Guided learning hours
		600/4271/0	ifs School of Finance	104
		K13 – Level 3 Certificate in Financial Administration and Planning		
		QAN number	Awarding body	Guided learning hours
600/1735/1	ifs School of Finance	180		
K14 – Level 3 Certificate in Financial Studies				
QAN number	Awarding body	Guided learning hours		
501/0049/X	ifs School of Finance	150		
K15 – Level 3 Diploma in Financial Studies				
QAN number	Awarding body	Guided learning hours		
501/0048/8	ifs School of Finance	330		
K16 – Level 3 Certificate in Regulated Complaints Handling				
QAN number	Awarding body	Guided learning hours		
600/8277/X	ifs School of Finance	142		

Field	Field Name	Information																																																						
14.	<p>Pathway 5 – Administration for Mortgage and Financial Planning Intermediaries</p> <p>Designed to support progression to</p>	<ul style="list-style-type: none"> • Employment in a range of clerical and supervisory roles as well as trainee underwriters, claims officials, brokers or sales representatives. • Level 4 Higher Apprenticeship in Providing Financial Advice. • Higher level professional qualifications, including: <ul style="list-style-type: none"> – Chartered Insurance Institute (CII) Level 4 Diploma and Level 6 Advanced Diploma in Financial Advice – ifs School of Finance Level 4 Diploma for Financial Advisers – Chartered Institute of Bankers in Scotland (CIOBS) Diploma in Investment Planning – Scottish Qualifications Authority (SQA) Diploma in Professional Financial Advice – Chartered Institute for Securities & Investment (CISI) Diploma in Investment Advice (Private Client Route). • Foundation degrees, HNDs and BA / BSc relating to financials services. For further information, please visit UCAS – www.ucas.com 																																																						
15.	<p>Pathway 6</p>	<p>Investment Operations</p>																																																						
	Competence-based qualification	Same for all pathways – see general description of framework.																																																						
	Knowledge-based qualification	<p>All candidates must take one of the following knowledge qualifications.</p> <p>K1 – Level 3 Certificate in Investment Operations</p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/0715/1</td> <td>Chartered Institute for Securities & Investment (CISI)</td> <td>45</td> </tr> </tbody> </table> <p>K2 – Level 3 Certificate in Customer Service</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 & 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>K3 – Level 3 BTEC Award in Customer Service</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>K4 – Level 3 Certificate in Retail Banking Conduct of Business</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>K5 – Level 3 Certificate in Professional Banking</p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/8409/1</td> <td>CCNQ</td> <td>26</td> </tr> </tbody> </table> <p>K6 – Level 3 Certificate in Business Banking and Conduct</p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/4271/0</td> <td>ifs School of Finance</td> <td>104</td> </tr> </tbody> </table> <p>K7 – Level 3 Certificate in Financial Administration and Planning</p> <table border="1"> <thead> <tr> <th>QAN number</th> <th>Awarding body</th> <th>Guided learning hours</th> </tr> </thead> <tbody> <tr> <td>600/1735/1</td> <td>ifs School of Finance</td> <td>180</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	600/0715/1	Chartered Institute for Securities & Investment (CISI)	45	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	501/0846/3	ifs School of Finance	120	QAN number	Awarding body	Guided learning hours	600/8409/1	CCNQ	26	QAN number	Awarding body	Guided learning hours	600/4271/0	ifs School of Finance	104	QAN number	Awarding body	Guided learning hours	600/1735/1	ifs School of Finance	180
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15.	Pathway 6 – Investment Operations Knowledge-based qualification Designed to support progression to	K8 – Level 3 Certificate in Financial Studies																
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16.	Pathway 7 Competence-based qualification Knowledge-based qualification	Pensions Administration Same for all pathways – see general description of framework. Knowledge qualifications available to this pathway. K1 – Level 3 Award in Financial Administration																
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16.	Pathway 7 – Pensions Administration Knowledge-based qualification	K7 – Level 3 Certificate in Business Banking and Conduct						
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K12 – Level 3 Certificate in Pensions Administration								
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		501/0048/8	ifs School of Finance	330				
		K11 – Level 3 Certificate in Insurance						
		<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</td> <td>126</td> </tr> </tbody> </table>	QAN number	Awarding body	Guided learning hours	600/0496/4	Chartered Insurance Institute	126
QAN number	Awarding body	Guided learning hours						
600/0496/4	Chartered Insurance Institute	126						
K12 – Level 3 Certificate in Regulated Complaints Handling								
<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		
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600/8277/X	ifs School of Finance	142						
Designed to support progression to	<ul style="list-style-type: none"> • Employment in a range of clerical and supervisory roles as well as trainee underwriters, claims officials, brokers or sales representatives. • Level 4 Higher Apprenticeship in Providing Financial Advice. • Higher level professional qualifications, including: <ul style="list-style-type: none"> – ifs School of Finance Advanced Diploma Banking qualifications – Chartered Institute of Bankers in Scotland (CIOBS) Diploma Banking qualifications. • Foundation degrees, HNDs and BA/BSc relating to financial services. For further information, visit – www.ucas.com 							
19.	Additional information for HE	<ul style="list-style-type: none"> • All financial services pathways require the same competence qualification, but candidates can take different optional units within this. • Pathways include a choice of knowledge qualifications – these are often chosen by the employer to suit the apprentice's work role. • You may encounter applicants who have taken earlier versions of this apprenticeship, as frameworks are updated regularly. • For more details on the content of past and current apprenticeship frameworks: www.afo.sscalliance.org • For more information on numbers starting and achieving apprenticeships: www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships • Information on apprenticeships at higher levels: www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx 						
20.	Contact details	Financial & Legal Skills Partnership <ul style="list-style-type: none"> • www.financialskillspartnership.org.uk/ • info@financialskillspartnership.org.uk 						

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Health and Social Care

Field	Field Name	Information
1.	Framework name	<p>Health and Social Care (Health Pathway) (England)</p> <ul style="list-style-type: none"> • Framework ID: FR01842, Issue number: 6, Issued: 21/12/2012 • Framework ID: FR02201, Issue number: 7, Issued: 4/7/2013
2.	Country	<ul style="list-style-type: none"> • England. • Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors. • For more information, please see Apprenticeship frameworks online at www.afo.sscalliance.org
3.	Purpose of framework	<ul style="list-style-type: none"> • To train and develop people with the competences required for successful delivery of the healthcare support worker and healthcare assistant roles. • 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.

Field	Field Name	Information
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> • Apprentices who have completed the Health Pathway will have undertaken a structured learning programme and been assessed as occupationally competent in the role of a senior / healthcare support worker. • 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. • The advanced apprentice will have completed the Level 3 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. All advanced apprentices have a guaranteed number of guided learning hours away from the direct requirements of the job; this is the equivalent to two days per month 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. • 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. • The diploma is made up of mandatory units covering core competence and knowledge required across all senior Healthcare Support Worker (HCSW) roles. These core competences are aligned with the core competences and national minimum training standards for healthcare support workers. 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 substance misuse, administration of medication, end of life care, physiological measurements and venepuncture. • Apprenticeships can be achieved through attending a college or another training provider or in an on-site education centre, depending on local delivery arrangements. • 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. 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.
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 quals@ucas.ac.uk and these will be considered in future updates.

Field	Field Name	Information																																		
6.	Combined competence- and knowledge-based qualification	<p>Level 3 Diploma in Health and Social Care (QCF)</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>EDEXCEL</td> </tr> <tr> <td>501/1819/5</td> <td>EDI</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 & 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>600/2011/8</td> <td>AABPS</td> </tr> <tr> <td>600/4121/3</td> <td>HABC</td> </tr> <tr> <td>600/4708/2</td> <td>SFEDI</td> </tr> <tr> <td>600/7038/9</td> <td>iCQ</td> </tr> <tr> <td>600/7004/3</td> <td>IQ</td> </tr> </tbody> </table>	QAN number	Awarding body	501/1602/2	ASCENTIS	501/1258/2	CACHE	501/1607/1	EDEXCEL	501/1819/5	EDI	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	600/2011/8	AABPS	600/4121/3	HABC	600/4708/2	SFEDI	600/7038/9	iCQ	600/7004/3	IQ
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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"> • Principles of safeguarding and protection in health and social care • The role of the health and social care worker • Promote person-centred approaches in health and social care • Promote and implement health and safety in health and social care • Promote good practice in handling information in health and social care settings • Promote communication in health, social care or children's and young people's settings • Engage in personal development in health, social care or children's and young people's settings • Promote equality and inclusion in health, social care or children's and young people's settings • Principles for implementing duty of care in health, social care or children's and young people's settings 																																		
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"> • English and mathematics equivalent to GCSE C grade or above or Functional Skills Level 2. • Employment responsibilities and rights – evidenced through completion of the Level 2 Award in Employment Responsibilities and Rights in Health, Social Care, Children and Young People's Settings (QCF). • Personal learning and thinking skills – evidenced through completion of the mandatory units of the Level 3 Diploma in Health and Social Care. 																																		
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> • 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. • Within this, apprentices spend about 429 hours on combined guided learning on and off-the-job (a minimum of 129 off-the-job / 300 on-the-job learning). 																																		

Field	Field Name	Information
10.	Designed to support progression to	<ul style="list-style-type: none"> • Employment as a healthcare support worker. • Level 5 Higher Apprenticeship in Health (Assistant Practitioner). • BSc pre-registration programmes for nursing.
11.	Additional information for HE	<ul style="list-style-type: none"> • You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly. • For more information on numbers starting and achieving apprenticeships: www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships • Further details on the content of Apprenticeship frameworks: www.afo.sscalliance.org • Information on apprenticeships at higher levels: www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx • For information on minimum requirements for apprenticeships in England: www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf • Information on areas of employment growth and change etc: www.skillsforhealth.org.uk/workforce-planning/research-and-labour-market-intelligence-services/research-and-intelligence-library
12.	Contact details	<p>Skills for Health:</p> <ul style="list-style-type: none"> • www.skillsforhealth.org.uk • qualifications@skillsforhealth.org.uk

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Maternity and Paediatric Support

Field	Field Name	Information
1.	Framework name	Health (Maternity and Paediatric Support) (England) Framework ID: FR01950 Issue number: 7, Issued 29 January 2013 (as at May 2013)
2.	Country	<ul style="list-style-type: none"> • England. • Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors. • For more information, please see Apprenticeship frameworks online at www.afo.sscalliance.org
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"> • 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. • 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. • 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.

Field	Field Name	Information						
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> 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. Integral to the apprenticeship programme, learners will have completed qualifications at Level 3 of the Qualifications and Credit Framework (QCF) and will be functionally literate in English and mathematics to a minimum of Level 2. The advanced apprentice will have completed the Level 3 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. The diploma is made up of mandatory units covering core competence and knowledge required across all senior healthcare support worker roles. These core competences are aligned with the core competences and national minimum training standards for healthcare support workers. 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 caring for babies, supporting parents to care for babies, insertion and care of catheters, wound care and administration of medication. All advanced apprentices have a guaranteed number of guided learning hours away from the direct requirements of the job; this is the equivalent to two days per month (under review) 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 other training provider or in an on-site education centre depending on local delivery arrangements. 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. 						
5.	Feedback from HE	<ul style="list-style-type: none"> 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. 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. <p>If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to quals@ucas.ac.uk and these will be considered in future updates.</p>						
6.	Combined competence- and knowledge-based qualification	<p>Level 3 Diploma in Maternity and Paediatric Support (QCF) (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
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501/2253/8	City and Guilds							
501/1766/X	Pearson Edexcel							

Field	Field Name	Information
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"> • Engage in personal development in health, social care or children's and young people's settings • Promote communication in health, social care or children's and young people's settings • Promote equality and inclusion in health, social care or children's and young people's settings • Promote and implement health and safety in health and social care • Understand how to safeguard the well-being of children and young people • Promote person-centred approaches in health and social care • The role of the health and social care worker • Promote good practice in handling information in health and social care settings • The principles of infection prevention and control • Causes and spread of infection • Cleaning, decontamination and waste management • Principles for implementing duty of care in health, social care or children's and young people's settings <p>For more information on qualifications see the Ofqual Register: register.ofqual.gov.uk</p>
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"> • English and mathematics equivalent to GCSE C grade or above or Functional Skills Level 2. • Employment Rights and Responsibilities (ERR) – evidenced through completion of the Level 3 Award in Employment and Personal Learning Skills in Health (QCF). • Personal Learning and Thinking Skills (PLTS) – evidenced through completion of the Level 3 Award in Employment and Personal Learning Skills in Health (QCF).
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> • 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. • Within this, apprentices spend about 530 hours on combined guided learning on wand off-the-job (a minimum of 167 off-the-job / 363 on-the-job learning).
10.	Designed to support progression to	<ul style="list-style-type: none"> • Employment as a healthcare support worker, maternity support worker or paediatric support worker. • Level 5 Higher Apprenticeship in Health (Assistant Practitioner), BSc pre-registration programmes for midwifery.

Field	Field Name	Information
11.	Additional information for HE	<ul style="list-style-type: none"> You may encounter applicants who have taken different versions of this apprenticeship, as frameworks are updated regularly. For more information on numbers starting and achieving apprenticeships: www.thedataservice.org.uk/Statistics/fe_data_library/Apprenticeships Further details on the content of Apprenticeship frameworks: www.afo.sscalliance.org/ Information on apprenticeships at higher levels: www.apprenticeships.org.uk/employers/the-basics/higher-apprenticeships.aspx For information on minimum requirements for apprenticeships in England: www.gov.uk/government/uploads/system/uploads/attachment_data/file/137960/bis-13-686-specification-of-apprenticeship-standards-for-england-sase.pdf Information on areas of employment growth and change etc: www.skillsforhealth.org.uk/workforce-planning/research-and-labour-market-intelligence-services/research-and-intelligence-library
12.	Contact details	<p>Skills for Health:</p> <ul style="list-style-type: none"> www.skillsforhealth.org.uk qualifications@skillsforhealth.org.uk

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The image features a white background with a large, red, geometric shape on the right side. The shape is a trapezoid with a slanted top edge and a slanted bottom edge, creating a 3D effect. The word "Management" is written in a bold, white, sans-serif font, centered within the red shape.

Management

Field	Field Name	Information
1.	Framework name	<p>Advanced Apprenticeship in Management</p> <p>Issue date: 26 June 2013</p>
2.	Country	<ul style="list-style-type: none"> • England. • Apprenticeship arrangements in Scotland, Northern Ireland and Wales differ from those in England to varying degrees across sectors. • For more information, please see Apprenticeship frameworks online at www.afo.sscalliance.org
3.	Purpose of framework	<ul style="list-style-type: none"> • Build a competent management workforce, providing organisations of all sizes across all sectors with the staff needed to increase productivity and efficiency. • Tap into the skills and talents of a diverse population by providing flexible entry routes into a career in management. • Equip individuals with the skills, knowledge and experience needed to undertake management roles in a range of business settings. • Provide apprentices with an opportunity to develop the skills, knowledge and experience they will need to progress to higher level roles with additional responsibilities and onto further and higher education, if they wish to do so.
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • In addition, learners on apprenticeships are required to develop the personal learning and thinking skills valued by higher education and employers. • Assessment within the management apprenticeship is based on a portfolio of evidence, practical demonstrations and assignments. • 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>). • 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.

Field	Field Name	Information
5.	Feedback from HE	<ul style="list-style-type: none"> • There has been involvement from HEIs 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. • If you have experience of recruiting apprentices into HE and would like to share this with others, please forward your comments to quals@ucas.ac.uk and these will be considered in future updates.
6.	Combined competence- and knowledge-based qualification	<p>Competence-based</p> <ul style="list-style-type: none"> • Level 3 NVQ Certificate in Management • Level 3 NVQ Diploma in Management <p>Knowledge-based</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"> • Level 3 Certificate in First Line Management • Level 3 Certificate in Management • Level 3 Certificate in Management Principles • Level 3 Certificate in Effective Management • Level 3 Certificate in Leadership • Level 3 Certificate in Leadership and Management Skills • Level 3 Certificate in Principles of Management • Level 3 Certificate in Principles of Leadership and Management
7.	Example of Level 3 units	<p>Competence-based units</p> <p>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):</p> <ul style="list-style-type: none"> • Manage own professional development within an organisation • Set objectives and provide support for team members • Plan, allocate and monitor work of a team <p>In order to complete the Level 3 NVQ Certificate in Management learners must also complete optional units, amounting to a further 11 credits.</p> <p>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.</p> <p>Knowledge-based units</p> <p>For details of these units please see the Ofqual Register: register.ofqual.gov.uk.</p>
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"> • 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 • Employment Rights and Responsibilities (EER) – achieved by completing either ERR workbook or an ERR qualification or unit (as specified in the framework) • 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

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

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Marketing

Field	Field Name	Information
1.	Framework name	Advanced Apprenticeship in Marketing Issue date: 30 April 2012
2.	Country	England
3.	Purpose of framework	<ul style="list-style-type: none"> • Build a competent marketing workforce, providing organisations of all sizes across all sectors with the staff needed to increase productivity and efficiency. • Tap into the skills and talents of a diverse population by providing flexible entry routes into a career in marketing. • Equip individuals with the skills, knowledge and experience needed to undertake marketing roles in a range of business settings. • Provide apprentices with an opportunity to develop the skills, knowledge and experience they will need to progress to higher level roles with additional responsibilities and onto further and higher education, if they wish to do so.
4.	How apprenticeships prepare learners for progression to higher level study	<ul style="list-style-type: none"> • 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. • 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. • 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. • 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. • In addition, learners on apprenticeships are required to develop the personal learning and thinking skills valued by higher education and employers. <p>Assessment within the marketing apprenticeship is based on a portfolio of evidence, practical demonstrations and assignments.</p>
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 quals@ucas.ac.uk and these will be considered in future updates.

Field	Field Name	Information
6.	Combined competence- and knowledge-based qualification	<p>Competence-based</p> <p>For the Level 3 NVQ Diploma in Marketing apprentices must take the following four mandatory units (worth 13 Level 3 credits).</p> <ul style="list-style-type: none"> • Analyse competitor information • Contribute to the development of a marketing plan • Evaluate and improve own performance in a business environment • Work with other people in a business environment <p>In order to complete the Level 3 NVQ Diploma in Marketing learners must also complete optional units, amounting to a further 24 credits.</p> <p>Apprentices must complete one of the following knowledge-based qualification awarded by a range of awarding bodies.</p> <ul style="list-style-type: none"> • Level 3 Certificate in First Line Management • Level 3 Certificate in Management • Level 3 Certificate in Management Principles • Level 3 Certificate in Effective Management • Level 3 Certificate in Leadership • Level 3 Certificate in Leadership and Management Skills • Level 3 Certificate in Principles of Management • Level 3 Certificate in Principles of Leadership and Management <p>For more information, please consult the full Apprenticeship framework.</p>
7.	Example of Level 3 units	For details of these units, please see the Ofqual Register: http://register.ofqual.gov.uk
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"> • 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 • employee rights and responsibilities – embedded within the knowledge-based qualification • 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.
9.	Estimated duration of apprenticeship	<ul style="list-style-type: none"> • 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. • 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).
10.	Designed to support progression to	<ul style="list-style-type: none"> • Employment in a wide range of marketing roles within business. • A range of higher level marketing qualifications at Level 4 and above. • Foundation degrees in marketing. • A range of marketing undergraduate programmes, please visit UCAS – www.ucas.com • In-house training and development programmes.

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

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. 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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