

# apprenticeship FRAMEWORK

## Business Innovation and Growth (Wales)

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills and Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

### Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

[afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR02984](http://afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR02984)

Issue date: 29 August 2014

Published by  
Skills CFA

apprenticeship  
FRAMEWORKS ONLINE  
[www.afo.sscalliance.org](http://www.afo.sscalliance.org)

# CHANGES TO REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 14TH OCTOBER 2016

These changes relate to the Essential Skills and Employer Rights and Responsibilities requirements of a framework and they ONLY apply to new Apprenticeship starts on, or after, 14th October 2016. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

## Alternatives for Essential Skill qualifications

**Foundation apprenticeships (Level 2):** Where Essential Skills qualifications are specified in a foundation apprenticeship framework (Level 2), the apprenticeship framework must specify as a Welsh certificate requirement, the acceptance of one of the following recognised proxy qualifications.

For Communication:

- a. GCSE or iGCSE qualification in English language or literature to at least grade G (Level 1 equivalent); or
- b. O Level qualification in English language or literature to at least grade E; or
- c. A/AS Level qualification in English language or literature to at least grade E; or
- d. SCQF Level 4 – Communication Core Skills (Oral communication and written communication); or
- e. SQA National 4 English; or
- f. Functional Skills or Key Skills literacy qualifications in English provided the proxy qualification(s) attained are at Level 1 or above.

For Application of Number:

- a. GCSE or iGCSE qualification in Mathematics to at least grade G (Level 1 equivalent); or
- b. O Level qualification in Mathematics to at least grade E; or
- c. A/AS Level qualification in Mathematics to at least grade E; or
- d. SCQF Level 4 – Numeracy Core Skill (Graphical Information and using number); or
- e. SQA National 4 Mathematics ; or
- f. Functional Skills or Key Skills numeracy qualifications in Mathematics provided the proxy qualification(s) attained are at Level 1 or above.

**Apprenticeships (Level 3):** Where Essential Skills qualifications are specified in an apprenticeship framework (Level 3), the apprenticeship framework must specify as a Welsh certificate requirement, the acceptance of one of the following recognised proxy qualifications.

For Communication:

- a. GCSE or iGCSE qualification in English language or literature to at least grade C (Level 2 equivalent); or
- b. O Level Qualification in English language or literature to at least grade C; or
- c. A/AS Level qualification in English or literature to at least grade E; or
- d. SCQF Level 5 – Communication Core Skills (Oral communication and written communication); or
- e. SQA National 5 English; or
- f. Functional Skills or Key Skills literacy qualifications in English provided the proxy qualification(s) attained is at Level 2 or above.

For Application of Number:

- a. GCSE or iGCSE qualification in Mathematics to at least grade C (Level 2 equivalent); or
- b. O Level Qualification in Mathematics to at least grade C; or
- c. A/AS Level qualification in Mathematics to at least grade E; or
- d. SCQF Level 5 – Numeracy Core Skill (Graphical information and using number); or
- e. SQA National 5 Mathematics; or
- f. Functional Skills or Key Skills numeracy qualifications in Mathematics provided the proxy qualification(s) attained are at Level 2 or above.

**Higher Apprenticeships (Levels 4-7):** Essential Skills requirements are as for an apprenticeship frameworks at Level 3.

# CHANGES TO REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 14TH OCTOBER 2016

## Employer Rights and Responsibilities (ERR)

The final modification to SASW is to Employer Rights and Responsibilities (ERR) which is no longer compulsory in frameworks. Please refer to the Employer Rights and Responsibilities section within the framework document to confirm specific requirements.

## Additional Information

It should be noted that SASW has also been modified to reflect existing improvements to Essential Skills Wales Qualifications. These improvements to ESW qualifications were signalled by the revised names:

- Essential Skills Wales Communication is now Essential Communication Skills (still 6 credits in size)
- Essential Skills Wales Application of Number Skills is now Essential Application of Number Skills (still 6 credits in size)
- Essential Skills Wales Information Communication Technology Skills is now Essential Digital Literacy Skills (still 6 credits in size)

Whilst there have been some amendments to the content of ESW qualifications, the most significant change has been to the assessment methodology for these qualifications.

From 1 January 2016, all new starts have had to follow the revised Essential Skill qualifications.

The updated version of SASW, and guidance documents, can be accessed here:

<http://gov.wales/topics/educationandskills/skillsandtraining/apprenticeships/providers/?lang=en&dgd>

Over the coming months, the Essential Skills section within AFO will be amended to reflect the SASW modifications and all current frameworks will be updated and reissued to incorporate these changes. In the meantime, if you are in any doubt as to the requirements of any framework then please contact the relevant Issuing Authority.

# Business Innovation and Growth (Wales)

## Contents

Framework summary .....	5
Framework information .....	6
Contact information .....	7
Revising a framework .....	8
Purpose of the framework .....	9
Entry conditions .....	12
Level 5: Higher Apprenticeship in Business Innovation and Growth .....	14
Pathway 1: Business Innovation and Growth .....	15
Equality and diversity .....	24
On and off the job training .....	25
Wider key skills .....	29
Additional employer requirements .....	30

# Framework summary

## Business Innovation and Growth

### Higher Apprenticeship in Business Innovation and Growth

#### Pathways for this framework at level 5 include:

##### Pathway 1: Business Innovation and Growth

**Competence qualifications available to this pathway:**

N/A

**Knowledge qualifications available to this pathway:**

N/A

**Combined qualifications available to this pathway:**

B1 - Level 5 BTEC Diploma in Innovation and Growth (QCF)

**This pathway also contains information on:**

- Employee rights and responsibilities
- Essential skills

# Framework information

## Information on the Publishing 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).

Issue number: 2	<b>This framework includes:</b>
Framework ID: FR02984	Level 5
Date this framework is to be reviewed by: 31/07/2017	This framework is for use in: <b>Wales</b>

## Short description

The Level 5 Business Innovation and Growth apprenticeship is designed to meet the skills needs of a diverse range of businesses and organisations who are looking to develop and grow through being innovative and creative in their business activities. It supports the development of skills in innovation and business development and growth, amongst both new and existing members of staff. Job roles may be very innovation focused – e.g. business development executive/manager, innovation scout, marketing executive/manager, product development executive/manager, or may be generalist roles which benefit from an innovative perspective – e.g. supervisor, operations executive/manager.

# Contact information

## Proposer of this framework

This apprenticeship has been proposed and developed by Skills CFA, in partnership with the Small Firms Enterprise Development Initiative (SFEDI) and the Peter Jones Foundation. The apprenticeship framework and qualification was developed in consultation with employers from the public, private and third sectors, as well as training providers, colleges and awarding organisations. A range of different types of employers, in terms of size and nature of business activity, contributed through workshops, telephone interviews and steering group meetings. Employers who contributed to the development of this framework included Sheffield Teaching and Hospital NHS Trust, Swarm, Warren Services, Cloudberry Pursuits CIC, Northumberland County Council, RR Donnelley, British Industries Printing Federation, John Lewis, Lancashire NHS Care Trust and Alda. A full list of employers consulted in the development of the framework is available upon request.

## Developer of this framework

Name: Alice Barnard  
Organisation: Peter Jones Foundation  
Organisation type: Other  
Job title: Chief Executive Officer  
Phone: 020 7471 0520  
Email: [apprenticeship@pjfoundation.org](mailto:apprenticeship@pjfoundation.org)  
Postal address: Palliser House  
Palliser Road  
London W14 9EQ  
Website: [www.peterjonesfoundation.org](http://www.peterjonesfoundation.org)

## Issuing Authority's contact details

Issued by:  
Issuer contact name: N/A  
Issuer phone: N/A  
Issuer email:

# Revising a framework

## Contact details

Who is making this revision: Leigh Sear  
Your organisation: SFEDI Solutions  
Your email address: leigh.sear@sfedi.co.uk

## Why this framework is being revised

Amends made to the text within the document to increase its clarity.

Update to the review date by SFEDI in August 2014

## Summary of changes made to this framework

Additional information outlining the apprenticeship proposer, breakdown of credits within the apprenticeship, the apprenticeship purpose, and amending the title to 'Business Innovation and Growth'.

Extension of the review date to 31/07/2017 to align the review date with wider changes in the apprenticeship system.

## Qualifications removed

None

## Qualifications added

None

## Qualifications that have been extended

None



# Purpose of this framework

## Summary of the purpose of the framework

### Profile of the Sector

This apprenticeship is aimed at developing the skills needed to be innovative and support organisational growth. It is suitable for a wide range of job roles where innovation is an important aspect of the job role. Job roles may be very innovation focused – e.g. business development executive/manager, innovation scout, marketing executive/manager, product development executive/manager, or may be generalist roles which benefit from an innovative perspective – e.g. supervisor, operations executive/manager.

There is an established evidence base which documents the contribution of innovation to productivity and economic competitiveness in the United Kingdom, as well as in the majority of other developed market economies. Innovation is not only important in terms of research and development activity in high-technology and high added value sectors but also through enabling new and different forms of business activity to take place.

As a result, innovation is a high priority for government policy. Successive governments in the UK have introduced a range of policies and programmes of support to facilitate innovative activity amongst organisations in the public, private and third sectors. There have been, for example, national innovation and growth strategies, innovation vouchers for smaller businesses, innovation advisers and innovation incubation centres and funds for encouraging innovative provision.

Despite such activity, the innovation performance of the UK continues to lag behind a number of competitor economies, such as the United States, Germany and Sweden in terms of levels of innovation activity and the outcomes from innovation (e.g. number of patents and levels of commercialisation activity). For example, the EU Community Innovation Survey highlights that approximately one business in two in the UK is innovative, in comparison to three in four in Germany.

A key contributory factor to this performance gap relates to the development of human capital. A number of recent surveys have identified a mismatch between the skills ranked as important to the performance of businesses, such as being innovative and creative, and those possessed by recent entrants to the labour market. This apprenticeship seeks to remedy the mismatch by focusing on the enterprising and supporting skills identified by employers as being most needed, including:

- enterprising skills including creative problem solving, thinking critically and creatively, proposing solutions (e.g. new and different ways of doing things), making things happen,

- being resourceful and the ability to manage complexity
- interpersonal and communication skills including empathy, intercultural awareness and receptiveness to innovation
- leadership skills including team building and steering, coaching and mentoring, lobbying and negotiating

An adequate supply of such skills is highly important for managing and supporting business innovation and growth. However, unlike a number of other occupations, such as in Human Resources and Finance, there have been no apprenticeship programmes to develop the skills of new or existing members of staff to manage innovation and growth. The Level 5 Higher Apprenticeship in Business Innovation and Growth will play a key role in addressing the mismatch between the needs of employers and the skills possessed by employees.

The tasks undertaken by apprentices will vary depending upon the specific job roles held by the apprentice and the size, sector and stage of development of the organisation in which they are working. Job titles will also vary according to the size of the organisation. For example, a business development role might have the title 'manager' in a small business and 'executive' in a large organisation. In research carried out with employers, smaller businesses noted that apprentices were expected to be involved in a variety of different aspects of innovation and growth within the business, and that they needed to demonstrate certain personal attributes including enthusiasm, energy, passion, sharpness and a desire to learn and contribute. In comparison, larger organisations noted that the apprentices were more likely to be working within a specific team or department, often on specific developments or projects where they would be involved with scoping out ideas, planning and pitching, supporting others, monitoring and reviewing progress and presenting ideas to others in the business.

## **Aims and objectives of this framework (Wales)**

The aim of the apprenticeship is to provide employers of all sizes in the private, public and third sectors with a workforce that has the skills required to contribute to innovation and business development and growth. By developing the knowledge and competences required, Business Innovation and Growth apprentices will be able to enhance the productivity, profitability and competitiveness of the businesses in which they are working.

The key objectives are to:

- build a competent entrepreneurial workforce, providing organisations of all sizes, operating within any sector, with the staff needed to increase competitiveness and productivity;
- tap into the skills and talents of a diverse population by providing flexible entry routes into an enterprising career;
- develop the skills of new and existing members of staff to enable them to initiate, manage and support innovative activity which contributes to the productivity, profitability

- and competitiveness of the business;
- provide apprentices with an opportunity to develop the skills, knowledge and experience which can be applied in different enterprising contexts, whether progressing to higher level roles with additional responsibilities, starting their own business or moving on to higher education.

# Entry conditions for this framework

There are no mandatory entry requirements for this apprenticeship. However, consultations undertaken with employers in developing the apprenticeship highlighted that they are seeking apprentices with an enterprising personality, in terms of enthusiasm, energy, passion, mental sharpness and a 'can do' attitude. Employers expect apprentices to be able to demonstrate a basic understanding of how business works and the ways of doing business, as well as having strong numeracy, literacy and communication skills on which to build.

It is likely that entrants will come from a diverse range of backgrounds and will vary in terms of age, experience, personal achievements and personal experiences. In some cases, apprentices may have prior qualifications and awards which may account towards achievement of the apprenticeship.

Examples may include having:

- completed the Level 3 Apprenticeship in Enterprise; OR
- completed other level 3 or level 4 Apprenticeships; OR
- held a position of responsibility at school or college (e.g. run an enterprise club or society); OR
- undertaken work experience, an internship or voluntary work; OR
- engaged with some form of enterprise education (e.g. Young Enterprise, Students in Free Enterprise, a tailored enterprise development programme); OR
- undertaken an enterprising task or venture (e.g. by starting their own business or whilst working for someone else); OR
- achieved GCSEs and/or A Levels; OR
- achieved QCF Awards, Certificates or Diplomas; OR
- achieved a (14-19) Foundation or Higher Diploma within an appropriate sector.

Providers and employers are encouraged to accept alternatives to qualifications when entering on to this apprenticeship to ensure equality of access for people with different learning styles. These alternatives include volunteering, employment, portfolios of evidence and completion of non-accredited courses.

Successful recruitment practices will ensure that higher apprentices with the potential to complete the apprenticeship are placed on the programme.

## Rules to avoid repeating qualifications

Processes exist to make sure that applicants with prior knowledge, qualifications and experience are not disadvantaged by having to repeat learning. Training providers and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience.

## 1. Essential Skills Wales (ESW)

- Key skills qualifications are accepted as alternatives to ESW qualifications provided the key skills qualification(s) attained are at the same level(s) as those specified for ESW qualifications.
- ESW qualifications achieved at the level specified in the framework, prior to commencing an apprenticeship can be accepted, provided that the required certificate is presented at the point of certification.
- ESW achieved in the context of the Welsh Baccalaureate Qualification (WBQ) can be accepted, provided the specific certification of the title(s) and level(s) of those ESW qualification is provided. The WBQ certificate itself does not provide this specific evidence.

Where an individual has achieved ESW at level 1 in either Application of Numbers, Communication or IT or has the relevant key skill prior to starting a level 2 apprenticeship, the employer may allow the individual to study for ESW skills qualifications at level 2 as part of the apprenticeship.

## 2. Prior experience

- Applicants already working in the sector are able to have their prior experience recognised by the Awarding Organisation and this will count towards the competence and the knowledge qualifications in this framework.

### **Initial assessment**

Initial assessment must be used to ensure that applicants have a fair opportunity to demonstrate their abilities and skills, as well as the enterprising mindset needed to achieve the apprenticeship. Whilst the framework does not prescribe the use of any particular assessment tools, those used must be fit for purpose in terms of assessing the key enterprising skills and mindset required. 'Competence-based' interview approaches, where the apprentice can demonstrate enterprising and innovative behaviours, will be highly appropriate.

Learning programmes can then be tailored to meet a range of abilities and skills and to recognise prior knowledge and experience. This will be important given the diversity of potential entrants.

## Level 5

Title for this framework at level 5

# Higher Apprenticeship in Business Innovation and Growth

### Pathways for this framework at level 5

Pathway 1: Business Innovation and Growth

## Level 5, Pathway 1: Business Innovation and Growth

### Description of this pathway

#### **Business Innovation and Growth**

Total minimum credit value for this pathway: 138 credits

- 120 credits for the combined qualification
- 18 for Essential Skills Wales Communication, Application of Number and ICT

### 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.

Job title(s)	Job role(s)
Product development executive/manager	This role involves activities relating to initiating and developing innovative ideas, including: idea generation and testing, reviewing processes, product and market research, pitching ideas, agreeing and monitoring plans, dealing with internal and external customers, and procuring resources.
Innovation scout	This role will tend to map on to either project-based activities in one or several departments or functional activities, and will include marketing, new market development, new product development, planning, research and development.
Business development executive/manager	This role will involve activities that focus on developing new business opportunities, including elements of planning, developing and delivering presentations, developing partnerships, and input and consultation on new product development.
Project executive/manager	This role will focus on the support of project-specific activities, either across a small business or within specific departments or functional areas of larger businesses. The role will include research, planning, monitoring and management of project outcomes.



# 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 5 BTEC Diploma in Innovation and Growth (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/6687/8	Pearson Education Ltd (Edexcel)	120	520-550	N/A

## Relationship between competence and knowledge qualifications

The combined qualification (B1a) includes both competence and knowledge units. The split between knowledge and competence credits achieved will vary from learner to learner depending on the optional units chosen. However, a minimum of 45 credits of knowledge and a minimum of 55 credits of competence will be achieved from undertaking the mandatory units within the combined qualification. The remaining 20 credits may be knowledge or competence credits depending on the optional units chosen within the Level 5 BTEC Diploma in Innovation and Growth (QCF) The split between knowledge and competence units is shown below:

### Mandatory Units:

- Unit 1 (M/504/3770) - Innovation and Growth in Organisations (10 credits knowledge)
- Unit 2 (T/504/3771) - Use of Financial Information for Planning Innovation and Growth (5 credits knowledge)
- Unit 3 (A/504/3772) - The Innovative Mind Set (10 credits knowledge)
- Unit 4 (L/504/3727) - Principles of Researching and Testing Innovative Ideas (5 credits knowledge)
- Unit 5 (F/504/3773) - Developing Innovative Business Cases (10 credits knowledge)
- Unit 6 (J/504/3774) - Innovation in Action (15 credits competence)
- Unit 7 (L/504/3775) - Change Management for Innovation and Growth (10 credits competence)
- Unit 8 (R/504/3776) - Management Decision Making for Innovation and Growth (5 credits knowledge)
- Unit 9 (Y/504/3777) - Developing an Innovative Idea (10 credits competence)
- Unit 10 (D/504/3778) - Implementing an Innovative Idea (20 credits competence)

### Optional Units:

- Unit 11 (H/504/3779) - Leading, Managing and Developing People for Innovation and Growth (5 credits competence)

- Unit 12 (A/504/3741) - Strategic Planning and Management (5 credits knowledge)
- Unit 13 (Y/504/3780) - Managing Quality for Innovation and Growth (5 credits knowledge)
- Unit 14 (T/504/3785) - Marketing Innovative Ideas (10 credits competence)
- Unit 15 (M/504/3784) - Using Customer Relationship Management to Support Innovation and Growth (5 credits competence)
- Unit 16 (K/504/3783) - How Technology Contributes to Innovation and Growth (5 credits competence)
- Unit 17 (H/504/3782) - Contribute to Fostering a Culture for Innovation and growth (5 credits knowledge)
- Unit 18 (D/504/3781) - Financial Planning to Support Business Cases (5 credits competence)
- Unit 19 (D/504/3733) - Background to Business (15 credits knowledge)

# Transferable skills (Wales)

## Essential skills (Wales)

	Minimum level	Credit value
Communication	Level 2	6
Application of numbers	Level 2	6
IT	Level 2	6

## Progression routes into and from this pathway

### Progression into the Business Innovation and Growth Higher Apprenticeship

Progression into this higher apprenticeship may be from a wide number of routes due to the varying backgrounds and the past academic and work related experiences of higher apprentices. Such routes will include having:

- achieved a level 3 advanced apprenticeship in a related area, such as the Level 3 Advanced Apprenticeship in Enterprise; OR
- achieved a level 3 advanced apprenticeship in a sector-specific area; OR
- achieved QCF Awards, Certificates and Diplomas, either in an enterprise-related area or in a sector-specific area; OR
- achieved GCSEs and/or A Levels; OR
- achieved a (14-19) Foundation or Higher Diploma within an appropriate sector.

Learners may also progress into the higher apprenticeship without prior qualifications.

### Progression from the Business Innovation and Growth Higher Apprenticeship

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

- a range of enterprise and other professional qualifications at Level 6 and above; OR
- Higher Education to undertake enterprise and innovation degrees including Degrees or Masters in Enterprise, Management & Leadership, Business and Business Management; OR
- further employment opportunities within their current job role/alternative job roles; OR
- a range of relevant professional qualifications within relevant sector-specific areas.

With additional training, apprentices may be able to progress in their careers to Managers or

Directors across a range of business functions, including roles such as Business Development Manager, Marketing Manager and Director of Operations. Other roles may include Head of Innovation and Chief Executive Officers.

**UCAS points for this pathway: Not applicable**

# 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

If an apprentice has completed the ERR national outcomes through professional discussion, a presentation or project, training providers will be required to complete the Higher Apprenticeship sign-off sheet.

## 2. ERR Workbook

Skills CFA ERR workbook , available from the Skills CFA website ([www.skillsca.org/](http://www.skillsca.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.

If using the ERR workbook, the ERR achievement declaration sign off sheet within the workbook must be signed by the apprentice and the provider before applying for an apprenticeship completion certificate and a copy uploaded to ACW.

## 3. 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.skillsca.org/faq.html>)
- Understanding employment responsibilities and rights in health, social care or children and young people (QCF) (R/602/2954)
- Understand employment responsibilities and rights (QCF) (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)

Those who complete the ERR qualification or unit can use the qualification certificate to claim their apprenticeship. For those undertaking a unit, the qualification certificate must explicitly state the achieved unit.

## ERR National Outcomes

The ERR workbook, qualifications and units cover the following 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 Apprenticeship Certificate Claim Form and a declaration is made on ACW at the time of submitting your apprenticeship certification claim, there is no longer an additional requirement to evidence ERR completion. However, we recommend that an internal record of ERR achievement is retained.

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

## How equality and diversity will be met

Entrepreneurial employee activity prevalence rates are highest between 25 and 34 years of age. Male employees also tend to be, on average, almost twice as likely to be involved in entrepreneurial employee activity as female employees. However data indicates an increase in the number of female-owned businesses, people over 50 starting their own business and individuals from minority background exploring entrepreneurship.

This apprenticeship will help support the development of enterprise skills across all age groups and sexes by providing a new entry route into innovation and growth-related job roles, with no barriers to entry. Business-related apprenticeships are more likely to be undertaken by females than males, helping to re-balance the gender-differential within entrepreneurial-related job roles in the UK.

Apprenticeships are perceived as a vital route to encouraging and facilitating entrepreneurial talent in a diverse set of individuals. Entry conditions to this apprenticeship do not discriminate against any individuals, with the apprenticeship 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 profession, using the protected characteristics of:

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

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

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 training (Wales)

## Summary of on- and off-the-job training

Training time for the Level 5 Business Innovation and Growth Higher Apprenticeship programme is split into on the job training hours and off the job training hours, as described below.

Total on the job and off the job training hours are as follows:

- Level 5 Business Innovation and Growth Higher Apprenticeship - 763 hours

## Off-the-job training

The total off-the-job training for the Level 5 Business Innovation and Growth Higher Apprenticeship is 255 hours, made up as follows:

- 60 hours for Essential Skills Wales (20 hours per skill)
- 156 hours (minimum) for the knowledge based units within the combined qualification
- 15 hours for activities including inductions and the ERR element of the framework
- 24 hours of off-the-job coaching and mentoring to support the apprentice.

## How this requirement will be met

Training hours delivered under an Apprenticeship Agreement may vary depending on the previous experience and attainment of the apprentice.

The amount of off-the-job training required to complete the apprenticeship under the Apprenticeship Agreement may then be reduced accordingly, provided the total number of off-the-job hours for this framework can be verified for apprenticeship certification.

## Previous attainment

Where a learner enters an Apprenticeship Agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievements within the QCF; or through certificated learning outside of the QCF, for example Principal Learning qualifications.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within five years of applying for the Apprenticeship Certificate.

## Previous experience

Where a learner enters an Apprenticeship Agreement with previous work-related experience, this prior learning needs to be recognised [see QCF Guidance on Claiming Credit for further details]. To count towards Apprenticeship certification, previous experience must be recorded using the appropriate Awarding Organisation's CQFW 'Recognition of Prior Learning' (RPL) procedures and the hours recorded may then count towards the off-the-job hours required to complete the Apprenticeship.

For apprentices with prior uncertificated learning experience, the off-the-job learning must have been acquired within five years of application for the Apprenticeship Certificate or have been continuously employed in the relevant job role in the industry for three years duration.

### Off-the-job training should:

- be planned, reviewed and evaluated jointly between the apprentice and: a tutor, or teacher; their workplace supervisor or manager; or their coach or mentor;
- allow access as and when required by the apprentice either to a tutor, teacher, supervisor, manager, mentor or coach;
- be delivered through one or more of the following methods: individual and group teaching, e-learning; distance learning; coaching; mentoring; observation, feedback and assessment; collaborative/networked learning with peers, guided study and induction.
- be characterised by formal or planned taught sessions delivered predominantly by qualified training staff;
- be delivered during contracted working hours;
- be delivered whilst working under an apprenticeship agreement, or during a qualifying period prior to working under an apprenticeship agreement ending on the date of application for an apprenticeship certificate.

Off-the-job training must be formally recorded, either in a diary, workbook, portfolio, or be verified by attendance records. This evidence needs to be checked and signed by the assessor and employer.

### Evidence of off the job hours

The Apprenticeship Certificate Claim Form requires apprentices to acknowledge that they have received the minimum required levels of on the job and off the job training, as set out in the apprenticeship framework document. No other evidence is required to be uploaded to ACW.

## On-the-job training

The total on-the-job training for the Business Innovation and Growth Higher Apprenticeship is 508 hours, made up as follows:

- 120 hours for Essential Skills Wales (40 hours per Skill)
- 364 hours (minimum) for the competence based units within the combined qualification
- 24 hours of on-the-job coaching and mentoring to support the apprentice

## How this requirement will be met

On-the job training is defined as skills, knowledge and competence gained within normal work duties.

These hours may vary depending on previous experience and attainment of the apprentice. Where a learner enters an apprenticeship agreement having previously attained or acquired the appropriate competencies or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or RPL procedures (as off-the-job above). The amount of on-the-job training required to complete the Apprenticeship under the Apprenticeship agreement may then be reduced accordingly, provided the total number of on-the-job hours for this framework can be verified for apprenticeship certification.

Apprentices who commence training under a new Apprenticeship agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim 25% or more hours towards the on-the-job framework total through prior learning acquired from previous full-time education, employment or other vocational programmes, then the apprentice's learning programme should include 'customisation'.

Training providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace. Customisation programmes may include:

- selecting appropriate additional Unit(s) from QCF qualifications, or relevant units recognised as Quality Assured Lifelong Learning [QALL] through a CQFW recognised body
- following Essential Skills at a level higher than that specified in the framework
- including one or more Wider Key Skills or other competency-based qualifications/units relevant to the workplace.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years from the date of application for the Foundation Apprenticeship/Apprenticeship Certificate or have been continuously employed in the industry for three years. Job roles within Business Innovation require a thorough level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience.

On-the-job learning must be formally recorded, either in a diary, workbook, portfolio, or be verified by attendance records. This evidence needs to be checked and signed by the learner and assessor.

### **On-the-job training should be:**

- be planned, reviewed and evaluated jointly between the apprentice and: a tutor, or teacher; their workplace supervisor or manager; or their coach or mentor;
- allow access as and when required by the apprentice either to a tutor, teacher, supervisor, manager, mentor or coach;
- be delivered through one or more of the following methods: individual and group teaching, e-learning; distance learning; coaching; mentoring; observation, feedback and assessment; collaborative/networked learning with peers, guided study and induction.
- enable the apprentice to demonstrate practical job-related skills and to practice and apply these in the context of the job. This type of learning will be delivered in the workplace;
- be delivered whilst working under an apprenticeship agreement, or during a qualifying period prior to working under an apprenticeship agreement ending on the date of application for an apprenticeship certificate.

### **Evidence of on the job training hours**

The Apprenticeship Certificate Claim Form requires apprentices to acknowledge that they have received the minimum required levels of on the job and off the job training, as set out in the apprenticeship framework document. No other evidence is required to be uploaded to ACW.

# Wider key skills assessment and recognition (Wales)

## Improving own learning and performance

The Wider Key Skills are already covered within the core elements of the Apprenticeship qualifications. No additional Wider Key Skills delivery is required.

## Working with others

The Wider Key Skills are already covered within the core elements of the Apprenticeship qualifications. No additional Wider Key Skills delivery is required.

## Problem solving

The Wider Key Skills are already covered within the core elements of the Apprenticeship qualifications. No additional Wider Key Skills delivery is required.

# Additional employer requirements

There are no additional employer requirements.

---

apprenticeship  
FRAMEWORKS ONLINE

For more information visit  
[www.afo.sscalliance.org](http://www.afo.sscalliance.org)