Higher Apprenticeship in Management - Levels 4 and 5 (England)

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Higher Apprenticeship in Management - Levels 4 and 5 (England)

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Framework summary

Higher Apprenticeship in Management - Levels 4 and 5

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 4 include:

Pathway 1: Management

Competence qualifications available to this pathway:
C1 - Level 4 NVQ Diploma in Management

Knowledge qualifications available to this pathway:
K1 - Level 4 Diploma in Management

Combined qualifications available to this pathway:
N/A

This pathway also contains information on:
- Employee rights and responsibilities
- Functional skills

Higher Apprenticeship in Management - Levels 4 and 5

Higher Apprenticeship in Leadership & Management

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 5 include:

Pathway 1: Leadership & Management

Competence qualifications available to this pathway:
C1 - Level 5 NVQ Diploma in Management

Knowledge qualifications available to this pathway:
K1 - Level 5 Diploma in Management and Leadership
K2 - Level 5 Diploma in Leadership and Management
K3 - Level 5 Extended Diploma in Leadership and Management
K4 - Level 5 Diploma in Principles of Management and Leadership
K5 - Level 5 Diploma in Principles of Leadership and Management
K6 - Foundation Degree Business and Management
K7 - Diploma in Business and Administrative Management

Combined qualifications available to this pathway:
N/A

This pathway also contains information on:
- Employee rights and responsibilities
- Functional skills
Framework information

Information on the Issuing Authority for this framework:

Skills CFA

The Apprenticeship sector for occupations in business and administration, customer service, enterprise and business support, human resources and recruitment, industrial relations, leadership and management, marketing and sales (also includes contact centres and third sector).

<table>
<thead>
<tr>
<th>Issue number: 3</th>
<th>This framework includes:</th>
</tr>
</thead>
</table>
| Framework ID: FR02747 | Level 4  
| Date this framework is to be reviewed by: 01/09/2014 | Level 5  

This framework is for use in: England

Short description

This framework is designed to meet the skills needs of employers of all sizes across the public, private and not-for-profit sectors. It will attract new talent into management and will help to up-skill the workforce to replace those who leave or retire. Higher apprentices will work in job roles such as managers, senior managers, directors and heads of department.
Contact information

Proposer of this framework

This apprenticeship has been proposed and developed by Skills CFA, with employers, training providers, colleges and awarding organisations feeding into the development of the apprenticeships and qualifications. Employer input was gathered via online consultations and steering group meetings, which collected the views of a wide range of individuals and organisations, including BT, the Institute of Leadership & Management and the Chartered Management Institute.

Developer of this framework

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Issuing Authority’s contact details

Issued by: Skills CFA
Issuer contact name: Mark Cooke
Issuer phone: 020 7091 9620
Issuer email: apprenticeships@skillscfa.org
Revising a framework

Contact details

Who is making this revision: Martha Burton
Your organisation: Skills CFA
Your email address: apprenticeships@skillscfa.org

Why this framework is being revised

This framework was revised by Skills CFA in March 2014 in order make some minor amendments and additions, which are detailed below.

Summary of changes made to this framework

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

- add newly accredited qualifications into the framework.

Qualifications removed

N/A

Qualifications added

The following qualifications were added:

Level 5 Higher Apprenticeship in Leadership & Management:

- NCFE Level 5 NVQ Diploma in Management (QCF) (601/2669/3)
- IQ IAM Level 5 Diploma in Business and Administrative Management (QCF) (601/2719/3)
- CMI Level 5 NVQ Diploma in Management (QCF) (601/3041/6).

Qualifications that have been extended

N/A
Purpose of this framework

Summary of the purpose of the framework

Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

Profile of the sector

Management and leadership skills have a major impact on the development, productivity and performance of organisations of all sizes and across all sectors of the economy. Many British leaders and managers are innovative, creative, visionary and inspirational and are heavily relied upon to sustain the UK as one of the world’s leading economies. In today’s fast-moving competitive environment there is a need to continue to drive up the performance of the best and to address weaknesses in management and leadership that are holding back productivity and performance. The average amount of spend per manager per year for development in the UK is far lower than other European countries, particularly within small to medium sized businesses, where fewer staff have management qualifications than in equivalent sized European countries.

The existing workforce needs to be up-skilled and new people attracted into these jobs to meet the increasing demand for new management practices and a range of skills, including:

- leadership skills, including self management, relationship building, negotiation and influencing skills
- communication and decision making skills
- information technology skills
- knowledge and project management skills
• coaching and mentoring skills
• skills to win and maintain customer loyalty
• change management skills such as the ability to manage the challenges of globalisation
• partnership working and the ability to implement innovative solutions to a range of problems.

As the workforce and the customer base become more diverse, management needs to reflect that diversity and manage it effectively. This requires not only sensitivity to issues such as ethnicity, culture, gender and disability, but a greater awareness of the potential for different and more creative approaches that diversity in general brings.

Across the UK there are approximately 4.5 million managers and senior officials, including 1.75 million working within small and medium enterprises. To keep pace with demand, around 400,000 new managers & leaders are needed each year.

The management apprenticeship programmes have seen a steady increase in learners since their initial development and the apprenticeship is in the top twenty frameworks. The apprenticeship programme has been designed to provide flexible and portable qualifications, units and skills sets which meet the current and future needs of employers of all sizes and across all sectors.

The Level 4 Higher Apprenticeship in Management and the Level 5 Higher Apprenticeship in Leadership & Management have been developed to support those working as managers, senior managers, heads of department, directors and those working in a range of other senior management positions.

Tasks undertaken by apprentices will vary depending on the level and sector in which they are employed. Tasks may include planning, allocating and monitoring the work of the team, giving feedback, briefing teams, supporting team members, managing conflict, resolving problems, procuring supplies, project management, agreeing budgets and managing and improving customer service.

The framework has been updated to meet the changing skills needs of employers and to meet the requirements of the Specification of Apprenticeship Standards for England. It will also contribute to meeting the skills priorities for England, set out in the 2009 "Skills for Sustainable Growth" report, by:

• providing flexible access to high-quality level 4 and 5 skills programmes, which act as a real alternative for those who prefer this style of learning and achievement;
• using technical and competence qualifications, valued by employers, to help their businesses grow and remain profitable;
• developing apprentices' Personal Learning and Thinking Skills, to build their confidence and creativity, improving their social and working lives;
• developing apprentices' employability skills, making them more attractive to all employers career they choose; and
- providing a career pathway into jobs and training at higher level, to provide the skills which the economy needs to grow.

Aims and objectives of this framework (England)

To provide employers of all sizes and across all sectors in England with a high-quality, nationally-recognised programme which will attract new talent into management and up-skill the existing workforce to make businesses more productive, efficient and profitable.

The main objectives are to:

1. build a competent management workforce, providing organisations of all sizes across all sectors with the staff needed to increase productivity and efficiency
2. tap into the skills and talents of a diverse population by providing flexible entry routes into a career in management
3. equip individuals with the skills, knowledge and experience needed to undertake management roles in a range of business settings
4. 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 future learning opportunities, if they wish to do so.
Entry conditions for this framework

Transferable skills

Candidates seeking to undertake this apprenticeship must be able to demonstrate ability equivalent to or exceeding Level 2 in English and mathematics. This requirement may be met through the achievement of Level 2 functional skills, equivalent GCSEs, O Levels, A Levels or AS Levels, or an initial assessment which demonstrates the required ability.

Typical applicants

Employers will typically seek to attract apprentices who have a strong interest in a career in management. They expect applicants to demonstrate a "can do" attitude and have at least basic numeracy, literacy and communication skills on which the apprenticeship will build. Entrants will come from a diverse range of backgrounds and will have a range of experience, age, personal achievements and, in some cases, prior qualifications and awards which may count towards achievement of an apprenticeship. Examples include learners who have:

- achieved QCF Awards, Certificates or Diplomas,
- achieved a (14 - 19) Foundation or Higher Diploma, each of which have underpinning management and leadership themes,
- achieved GCSEs or A Levels,
- completed an advanced apprenticeship.

Initial Assessment

Initial assessment must be used to ensure that applicants have a fair opportunity to demonstrate their ability. Learning programmes can then be tailored to meet a range of abilities and to recognise prior knowledge and experience.
Level 4

Title for this framework at level 4

Higher Apprenticeship in Management

Pathways for this framework at level 4

Pathway 1: Management
Description of this pathway

Higher Apprenticeship in Management

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

- 53 credits for competence qualification
- 37 credits for knowledge qualification.

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

There are no entry requirements for this pathway in addition to the general framework entry requirements.
<table>
<thead>
<tr>
<th><strong>Job title(s)</strong></th>
<th><strong>Job role(s)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager, head of function, area manager</td>
<td>Managers at level 4 play an integral role in developing and supporting organisational objectives through a wide range of functions, such as: managing team dynamics, delegation and capability building, planning and managing projects, and managing budgets</td>
</tr>
</tbody>
</table>
Qualifications

Competence qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1a</td>
<td>601/2453/2</td>
<td>Pearson Education Ltd. (formerly Edexcel)</td>
<td>53</td>
<td>220-329</td>
<td>N/A</td>
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</table>

Knowledge qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1a</td>
<td>600/7442/5</td>
<td>Pearson Education Ltd. (formerly Edexcel)</td>
<td>37</td>
<td>183</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Apprentices must complete one competence qualification and one knowledge qualification from those listed within this pathway.

K1a provides the underpinning knowledge and understanding for qualification C1a.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed, current Apprentice Declaration and Authorisation form must be uploaded to ACE (http://acecerts.co.uk).
Transferable skills (England)

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

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th></th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in English</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE qualification in English (with enhanced functional content)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* 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)

Not applicable.

Progression routes into and from this pathway
Progression into the Level 4 Higher Apprenticeship in Management:

Progression into this higher apprenticeship may be from a wide number of routes due to the varying backgrounds and past academic and work related experiences of apprentices. The higher apprenticeship has been designed to be suitable for candidates from any sector or industry and as such, is a suitable progression route from almost all advanced apprenticeships and many sector-specific higher apprenticeships, for individuals progressing within, or into, level 4 management job roles. Such routes will include having:

- achieved an advanced apprenticeship or higher apprenticeship in a wide range of sector specific areas, such as retail, business and professional administration or healthcare
- achieved the Level 3 Advanced Apprenticeship in Management
- achieved the Level 3 Advanced Apprenticeship in Business & Administration
- achieved QCF Awards, Certificates or Diplomas in Management or sector specific, non-management areas
- achieved GCSEs or A Levels.

It is expected that level 4 higher apprentices will have some experience of working at a junior or middle management level to ensure they have the suitable foundations on which to further build their knowledge and skills. Learners are also expected to have some line management experience. All individuals should be judged on their own merits, experiences and capabilities to ensure they are enrolled in the most appropriate apprenticeship framework.

- Learners who do not have any management experience may be better suited to the Team Leading Intermediate Apprenticeship.
- Learners who have only limited prior experience in a management role may be better suited to the Management Advanced Apprenticeship.
- Learners who have significant experience of working at a middle management level may be better suited to the Level 5 Leadership & Management Higher Apprenticeship.

Progression from the Level 4 Higher Apprenticeship in Management

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

- the Level 5 Higher Apprenticeship in Leadership & Management
- further or higher education to undertake business related or other qualifications, including:
  - Foundation Degrees in areas such as management and leadership, business, business management, and business administration
  - a range of business and management undergraduate programmes
  - management qualifications and other professional qualifications at level 5 and above
  - specialised qualifications providing additional technical knowledge
  - further employment opportunities within their current job role/alternative job roles
  - possible membership of professional bodies, including the Chartered Management Institute and the Institute of Leadership & Management.
With additional training, higher apprentices may be able to progress in their careers to senior management or director level roles.

**UCAS points for this pathway:**

*(no information)*
Employee rights and responsibilities

The Employee Rights and Responsibilities (ERR) component of the apprenticeship can be achieved through either:

1. **Recorded professional discussion/presentation/project**

2. **A QCF ERR qualification/unit:**
   - The Level 2 Award in Employee Rights and Responsibilities (QCF) (for a full list of Awarding Bodies offering this qualification please see the Apprenticeship FAQ on our website [http://www.skillscfa.org/faq.html](http://www.skillscfa.org/faq.html))
   - Understanding employment responsibilities and rights in health, social care or children and young people (R/602/2954)
   - Understand employment responsibilities and rights (D/602/4769)
   - Employment rights and responsibilities in the Facilities Management, Housing and Property sectors (QCF) (A/502/7524)
   - Understanding employment rights and responsibilities in the energy and utility sector (QCF) (H/503/1468)
   - Employment rights and responsibilities for new entrants into the Science, Engineering and Manufacturing sectors (QCF) (M/502/8282)
   - Knowledge of Employee Rights and Responsibilities for the Automotive Sector (QCF) (M/503/0646)

3. **ERR Workbook**

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

**ERR National Outcomes**

The ERR workbook, qualifications and units cover the learning outcomes listed below. An apprentice must achieve the standards of attainment set out below to achieve this element of the framework:

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice’s rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice’s learning programme
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. understands the role played by their occupation within their organisation and industry
5. has an informed view of the types of career pathways that are open to them
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. knows where and how to get information and advice on their industry, occupation, training and career
8. can describe and work within their organisation’s principles of conduct and codes of practice
9. recognises and can form a view on issues of public concern that affect their organisation and industry.

Evidence of achievement of ERR

As ERR is part of the Apprentice Declaration & Authorisation Form, there is no longer a requirement to evidence ERR completion when applying for apprenticeship certificates. However, we recommend that an internal record of ERR achievement is retained.
Level 5

Title for this framework at level 5

Higher Apprenticeship in Leadership & Management

Pathways for this framework at level 5

Pathway 1: Leadership & Management
Level 5, Pathway 1: Leadership & Management

Description of this pathway

Higher Apprenticeship in Leadership & Management

Total minimum credit value for this pathway is 90 credits:

- 53 credits for competence qualification
- 37 credits for knowledge qualification.

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

There are no entry requirements for this pathway in addition to the general framework entry requirements.
Managers operating at level 5 play an integral role in setting and supporting organisational objectives through a wide range of functions, such as: informing strategic decision making, managing budgets, planning and implementing change, leading teams and managing programmes of complimentary projects
## Qualifications

### Competence qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
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<tbody>
<tr>
<td>C1a</td>
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<td>53</td>
<td>225-315</td>
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</tr>
<tr>
<td>C1b</td>
<td>601/2531/7</td>
<td>Pearson EDI</td>
<td>53</td>
<td>225-315</td>
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</tr>
<tr>
<td>C1c</td>
<td>601/2515/9</td>
<td>OCR</td>
<td>53</td>
<td>225-315</td>
<td>N/A</td>
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<tr>
<td>C1d</td>
<td>601/2550/0</td>
<td>ILM</td>
<td>53</td>
<td>225-315</td>
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<tr>
<td>C1e</td>
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<td>225-315</td>
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<tr>
<td>C1f</td>
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<td>NCFE</td>
<td>53</td>
<td>155-210</td>
<td>N/A</td>
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<tr>
<td>C1g</td>
<td>601/3041/6</td>
<td>CMI</td>
<td>53</td>
<td>225-315</td>
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</tbody>
</table>
# Knowledge qualifications available to this pathway

## K1 - Level 5 Diploma in Management and Leadership

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1a</td>
<td>601/0101/5</td>
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<td>145-170</td>
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<td>K1b</td>
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<td>N/A</td>
</tr>
<tr>
<td>K1c</td>
<td>600/3858/5</td>
<td>Pearson EDI</td>
<td>40</td>
<td>240</td>
<td>N/A</td>
</tr>
<tr>
<td>K1d</td>
<td>600/8227/6</td>
<td>OCR</td>
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<td>240</td>
<td>N/A</td>
</tr>
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</table>

## K2 - Level 5 Diploma in Leadership and Management

<table>
<thead>
<tr>
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<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>K2a</td>
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<td>ILM</td>
<td>37</td>
<td>29-175</td>
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</table>

## K3 - Level 5 Extended Diploma in Leadership and Management

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
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</thead>
<tbody>
<tr>
<td>K3a</td>
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<td>ILM</td>
<td>120</td>
<td>149-225</td>
<td>N/A</td>
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</table>

## K4 - Level 5 Diploma in Principles of Management and Leadership

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
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<tbody>
<tr>
<td>K4a</td>
<td>600/1912/8</td>
<td>Skillsfirst</td>
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</table>
Knowledge qualifications available to this pathway (cont.)

<table>
<thead>
<tr>
<th>K5 - Level 5 Diploma in Principles of Leadership and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No.</strong></td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>K5a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K6 - Foundation Degree Business and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No.</strong></td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>K6a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K7 - Diploma in Business and Administrative Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No.</strong></td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>K7a</td>
</tr>
</tbody>
</table>
Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Apprentices must complete one competence qualification and one knowledge qualification from those listed within this pathway.

K1 - K7 provide the underpinning knowledge and understanding for qualifications C1a - C1g.

The different knowledge based qualifications available all have slightly different emphasis and breadth of knowledge, although all qualifications will provide learners with the required underpinning knowledge and understanding to successfully demonstrate competence. The selection of the competence and knowledge qualification is a decision to be made by employers and the apprentice, based on the individual learner's job role and needs.

Learners are free to undertake the competence qualification with one awarding organisation and the knowledge qualification with another awarding organisation if they wish to do so.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed, current Apprentice Declaration and Authorisation form must be uploaded to ACE (http://acecerts.co.uk).
Transferable skills (England)

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

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>English</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in English</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE qualification in English (with enhanced functional content)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* 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.

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Mathematics</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE qualification (with enhanced functional content) in Mathematics</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* 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)

Not applicable.

Progression routes into and from this pathway
Progression into the Level 5 Higher Apprenticeship in Leadership & Management:

Progression into this higher apprenticeship may be from a wide number of routes due to the varying backgrounds and past academic and work related experiences of apprentices. The higher apprenticeship has been designed to be suitable for candidates from any sector or industry and as such, is a suitable progression route from almost all advanced apprenticeships. Such routes will include having:

- achieved an advanced apprenticeship or higher apprenticeship in a wide range of sector specific areas, such as retail, business and professional administration or healthcare
- achieved the Level 3 Advanced Apprenticeship in Management
- achieved the Level 4 Higher Apprenticeship in Management
- achieved the Level 4 Higher Apprenticeship in Business & Professional Administration
- achieved QCF Awards, Certificates or Diplomas in Management or sector specific, non-management areas
- achieved GCSEs or A Levels.

It is expected that level 5 higher apprentices will have significant experience of working at a middle management level, to ensure they have the suitable foundations on which to further build their knowledge and skills. All individuals should be judged on their own merits, experiences and capabilities to ensure they are enrolled in the most appropriate apprenticeship framework.

- Learners who do not have any management experience may be better suited to the Team Leading Intermediate Apprenticeship.
- Learners who have only limited prior experience in a management role may be better suited to the Management Advanced Apprenticeship or the Management Higher Apprenticeship.

Progression from the Level 5 Higher Apprenticeship in Leadership & Management

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

- a range of management and other professional qualifications at level 6 and above
- higher education to undertake management, business or other qualifications, including Degrees or Masters in Management & Leadership, Business and Business Management
- further employment opportunities within their current job role/alternative job roles
- specialised qualifications providing additional technical knowledge
- possible membership of professional bodies, including the Chartered Management Institute and the Institute of Leadership & Management.

With additional training, higher apprentices may be able to progress in their careers to senior management or director level roles and, in time, to chief executive positions.
UCAS points for this pathway:

(no information)
Employee rights and responsibilities

The Employee Rights and Responsibilities (ERR) component of the apprenticeship can be achieved through either:

1. **Recorded professional discussion/presentation/project**

2. **A QCF ERR qualification/unit:**
   - The Level 2 Award in Employee Rights and Responsibilities (QCF) (for a full list of Awarding Bodies offering this qualification please see the Apprenticeship FAQ on our website http://www.skillscfa.org/faq.html)
   - Understanding employment responsibilities and rights in health, social care or children and young people (R/602/2954)
   - Understand employment responsibilities and rights (D/602/4769)
   - Employment rights and responsibilities in the Facilities Management, Housing and Property sectors (QCF) (A/502/7524)
   - Understanding employment rights and responsibilities in the energy and utility sector (QCF) (H/503/1468)
   - Employment rights and responsibilities for new entrants into the Science, Engineering and Manufacturing sectors (QCF) (M/502/8282)
   - Knowledge of Employee Rights and Responsibilities for the Automotive Sector (QCF) (M/503/0646)

3. **ERR Workbook**
   - Skills CFA ERR workbook, available from the Skills CFA website (www.skillscfa.org/).

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

**ERR National Outcomes**

The ERR workbook, qualifications and units cover the learning outcomes listed below. An apprentice must achieve the standards of attainment set out below to achieve this element of the framework:

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice’s rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice’s learning programme
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. understands the role played by their occupation within their organisation and industry
5. has an informed view of the types of career pathways that are open to them
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. knows where and how to get information and advice on their industry, occupation, training and career
8. can describe and work within their organisation's principles of conduct and codes of practice
9. recognises and can form a view on issues of public concern that affect their organisation and industry.

Evidence of achievement of ERR

As ERR is part of the Apprentice Declaration & Authorisation Form, there is no longer a requirement to evidence ERR completion when applying for apprenticeship certificates. However, we recommend that an internal record of ERR achievement is retained.
How equality and diversity will be met

According to National Statistics data, approximately two-thirds of the UK’s 4.5m managers and senior officials are male and one-third are female. In contrast to the gender imbalance associated with management, the occupation is representative of the population as a whole in terms of the number of managers from minority backgrounds and those with disabilities, although this may not be true at all levels of management, particularly senior management positions.

Reasons for any imbalances may be related to perceptions about management and team leading recruitment and promotion practises, which can result in applicants screening themselves out or being screened out unfairly. Reasons for such perceptions may include:

- managers’ attitudes to board-level appointments where applicants feel that cultural fit is important rather than qualifications and ability
- Asian and black managers are more likely than white managers to think that educational background is a strong influence for recruitment and promotion
- selection process are seen as not being open or transparent
- the existence of “old boys’ networks”
- lack of careers guidance
- family commitments being seen as a barrier to career progression
- flexibility and opportunities for flexible working and a 'culturally mixed workforce' are often rated as more influential factors for female managers, whilst male managers feel that having 'like-minded colleagues/camaraderie' and the 'opportunity for foreign travel' influenced their decision to join organisations
- managers with a disability feel that the ability to influence strategic decisions, use specialist expertise and commitment to diversity are important factors when applying for a job, but that these are not necessarily recognised.

As the UK workforce and customer base becomes more diverse, management needs to reflect that diversity and manage it effectively. This requires not only sensitivity to issues such as ethnicity, culture, gender and disability, but an awareness of the potential for different and more creative approaches that diversity in general brings.

Apprenticeships are seen as a vital route to encourage and facilitate a diverse set of individuals entering into management. Entry conditions to this framework do not discriminate against any individuals, with the framework being open and accessible to all potential apprentices.

Mentoring is also promoted within the Apprenticeship to provide additional support and increase the chances of apprentices staying. Training providers and employers must also comply with the Equality Act 2010 to ensure that applicants are not discriminated against in
terms of entry to and promotion within, the industry, using the protected characteristics of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or Belief
- gender
- sexual orientation.

Download the guidance on the Equality Act [here](#).

Recent statistics produced by the Institute for Employment Studies shows that, contrary to the occupation as a whole, Management Apprenticeship starts in England are dominated by women (63.3% of all starts). The number of apprentices from ethnic minority backgrounds is 9.8%, which is roughly in line with the population as a whole, although there is over-representation of learners from Asian backgrounds (4.3% of starts) and a slight under-representation of learners from Chinese of mixed ethnic backgrounds (1.2% of starts). 10.3% of management apprentice starts are recorded as having a disability (above national representative numbers), whilst 3.4% of apprentices record having a learning difficulty, which shows some under-representation when compared to the population as a whole.

In order to address some of these issues, awareness of management as a profession is being raised through:

- the (14-19) Diploma in Business, Administration and Finance, although all Diplomas have underpinning leadership and management and equality and diversity themes
- teaching resources for schools
- various Women in Work initiatives
- professional networks such as the Network for Black Professionals and Women in Management
- various careers websites for the management Industry, which include non-stereotypical images.

Skills CFA will monitor take-up and achievement of all apprenticeships and take steps to address any barriers to take-up and achievement.
On and off the job guided learning (England)

Total GLH for each pathway

GLH does not apply to this higher apprenticeship framework.

Minimum off-the-job guided learning hours

N/A

How this requirement will be met

N/A

Minimum on-the-job guided learning hours

N/A

How this requirement will be met

N/A
Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

All six Personal Learning and Thinking Skills (PLTS) are fully covered within the Level 4 NVQ Diploma in Management and the Level 5 NVQ Diploma in Management. Any learner who has completed the Level 4 NVQ Diploma in Management or the Level 5 NVQ Diploma in Management will have automatically covered the PLTS requirements, therefore no additional delivery is needed.

As PLTS is part of the Apprentice Declaration & Authorisation Form, there is no longer a requirement to evidence PLTS completion when applying for apprenticeship certificates. However, we recommend that an internal record of PLTS achievement is retained.

Creative thinking

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

Creative Thinking skills encompass:

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

Independent enquiry

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

Independent Enquiry skills encompass:

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

**Reflective learning**

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

**Reflective Learning skills encompass:**

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

**Team working**

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

**Team Working skills encompass:**

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

**Self management**

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

**Self Management skills encompass:**
• seeking out challenges or new responsibilities and showing flexibility when priorities change
• working towards goals, showing initiative, commitment and perseverance
• organising time and resources, prioritising actions
• anticipating, taking and managing risks
• dealing with competing pressures, including personal and work-related demands
• responding positively to change, seeking advice and support when needed
• managing your emotions and building and maintaining relationships.

**Effective participation**

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

**Effective Participation skills encompass:**

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

There are no additional employer requirements.