

apprenticeship FRAMEWORK

Outdoor Programmes

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Issued



Outdoor Programmes

Information on the Issuing Authority for this framework:

SkillsActive

The Apprenticeship sector for occupations in sports coaching, active leisure, hairdressing and beauty (also includes fitness, stewarding, outdoors, playwork and sporting excellence).

| | |
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Short description

The aim of this apprenticeship is to meet the needs of employers for an expansion of funded training programmes, to widen recruitment and improve retention, to improve the experience base at lower levels of the sector as well as to provide progression opportunities to and within the outdoors sector at level 3.

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Revising a framework

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Who is making this revision:

Your organisation:

Your email address:

Why this framework is being revised

(no information)

Summary of changes made to this framework

(no information)

Qualifications removed

(no information)

Qualifications added

(no information)

Qualifications that have been extended

(no information)

Purpose of this framework

Summary of the purpose of the framework

The aim of this apprenticeship is to meet the needs of employers for an expansion of funded training programmes, to widen recruitment and improve retention, to improve the experience base at lower levels of the sector as well as to provide progression opportunities to and within the outdoors sector at level 3.

Aims and objectives of this framework (England)

The UK outdoors sector covers a wide-range of leisure, learning and well-being activities undertaken within the natural environment. The sector encompasses private, public, charitable/ not for profit and voluntary operations. It also has an equally mixed range of participants and activities.

The outdoors sector can play an important part in delivering government policies. Concern over the state of the UK population's health is focusing attention on those industries that are placed to promote both health and well-being through participation in healthy activity. The outdoors also supports UK society through its contribution to areas such as education, rural regeneration, tourism, employment and social cohesion.

Difficulties associated with identifying the outdoors sub-sector in national statistics make it a challenge to estimate, let alone accurately calculate the total 'size' of the outdoors industry. The latest official data suggests that there are around 26,400 employees working in the sector across the UK. However, these figures are felt to underestimate the size of the workforce. Unfortunately, there is no definitive baseline evidence as to the true size of the sector at a national level.

A 2009 sector survey carried out by SkillsActive confirmed that around 14,700 paid members of staff were employed across 300 responding organisations. Furthermore, volunteers form a fundamental part of the sector's workforce. Across the same organisations there were in-excess of 34,000 volunteers. Proportionally, the findings of this survey supported the notion that the outdoors workforce is larger than suggested in national statistics.

The survey highlighted the difficulties of interpolating data to gain a complete UK picture. Estimates using known figures as a foundation suggest a potential total workforce figure of between 60,500 and 88,000 inclusive of volunteers.

Other supporting anecdotal data suggests that the workforce has a slightly higher proportion of

females than males, and a younger than average profile.

Age is a particular issue for the sector at both ends of the spectrum. Historically, employers have not employed those under the age of 18. Despite this, the sector is popular with young adults; the seasonality prevalent in the sector may account for this. The sector sees a significant drop-off as workers age, and this 'time bomb' may have an important impact on skills and experience retained within the sector.

The outdoors is difficult to define economically. Widely accepted figures suggest the sector contributes a gross value added output of £430million; this number is believed to be conservative. The outdoors also makes a substantial indirect contribution to the UK economy, for instance, through adventure tourism and through retail spending on outdoor equipment and clothing. It has been estimated that 50% of the UK population takes part in some form of active recreation whilst on holiday; their spending was estimated to be around £2 billion.

The outdoors sector is one of growth; it has consistently outstripped whole economy growth from 1999 to date. Growth is currently believed to be in the positive despite the recent recession. Future growth can only be sustained if suitably qualified and skilled staff are available to support it.

Although a passion for the outdoors is never in short supply from those entering the sector, valuable experience often is. Employers can often struggle to find the right mix of technical skills, people skills and experience.

The aim of this apprenticeship is to meet the needs of employers for an expansion of funded training programmes, to widen recruitment and improve retention, to improve the experience base at lower levels of the sector as well as to provide progression opportunities to and within the outdoors sector at level 3.

This framework will contribute to:

- Meeting the generic skills priorities for the sector including communication, team working, customer services and employability skills;
- Addressing sector specific skills gaps in order to provide a quality, welcoming, safe and engaging environment in which participants can enjoy adventurous activities as a medium for recreation, education or development. This environment is only possible with the appropriate leadership and support of properly qualified staff;
- Business sustainability by increasing the number of staff holding level 3 qualifications;
- Offering clear progression pathways beyond level 3 within the outdoors as well as across the whole of the active leisure and learning sector;
- Offering the opportunity for level 3 staff to further develop their skills by engaging in further training at level 3 and above.

How will the framework achieve the above objectives?

- The framework will address the issue of generic skills priorities as these are contained within essential parts of the framework elements. Apprentices will develop these skills through the study and practice of the competence and knowledge elements of the programme.
- The framework allows the employer to tailor training programmes to particular needs through the additional employer's requirements thus allowing apprentices to gain additional technical skills.
- Due to austere economic times, it is important that the sector recognises the value of apprenticeship programmes in up skilling the outdoors workforce and the value of apprentices to their businesses. Having a workforce grown internally via apprenticeship programmes ensures that businesses are supplied with a workforce with both the soft skills and specific technical skills to work and progress within the sector. This benefits the apprentice, the employer and the end-user of the employer's services. Ensuring 'leaked' skills and experience at the older end of the workforce is matched by an in-flow of suitable talent at entry levels helps to maintain equilibrium within the overall skills and experience pool.
- Provision of a clear and logical progression into more demanding technical roles, supervisory roles and centre management.
- The framework can help to instill the value of development and encourage the learner to seek out further relevant learning opportunities.

Entry conditions for this framework

This Advanced Level Apprenticeship in Outdoors is designed for those individuals who are looking to develop their knowledge and skills in order to enter the sector although entry to the sector is also possible at an intermediate level.

It is good practice that apprentices are interviewed by both their employer and training provider and undergo a centre devised initial assessment, testing their literacy and numeracy skills as well as their attitude to the workplace and customers.

Potential apprentices should have a positive, motivating, can do attitude and be willing to work both as part of a team or on their own. They should be motivated to succeed in the sector and be willing to work shifts, sometimes unsociable hours and travel between sites. Potential apprentices are expected to have the skills to work with and motivate a variety of different clients they will work with. Apprentices might also need to undergo police checks for example when working with vulnerable adults and children.

Apprentices will be given the opportunity to gain literacy and numeracy qualifications alongside their industry related skills and qualifications.

It is not a mandatory part of this framework to achieve ICT qualifications, although apprentices are encouraged to take every opportunity to broaden their skills base.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Outdoor Programmes

Pathways for this framework at level 3

Pathway 1: Outdoor Programmes

Level 3, Pathway 1: Outdoor Programmes

Description of this pathway

Outdoor Programmes

Apprentices on the programme will achieve a minimum of 67 credits in total made up of the components of this framework.

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

There are none in addition to those detailed in the framework entry conditions earlier in the document.

| Job title(s) | Job role(s) |
|--|--|
| Outdoor Instructor | Prepare, lead, conclude and review a series of appropriate programmed outdoor activity sessions in a safe, engaging and inclusive manner for a range of participants. Understand and meet the needs of participant groups through programmed activity. |
| Senior Instructor | Prepare, lead, conclude and review a series of appropriate programmed outdoor activity sessions in a safe, engaging and inclusive manner for a range of participants. Understand and meet the needs of participant groups through programmed activity. |
| Assistant & trainee variations | Prepare, lead, conclude and review a series of appropriate programmed outdoor activity sessions in a safe, engaging and inclusive manner for a range of participants. Understand and meet the needs of participant groups through programmed activity. |
| Activity specific titles, for example Climbing Wall Supervisor | The lead on a specific activity or of a specific team, with an associated range of resource implications - people, financial and logistical. |
| Team Leader / Supervisor | The lead on a specific activity or of a specific team, with an associated range of resource implications - people, financial and logistical. |
| Head of Activity | The lead on a specific activity or of a specific team, with an associated range of resource implications - people, financial and logistical. |
| Project Leader | Leader of a specific project (often fixed term) liaising with a range of internal and/or external individuals and organisations |
| Group Leader / Counsellor | Similar to previous roles, but with more of a focus on the pastoral care of participants |

Qualifications

Competence qualifications available to this pathway

| C1 - Level 3 NVQ Diploma in Outdoor Programmes | | | | | |
|--|------------|-----------------------|--------------|-----------------------|-------------------|
| No. | Ref no. | Awarding organisation | Credit value | Guided learning hours | UCAS points value |
| C1a | 600/1699/1 | OCNSER | 39 | 191 | N/A |
| C1b | 600/1770/3 | 1st4sport | 39 | 191 | N/A |

Knowledge qualifications available to this pathway

| K1 - Level 3 Certificate in Basic Expedition Leadership | | | | | |
|---|------------|-----------------------|--------------|-----------------------|-------------------|
| No. | Ref no. | Awarding organisation | Credit value | Guided learning hours | UCAS points value |
| K1a | 500/9858/5 | Sports Leaders UK | 18 | 127 | N/A |

| K2 - Level 3 Award in Day Walk Leadership | | | | | |
|---|------------|-----------------------|--------------|-----------------------|-------------------|
| No. | Ref no. | Awarding organisation | Credit value | Guided learning hours | UCAS points value |
| K2a | 500/9651/5 | Sports Leaders UK | 12 | 82 | N/A |

| K3 - Level 3 Certificate in Skills and Activities for Sport and Active Leisure (Outdoor Education) | | | | | |
|--|------------|-----------------------|--------------|-----------------------|-------------------|
| No. | Ref no. | Awarding organisation | Credit value | Guided learning hours | UCAS points value |
| K3a | 500/8536/0 | Edexcel BTEC | 30 | 180 | N/A |

Knowledge qualifications available to this pathway(cont.)

| K4 - Level 3 Award in Skills and Activities for Sport and Active Leisure (Outdoor Education) | | | | | |
|--|------------|-----------------------|--------------|-----------------------|-------------------|
| No. | Ref no. | Awarding organisation | Credit value | Guided learning hours | UCAS points value |
| K4a | 500/8541/4 | Edexcel BTEC | 10 | 60 | N/A |

| K5 - Level 3 Certificate in Sailing and Watersports | | | | | |
|---|------------|-----------------------|--------------|-----------------------|-------------------|
| No. | Ref no. | Awarding organisation | Credit value | Guided learning hours | UCAS points value |
| K5a | 500/6527/0 | Edexcel BTEC | 20 | 120 | N/A |

| K6 - Level 3 Diploma in Sailing and Watersports | | | | | |
|---|------------|-----------------------|--------------|-----------------------|-------------------|
| No. | Ref no. | Awarding organisation | Credit value | Guided learning hours | UCAS points value |
| K6a | 500/6520/8 | Edexcel BTEC | 40 | 240 | N/A |

| K7 - Level 3 Diploma in Skills and Activities for Sport and Active Leisure (Outdoor Education) | | | | | |
|--|------------|-----------------------|--------------|-----------------------|-------------------|
| No. | Ref no. | Awarding organisation | Credit value | Guided learning hours | UCAS points value |
| K7a | 500/8752/6 | Edexcel BTEC | 60 | 360 | N/A |

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

K1-K7 provide the underpinning knowledge for C1.

A range of qualifications with a variety of credit values are available, the learner and employer could choose the qualifications most suited to the learners' needs and specific job roles.

Qualifications in this framework vary not only in size but also in the area of specialisms they allow apprentices to further develop their skills and progress their interest and build their future careers in the sector.

For advice and guidance on selecting the most appropriate knowledge qualification, providers and employers are welcome to contact SkillsActive on an individual learner basis / case.

Transferable skills (England)

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

| English | Minimum level or grade | Credit value |
|---|------------------------|--------------|
| Functional Skills qualification in English | 2 | 5 |
| GCSE qualification (with enhanced functional content) | C | 5 |
| Key Skills qualification in Literacy achieved either before September 2013 as part of the Apprenticeship, or... * | 2 | 5 |
| GCSE Qualification in English* | C | N/A |
| A' Level or AS Level qualification in English Language* | E | N/A |
| A' Level or AS Level qualification in English* | E | N/A |
| A' Level or AS Level qualification in English Language and Literature* | E | N/A |
| GCSE or O' Level qualification in English Language** | A | N/A |
| A' Level or AS Level qualification in English Language** | A | N/A |
| A' Level or AS Level qualification in English Literature** | A | N/A |
| A' Level or AS Level qualification in English Language and Literature** | A | N/A |

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

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

| Mathematics | Minimum level or grade | Credit value |
|---|------------------------|--------------|
| Functional Skills qualification in Mathematics | 2 | 5 |
| GCSE qualification (with enhanced functional content) in Mathematics | C | 5 |
| Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...* | 2 | 5 |
| GCSE qualification in Mathematics* | C | N/A |
| A' level or AS Level qualification in Mathematics* | E | N/A |
| A' Level or AS Level qualification in Pure Mathematics* | E | N/A |
| A'Level or AS Level qualification in Further Mathematics* | E | N/A |
| GCSE or O'Level qualification in Mathematics** | A | N/A |
| A' Level or AS Level qualification in Mathematics** | A | N/A |
| A' Level or AS Level qualification in Pure Mathematics** | A | N/A |
| A' Level or AS Level qualification in Further Mathematics** | A | N/A |

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

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

Inclusion of Information and Communications Technology (ICT)

It is not a mandatory part of this framework to achieve ICT qualifications, although apprentices are encouraged to take every opportunity to broaden their skills base.

Progression routes into and from this pathway

There are no pre-defined entry routes, however learners wishing to progress into this apprenticeship programme could come from a variety of backgrounds with a variety of qualifications. These might include diplomas, A levels, vocational training routes and apprenticeships, such as the Intermediate Level Apprenticeship in Activity Leadership.

This apprenticeship can provide a progression opportunity for apprentices on an intermediate

level programme as well as progression for those already working in the sector.

This advanced programme is also suitable for those who wish to change their careers and retrain to enter the sector at this level.

The UK outdoors sector is a vibrant, exciting and growing one to work in. It is particularly suited to those with a passion and enthusiasm for working both with people and in the outdoors. Although gusto for adventurous activities is a must, it must be remembered that outdoor activity instruction is actually about people instruction in outdoor activities!

The Advanced Apprenticeship in Outdoor Programmes is designed for those individuals who wish to gain a broad, but solid foundation to allow them to follow a career in the outdoor sector. Specifically, it is aimed at those who wish to develop skills and knowledge within the outdoor recreation (and adventure tourism), outdoor education and/or outdoor development training fields. At Level 3, roles will tend to be working with more demanding groups such as corporate teams or the socially disengaged in more hazardous activities and more remote environments.

Other areas of the outdoors such as expeditions, outdoor sport development, adventure therapy and bushcraft are not specifically catered for by this apprenticeship programme, but the skills, knowledge and competences that will be developed are transferable to many areas of the sector.

Successful completion of the Level 3 Advanced Apprenticeship in Outdoor Programmes can open doors to a wide range of progression opportunities within the sector. Typically, employers like to recruit staff with a mix of two or three NGB qualifications plus relevant workplace experience – completion of an apprenticeship is a good stepping stone towards meeting these needs.

With an appropriate level of experience, more advanced people skills and a greater portfolio of technical NGB qualifications, a wider range of roles will become accessible. These are likely to involve more demanding adventurous activities, working in more remote settings or with more challenging groups of participants. For those looking to work in an educational setting, there is normally a need for appropriate teaching qualifications which can include a degree. The development of facilitation or social work competences can be the key to a wider range of roles within the outdoor learning field.

Looking beyond an outdoor instructor role, career development can often lead to significant elements of leadership and management within roles. Promotion or progression into roles such as a Chief Instructor or Centre Manager is quite possible.

A career in the outdoors can develop an impressive tool box of transferable skills. A range of opportunities are available to those who are willing to work towards and gain the experience and qualifications needed to work successfully within the sector. Whichever path the

apprentice takes, this framework offers a sound initial platform to work from.

Please also check the SkillsActive Careers site for further information on progression opportunities and more detailed information on available job roles in the sector:

www.skillsactive.com/careers.

UCAS points for this pathway: N/A

Delivery and assessment of employee rights and responsibilities

In the Active Leisure and Learning sector the employee rights and responsibilities requirement of the apprenticeship programme will be met by all apprentices completing an externally assessed and verified qualification covering all nine national outcomes of the employee rights and responsibilities listed below:

- Employer and employee statutory rights and responsibilities under Employment Law
- Procedures and documentation in their organisation which recognises and protects their relationship with their employer/ Health and Safety and Equality and Diversity training must be an integral part of the apprentice's learning programme;
- The range of sources of information and advice available to on employment rights and responsibilities.
- The role played by this occupation within the organisation and industry;
- Types of career pathways open to the apprentice
- Types of representative bodies and understands their relevance to their industry and organisation and their main roles and responsibilities
- How and where to get information and advice on the industry, occupation, training and career
- The organisation's principles and codes of practice
- Issues of public concern that affect the organisation and industry

It is a mandatory outcome of the apprenticeship programme that all apprentices complete one of the qualifications listed below covering all nine national outcomes of the employee rights and responsibilities listed above:

- CYQ Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6535/x
- Edexcel Level 3 Award in Employment Awareness in Active Leisure and Learning 500/9274/1
- City& Guilds Level 3 Award in Employment Awareness in Active Leisure and Learning 500/6580/4
- 1st4sport Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7423/4
- VTCT Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7395/3
- Active IQ Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7410/6
- LAO Level 3 Award in Employment Awareness in Active Leisure and Learning 500/7401/5
- NCFE Level 3 Award in Employment Awareness in Active Leisure and Learning 501/1812/2
- CACHE Level 3 Award in Employment Awareness in Active Leisure and Learning 600/1310/2
- 1st4sport Level 3 Certificate in Employment Awareness in the Outdoors 600/1329/1

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

How equality and diversity will be met

This apprenticeship programme aims to promote diversity, opportunity and inclusion by offering high -quality learning experience.

The delivery of this programme must be in settings free from prejudice and discrimination where all learners can contribute fully and freely and feel valued.

Employers/providers must be able to demonstrate their selection, recruitment and employment practices are in line with the Equality Act 2010 and there are no overt or covert discriminatory practices in relation to any of the following protected characteristics: age; disability; gender reassignment; marriage and civil partnerships; pregnancy and maternity; race; religion or belief; sex; sexual orientation; and socio-economic disadvantage.

ISSUES, BARRIERS AND ACTIONS

The UK outdoors sector has a slightly higher proportion of males (56%) than females (44%), and a younger than average profile.

Age is a particular issue for the sector at both ends of the spectrum. Historically, organisations have not employed those under the age of 18 due to the nature of adventurous activities and participant groups using the outdoors (children and corporate groups for example).

Despite this, the sector is very popular with young adults; the seasonality prevalent in the sector may account for this. The sector sees a significant drop-off as workers age, and this 'time bomb' may have an important impact on skills and experience retained within the sector.

The sector has a need for multi-skilled 'all-rounders', and flexible apprenticeships can play a crucial role in feeding young talent into the sector, whilst allowing employers the opportunity to shape training programmes to their needs.

The outdoors sector has often been seen to have a lower level of academic attainment, in part due to it being attractive to those of a more practical nature. The work-based learning at the core of an apprenticeship is vital in assisting learners with the achievement of relevant qualifications.

Ethnic minority representation is low within the sector, and the promotion of apprenticeships through engagement with appropriate partners and relevant initiatives will help to encourage redress.

On and off the job guided learning (England)

Total GLH for each pathway

The Specification of Apprenticeship Standards England (SASE) states that apprentices must complete a minimum of 280 Guided Learning Hours (GLH) per year when undertaking an Advanced Level Apprenticeship. A minimum of 100 GLH (or 30% of total GLH whichever is greater) must be completed each year of the programme away from the apprentices immediate area and pressure of work (off the job).

Definition:

ON THE JOB = Learning which encourages and enables the apprentice to demonstrate practical job-related skills and to practise and apply these skills in the context of the job. This type of learning will be delivered in the workplace and through practical experience of doing the job.

OFF THE JOB = Learning which encourages and enables the apprentice to develop the technical skills of the job and to develop their knowledge of theoretical concepts across a range of contexts and the wider market. This type of guided learning will be delivered away from the immediate pressures of the job. It may be delivered in the workplace, in a college or training provider premises.

The total guided learning hours for this framework is set at 452GLH and we advise the framework to be completed within 18 months. Therefore the total GLH for year one of this programme will be 301 GLH which meets the minimum legal requirement of 280GLH per year.

Minimum off-the-job guided learning hours

The minimum off the job GLH will be set at 211 GLH for the whole duration of the framework, and 141 GLH will be achieved in the first year of the programme.

How this requirement will be met

This requirement will be met via debriefing sessions, supervision, team sessions, shift handovers and activities similar to the above listed where the learner / apprentice is away from the pressures of the workplace and / but are supported and mentored by fellow workers and management and completion of the knowledge qualification and Key Skills or Functional Skills assessment.

The provider will be required to gather evidence of this achievement where it occurs outside of formal certification of a qualification.

We propose that this will be evidenced through apprentices holding an Active Passport, which is an online skills passport supported by leading employers and training providers. It allows learners to easily build and maintain a verified record of their skills, qualifications and achievements and keeps track of individuals progress and commitment to their career and professional development.

For more information and guidance on active passports, providers and employers can visit the active passport website <http://www.activepassport.com> and also contact SkillsActive.

Minimum on-the-job guided learning hours

A total of 241 GLH has to be completed on the job for the whole duration of the programme and 160 GLH will be achieved in the first year of the programme.

How this requirement will be met

This requirement will be met by the apprentices delivering their daily job roles, gaining technical experience as well as time acquiring knowledge and skills to achieve the competence requirement set out by the apprenticeship programme / framework.

The provider will be required to gather evidence of this achievement where it occurs outside formal certification of a qualification.

We propose that this could also be evidenced through apprentices holding an Active Passport, which is an online skills passport supported by leading employers and training providers. It allows learners to easily build and maintain a verified record of their skills, qualifications and achievements and keeps track of individuals progress and commitment to their career and professional development.

For more information and guidance on active passports, providers and employers can visit the active passport website www.activepassport.com and also contact SkillsActive.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

In the Active Leisure and Learning apprenticeship frameworks, Personal Learning and Thinking Skills will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the competence qualifications - in this framework the Level 3 NVQ Diploma in Outdoor Programmes.

The evidence for achievement of Personal Learning and Thinking Skills will be the achievement certificate of the Level 3 NVQ Diploma in Outdoor Programmes.

Creative thinking

Creative Thinking Learning Outcomes:

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

Creative Thinking will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the competence qualification. The mapping and signposting document to demonstrate where Creative Thinking appears in the competence qualification is available on request from SkillsActive.

Independent enquiry

Independent Enquiry Learning Outcomes:

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

Independent Enquiry will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the competence qualification. The mapping and signposting document to demonstrate where Independent Enquiry appears in the competence qualification is available on request from SkillsActive.

Reflective learning

Reflective Learning Learning Outcomes:

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

Reflective Learning will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the competence qualification. The mapping and signposting document to demonstrate where Reflective Learning appears in the competence qualification is available on request from SkillsActive.

Team working

Team Working Learning Outcomes:

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

Team Working will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the competence qualification. The mapping and signposting document to demonstrate where Team Working appears in the competence qualification is available on request from SkillsActive

Self management

Self Management Learning Outcomes:

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

Self Management will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the competence qualification. The mapping and signposting document to demonstrate where Self Management appears in the competence qualification is available on request from SkillsActive.

Effective participation

Effective Participation Learning Outcomes:

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

Effective Participation will be delivered, demonstrated, assessed and evidenced as part of the mandatory units of the competence qualification. The mapping and signposting document to demonstrate where Effective Participation appears in the competence qualification is available on request from SkillsActive.

Additional employer requirements

While the achievement of additional employer requirements is not a mandatory requirement for certification of this apprenticeship programme, the sector and employers recognise the value and the need for these and completion of them will make the apprentice more employable. Therefore it is also advised for all apprentices on the programme to complete two additional qualifications to make them more employable in their chosen career. These must be an externally assessed and verified qualification, additional technical skills the apprentice can gain to make them more employable and competent in their job role. The selected qualifications have to be relevant to the organisation, linked to the competence element and relevant to the apprentice's job role.

Please note that the additional employer qualifications are not funded, the employer should contribute to the achievement of this addition to the programme.

Please select two qualifications from the list below:

- British Orienteering Teaching Orienteering Part 2
- British Orienteering UKCC Certificate in Coaching Orienteering Level 2
- British Canoe Union Level 2 Certificate in Coaching Paddlesport
- British Canoe Union Level 3 Certificate in Coaching Paddlesport
- British Caving Association Local Cave & Mine Leader Level 2
- CTC Technical Leader
- CTC Advanced Leader
- ILM Level 3 Award/Certificate/Diploma in First Line Management
- Institute of Outdoor Learning Accredited Practitioner of the Institute of Outdoor Learning
- Institute of Outdoor Learning Registered Practitioner of the Institute of Outdoor Learning
- Mountain Bike Instructor Award Scheme Mountain Bike Instructor Level 2
- Mountain Bike Instructor Award Scheme Mountain Bike Instructor Level 3
- Mountain Leader Training Mountain Leader Summer
- Mountain Leader Training Mountain Leader Winter
- Mountain Leader Training Single Pitch Award
- Mountain Leader Training Climbing Wall Award
- Mountain Leader Training Walking Group Leader
- Royal Yachting Association Dinghy Instructor
- Royal Yachting Association Senior Instructor
- Royal Yachting Association Powerboat Level 2
- Royal Yachting Association Safety Boat

- Royal Yachting Association Powerboat Instructor
- Royal Yachting Association Intermediate Windsurf Instructor
- Royal Yachting Association Advanced Windsurf Instructor
- Mountain Bike Leader Association Mountain Bike Leader
- Any qualification that is deemed fit for purpose and pre-approved by SkillsActive and is externally awarded and validated - a regularly updated approved list is available from SkillsActive on request.
- L2 and L3 Certificate in Coaching [Name of Sport] qualifications
- Any Approved Health and Safety Executive First Aid at Work or Emergency First Aid At Work qualification (training providers are encouraged to deliver a full first aid qualification rather than a one day course). Although not essential, a first aid qualification delivered in an outdoor context that maps to the stated HSE qualifications above can be beneficial.
- Any Customer Service Units at the same level as the competence qualification
- BTEC Level 3 Award in Customer Service
- Chartered Institute of Environmental Health – Level 3 Award in Health and Safety in the Workplace
- Welcome Host/Management/All/Lead Motivate & Succeed/Green Advantage courses - One day training courses aligned to S/NVQ Level 2 (3 for Lead Motivate & Succeed, 4 for Management) Customer Service within the English Tourist Boards (ETB) Welcome suite of courses for staff to develop their skills in customer service. Welcome Host is all about improving the welcome offered to visitors, Welcome All is about providing a better service for customers with disabilities and special needs and Welcome Management is for those who have the responsibility for front line staff. Lead Motivate & Succeed is aimed at first time line managers and supervisors, and Green Advantage aids understanding of environmental and sustainable tourism issues.
- Any Customer Service competence Units at the same level as the framework
- Any Additional Active Leisure and Learning competence units at the same level as the framework
- Level 3 Wider/Other Key Skills Awards (Information Technology; Working With Others; Improving Own Learning and Performance; Problem Solving)

Please note that the Additional Employer Requirement must not be certificates of attendance and must be of a similar level to the framework; unless the occupational area and job roles justifies the need for apprentices to gain a level 2 qualification first.

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www.apprenticeshipframeworksonline.semta.org.uk