

apprenticeship FRAMEWORK

Campaigning

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Campaigning

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Short description

Campaigning is about organisations or individuals trying to change things by influencing governments, companies or the general public. Campaigners do this to benefit society, to help people to speak out or to raise awareness of issues (for example child protection, the environment or human rights).

Campaigning is particularly important at representing what people think and providing a collective voice on a particular cause or issue. All sorts of employers have campaigners working for them including charities, pressure groups and other organisations campaigning for change.

This Advanced Apprenticeship gives apprentices the knowledge and skills needed to become a successful campaigner.

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Purpose of this framework

Summary of the purpose of the framework

Background

Skills - Third Sector is the organisation responsible for developing skills in charities, social enterprises and voluntary organisations (called the voluntary sector). Much of the work to change things is done in voluntary sector organisations so campaigners mainly work in these types of organisation. Campaigners are also found in political parties and professional lobbying organisations.

Research into the voluntary sector tells us that the number of people who work in charities has grown considerably over the last decade and that charities have an income of around £79.5 billion.

To continue to make a difference and respond to opportunities and challenges, charities and other campaigning organisations need staff with the right skills and knowledge. An Apprenticeship is key in producing qualified and experienced campaigners as it provides a mix of 'on the job' training with an employer and 'off the job' training in a college or with another organisation that provides training. Training is based on national standards that experts have agreed are what someone needs to know and understand in order to do their job well (known as National Occupational Standards) and lead to nationally recognised qualifications.

Campaigning

Campaigning is very important to charities and other voluntary sector organisations; as well as political and corporate lobby groups and other organisations which work for change in society. It is about highlighting social problems that are being overlooked, addressing injustices and making change happen. Through campaigning, organisations and the people they support speak out for change, known as advocacy.

Campaigning and the Advanced Apprenticeship

Being in paid employment as a campaigner is about using a range of skills and techniques to change something that your organisation thinks is unfair or unjust, or to raise awareness of the needs of the people that it supports. Campaign approaches can be as varied as organising a public meeting, signing a petition, writing to the press, contacting a local councillor, or boycotting a product. In most cases a campaign will use a combination of activities.

The issues campaigners work on are also very broad, for example, improving local services, taking action on climate change, preventing human trafficking or animal rights. Campaigners try to influence a wide range of people in power including politicians, local councils, central

government, international agencies like the European Union or the United Nations and private companies; as well as the general public.

A campaigner works out how a campaign will address the issues, what its purpose is, decides what messages it will promote, what methods the campaign will use and who it will try to influence to make the desired changes. Campaigners also need to measure if their campaign has been successful.

Campaigning is a very varied role and you need a lot of different skills to be an effective campaigner. This Advanced Apprenticeship will develop learner's skills in the key areas of campaigning including – prioritising issues on which to campaign; understanding campaign strategies; developing campaign communications; conducting campaign research; developing campaign workplans; and monitoring and evaluating campaigns

Being ready for the future

This Advanced Apprenticeship will make sure learners have the skills to meet new challenges and opportunities in campaigning including:

- Saying clearly why something needs to be changed, even when the issues are complex, to politicians and decision makers at all levels.
- Getting people to change their personal behaviour, for example by making healthy living choices, recycling or using their cars less.
- Designing and delivering campaigns that grab people's attention and get their support, despite the overload of information people receive.
- Using social media to gain the general public's support of a particular issue.
- Capturing the attention and support of the public at a time when mainstream politics, like voting in elections and joining political parties, is in decline.
- Finding new ways of representing what people think are important.

Campaigning Apprentices will bring their enthusiasm and passion for causes together with the knowledge and skills they gain during the Advanced Apprenticeship to generate the best results for the causes that charities and other organisations support.

Aims and objectives of this framework (England)

Aim: To provide a route into the career area of campaigning and to develop the skills and knowledge that are needed to be an effective campaigner.

Objectives of the Advanced level Apprenticeship in Campaigning are to:

- Raise the skill level of campaigners and provide an accredited qualification route for campaigners.
- Ensure campaigning skills are properly recognised.

- Increase the diversity of campaigners.
- Provide a route for people to progress into higher-level qualifications and job roles in the voluntary sector.

Entry conditions for this framework

Employers are looking to attract apprentices who have a strong interest in a career in Campaigning within the voluntary sector (charities, social enterprises or voluntary and community organisations); or within political/lobbying/pressure groups.

Entrants will come from a diverse range of backgrounds and age groups and will have a range of experience.

Essential - Ideal candidates for this framework will be able to:

- Demonstrate an interest in campaigns.
- Demonstrate an interest in the work of charities, social enterprises or voluntary organisations or political/lobbying/pressure groups.
- Successfully complete, with support if needed, Functional Skills English, Maths and ICT or Key Skills Communication, Application of Number and ICT at Level 2 (or equivalent e.g. GCSE).

Desirable - In addition, the following experience would be beneficial to candidates:

- Proven ability, through completion of accredited qualifications, (GCSEs, A-Levels, QCF Awards, Certificates, or Diplomas etc), non-accredited training or work experience or volunteering activity, which would indicate an ability to succeed at Level 3.
- Volunteer or work experience in a charity, a social enterprise or a voluntary organisations or a political/lobbying/pressure group.
- Experience of working or contributing to a group, club or team (including at school, college or through hobbies and interests).

The ability to pass an enhanced Criminal Records Bureau (CRB) check may be essential for some campaigning roles. The need for this check will be at the employer's discretion depending on the role.

Level 3

Title for this framework at level 3

Campaigning

Pathways for this framework at level 3

Pathway 1: Campaigning

Level 3, Pathway 1: Campaigning

Description of this pathway

Advanced Apprenticeship in Campaigning

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

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Advocacy officer	This role often designs and delivers messages to decision makers and opinion formers, raises the profile of their organisation/the campaign, monitors debates and identifies opportunities to shape policy development and help plan advocacy events.
Campaigns and communications officer	The role often produces postal and digital campaign communications (including leaflets and newsletters, e-newsletters and updates on social networking sites).
Campaigns and information officer	The role often responds to policy developments (e.g. government policy) and builds links with other organisations and individuals. In addition, the role may develop campaign messages from research, consultations and discussions with supporters of the organisation.
Campaigns coordinator / Campaigns organiser	This role often designs and plans new campaigns and develops campaign strategies. This can include bringing together teams and supporters to assist with the campaign, identify other groups interested in the campaign and prepare campaign materials.
Policy and campaigns officer	This role often monitors policy (e.g. government policy) and then responds to these by raising awareness of the campaign among decision makers, identifies figureheads to be the face of campaigns, identifies and cultivates supporters, and builds relationships with supporters of the campaign.
Public affairs and campaigns officer	This role monitors political developments, identifies issues of importance and advises on opportunities to influence parliamentary activity. Officers act as the first point of contact for politicians, researchers, policy specialists, think tanks and members of the public in relation to the campaign.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 Diploma in Campaigning					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/2549/9	Edexcel	61	307	n/a
B1b	600/2666/2	EDI	61	307	n/a

Notes on competence and knowledge qualifications (if any)

There are no separate knowledge qualifications for this framework. The following mandatory units from the combined knowledge/competence qualification provide the technical knowledge elements:

- Introduction to campaigning (5 credits)
- Understand the nature and governance of the voluntary sector (4 credits)
- Understand the values and ethics of the voluntary sector including safeguarding (3 credits)
- Understand sustainability in the voluntary sector organisations (4 credits)
- Understand effective partnership working between organisations (4 credits)

NB. There are also further knowledge only units available within the optional unit bank of the combination qualification.

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

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

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

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

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

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

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

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

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

Inclusion of Information and Communications Technology (ICT)

ICT is included, as above

Progression routes into and from this pathway

There is no Intermediate level Apprenticeship in Campaigning. Progression into the Advanced level Apprenticeship in Campaigning may be from a number of routes including:

- Work experience or volunteering in the voluntary sector.
- Previous employment or volunteering in a campaigning role.
- Achieved A-Levels or GCSEs.
- Previous completion of another Level 2 Intermediate level Apprenticeship.
- Previous completion of a 14-19 Diploma (at Foundation or Higher Level).

Progression from the Advanced level Apprenticeship in Campaigning may be to a number of routes:

1. With support and opportunities in the workplace, Campaigning Apprentices could choose to develop their career into one of the following specialist areas of campaigning:

- Community organiser
- Policy officer
- Parliamentary officer
- Press and media officer
- Research and policy officer
- Social marketing officer
- Social policy officer
- Within a niche or specialist area of campaigning (e.g. health promotion campaigns officer, environmental awareness campaigns officer or animal rights campaigns officer etc)

2. With support and opportunities in the workplace, Campaigning Apprentices could choose to progress into study:

- Level 5 Higher Apprenticeship in Leadership and Management
- Level 4 and 5 Management qualifications for example:
 - Level 4 Certificate in Leadership and Management Skills
 - Level 4 Certificate in Management and Leadership
 - Level 4 Diploma in Leadership and Management
 - Level 4 Diploma in Management
 - Level 5 Diploma in Management Coaching and Mentoring
 - Level 5 Diploma in Management
 - Level 5 NVQ Diploma in Management
 - Level 5 Certificate in Coaching and Mentoring in Management.
- Progression into Higher Education, including Foundation Degrees and Degrees.

3. With further experience and/or with further training or development, apprentices may be able to progress their careers into roles such as:

- Advocacy advisor
- Campaigns and communication manager
- Charity or community ambassador
- Communication and advocacy manager
- Campaigns manager
- Campaign project manager
- Information and campaigns manager
- Media and campaigns manager
- Senior campaigns coordinator
- Senior campaigns officer
- Senior campaigns manager
- Senior campaigns and policy officer.

UCAS points for this pathway: N/A

Delivery and assessment of employee rights and responsibilities

Employee rights and responsibilities must be delivered through completion of the CfA's Employee Rights and Responsibilities (ERR) workbook. This is available from the CfA website (www.cfa.uk.com).

The workbook has been designed to enable Apprentices to work their way through a series of questions and activities which will bring the ERR to life, making the learning more meaningful and long lasting and enhance the employability skills of the Apprentice.

- **The ERR workbook covers the following learning outcomes:**

1. Know and understand the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers.
2. Know and understand the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme.
3. Know and understand the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme.
4. Understand the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them.
6. Know the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities.
7. Know where and how to get information and advice on their industry, occupation, training and career.
8. Can describe and work within their organisation's principles and codes of practice.
9. Recognise and can form a view on issues of public concern that affect their organisation and industry.

- **Evidence of achievement of ERR through the CfA workbook:**

Training providers will be required to sign a declaration when claiming the Advanced level Apprenticeship certificate that the ERR workbook has been satisfactorily completed by the Apprentice and that the ERR requirements have been met. This declaration is included at the back of the ERR workbook and must be signed and returned to the certificating authority when claiming the Advanced level Apprenticeship certificate.

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

How equality and diversity will be met

The majority of campaigning posts are found within the voluntary sector (this includes charities, social enterprises and community / voluntary organisations). The voluntary sector employs around 793,000 people, representing 2.7% of the UK's workforce, according to research published by Skills – Third Sector, National Council for Voluntary Organisations and Third Sector Research Centre on 17 January 2011.

Not only does the voluntary sector as an employer have a legal duty to protect equality and diversity, but it also holds an ethical duty to reflect the demographic of the people who use the services of charities, social enterprises and voluntary/community organisations.

• Equality and diversity statistical background

Evidence on the voluntary sector workforce suggests that it performs relatively well in the area of equality and diversity. The most recent Workforce Almanac 2011 found that more than two-thirds of the paid workforce is female (68%) and one in five people (19%) working in the voluntary sector has a disability. This compares favourably with both the public and private sectors and has clear implications for employment policy and practice within the sector in terms of equality of opportunity and flexible working practice.

However, the sector performs less well in terms of ethnicity. The vast majority of the voluntary sector workforce is white (93%), a level which is marginally higher than in the public and private sectors (at 91% each), according to the national Labour Force Survey, October to December 2010. The previous year's Labour Force Survey had found that the sector currently has an aging workforce, with 35% of its paid staff being aged 50 or over – higher than both the public and private sectors.

Skills – Third Sector continues to hold relationships with leading research organisations within our sector (including the National Council for Voluntary Organisations and the Third Sector Research Centre) to chart employment trends within the voluntary sector workforce.

• The Equality Act

The 2010 introduction of the Equality Act means that employers must, by law, ensure that individuals are not discriminated against on the grounds of: age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

This act will be especially important as the voluntary sector takes up an increased role in delivering public services. In addition, it covers community centres, information and advice agencies, charity shops, sports clubs, and residential care homes.

- **The Advanced Apprenticeship in Campaigning**

The creation of this Advanced Apprenticeship in Campaigning will help to encourage greater equality and diversity by creating broader routes of progression into the sector. Whilst equal opportunities has been identified here under a separate heading, the principles relate to all those systems and procedures which have the potential to discriminate against apprentices at any point during the programme – from recruitment and selection and induction, through to successful completion.

The framework will provide a formalised training route and promote opportunities in the voluntary sector to a wider market, thus opening up the potential for a more diverse workforce. Framework entry conditions will ensure equal access to those from diverse groups as well as those from well represented groups. There should be open recruitment of apprentices regardless of gender, age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation who meet the stated selection criteria.

Skills – Third Sector are working with Fair Train, the Group Training Association for the sector, to encourage a more diverse intake onto Apprenticeships. This includes working with and Chairing the recently-launched Employers' Forum, to support the development, understanding and promotion of Apprenticeships in the voluntary sector.

All partners involved in the delivery of the Apprenticeship (including all local National Apprenticeship Service and Skills Funding Agency offices, training providers, assessment centres and employers) must be committed to a policy of equal opportunities and must have a stated equal opportunities policy and procedure. Employers and training providers must be able to demonstrate that there are no overt or covert discriminatory practices in selection and employment. All promotional, selection and training activities must comply with relevant legislation.

It is recommended that training providers will monitor equality of opportunity practice and procedures within their own organisation and take action when necessary. It is also recommended that employers/providers conduct an exit interview if the apprentice leaves the programme before completion.

The National Apprenticeship Service and The Skills Funding Agency offices have overall responsibility to monitor practice to ensure that training providers meet the criteria specified in their quality management systems. This includes monitoring the representation of apprentices in terms of gender, ethnicity and disability to ensure that it reflects, as far as possible, the levels of representation within the local community.

On and off the job guided learning (England)

Total GLH for each pathway

Guided Learning Hours (GLH) refers to the time an apprentice is entitled to develop the skills and knowledge in order for them to reach occupational competence. Guided learning hours are a legal entitlement for the apprenticeship.

The total minimum Guided Learning Hours for the Advanced level Apprenticeship in Campaigning is 684 hours. These hours are expected to be completed over an average of 18 months. However, all apprentices must complete the minimum of 684 hours even if the Apprenticeship is completed in less than 18 months.

To comply with the Apprenticeships, Skills, Children and Learning Act a minimum of 280 GLH within the first year of the Apprenticeship and at least 280 GLH (pro rata) in each subsequent year must be completed.

GLH can be attached to both the accredited and un-accredited parts of the Advanced level Apprenticeship, and will include, for example, inductions, reviews, training, the Level 3 Diploma in Campaigning, career discussions, Personal Learning and Thinking Skills (PLTS), Key/Functional Skills and any other activities which help the apprentice gather the required skills and underpinning knowledge needed within their job role.

Objectives of GLH:

- It must achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- It must be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager; allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- It must be delivered during contracted working hours.

Planning and evidencing GLH:

It is recommended that a plan is developed at the outset of the Advanced level Apprenticeship to determine how the guided learning hours requirements will be met. Skills – Third Sector also recommend that a record is kept of the guided learning hours completed by the learner.

When claiming the Advanced level Apprenticeship Certificate, training providers will be required to sign a declaration stating that the minimum off the job and total guided learning hours have been met by the learner. This declaration must be submitted to the certificating authority when applying for an Advanced level Apprenticeship completion certificate.

There are two types of GLH - off the job GLH and on the job GLH. These are detailed below:

Minimum off-the-job guided learning hours

Off the job GLH refers to the time taken to develop skills and knowledge across a range of contexts. It can be seen as time away from normal work duties, and may include all of the following (non exclusive) activities:

- Assessment
- Coaching
- Distance learning
- e-learning
- Feedback
- Guided study
- Individual or group training or teaching
- Learning with peers/networked or collaborative learning
- Mentoring
- Time spent with manager

The total off-the-job Guided Learning for the Advanced level Apprenticeship in Campaigning is a minimum of 308 hours. This equates to approximately 45% (which exceeds the minimum requirement of 30% or 100 GLH per year).

It should be noted that this GLH includes all listed elements of the framework PLUS wider learning and development activities an apprentice would be expected to complete throughout 18 months of employment.

How this requirement will be met

The minimum off-the-job GLH of 308 should comprise of:

- 150 GLH from knowledge only units from the Level 3 Diploma in Campaigning
- 45 GLH from Level 2 Key Skills Application of Number/Functional Skills Maths
- 45 GLH from Level 2 Key Skills Communication/Functional Skills English
- 45 GLH from Level 2 Key Skills/Functional Skills ICT
- 5 GLH from induction
- 18 GLH from completion of the ERR workbook

Note – where functional skills, or their equivalent, have previously been achieved these will count towards the above GLH entitlement.

Minimum on-the-job guided learning hours

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

How this requirement will be met

The remaining 376 GLH will be completed through on the job hours. This will include:

- 157 GLH from competence only units from the Level 3 Diploma in Campaigning
- 108 GLH from planned visits per month with assessors and the training provider
- 108 GLH from 1:1 direct contact time for tuition and assessment on the vocational and technical aspects
- 3 GLH from meetings between the training provider, employer and apprentice to discuss apprentice progress.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Skills – Third Sector has developed a Frequently Asked Questions (FAQs) guidance document, which includes a guide for practitioners on how to integrate the achievement of all PLTS within the whole Advanced Apprenticeship, including ERR, Functional and Key Skills. This is available from Skills - Third Sector's website (www.skills-thirdsector.org.uk).

The general principles are that apprentices MUST be introduced to PLTS during induction so that they can learn to recognise for themselves when and how they are achieving these skills. The guide includes an example of an induction activity which will help to bring PLTS to life for apprentices.

To help providers with delivery and recording of PLTS for this framework:

- the mandatory units from the Diploma in Campaigning have been mapped against all 6 PLTS to demonstrate where these skills naturally occur.
- where there is not full coverage of the PLTS, illustrations have been provided in the Guide to demonstrate coverage in a sample of optional units.
- where the mapping shows PLTS are not fully covered by the mandatory units of the combined qualification, the PLTS must be integrated into the Apprenticeship programme either within the combined qualification or within other areas of the programme, such as the ERR workbook, Functional/Key Skills, or through the general activities performed by the apprentice in the course of their job role or Apprenticeship.

A sign off sheet confirming that each of the PLTS has been covered must accompany the request for the Advanced level Apprenticeship completion certificate to the certificating authority.

Creative thinking

Creative Thinking involves:

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

Independent enquiry

Independent Enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Reflective learning

Reflective Learning involves:

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

Team working

Team Working involves:

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

Self management

Self Management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands

- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships.

Effective participation

Effective Participation involves:

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

Additional employer requirements

There are no additional employer requirements.

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