

apprenticeship FRAMEWORK

Employment Related Services

Issued by
Skills for Justice (central
government and armed forces)

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Employment Related Services

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Skills for Justice (central government and armed forces)

The Apprenticeship sector for central Government and the armed forces.

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Short description

This framework has been developed to support those who help people seeking employment. It is aimed at those working in the employability and skills sector which could include welfare to work, recruitment agencies, career guidance and other pre-employment services.

Many individuals in the sector have qualifications in particular areas but this framework draws on all of the skill areas required to develop professionals delivering employment related services, allowing individuals to develop in a particular role, widen their skills to move into other roles within the sector, and aid vertical progression into management positions.

Contact information

Proposer of this framework

Employers in the Employment Related Services Sector

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Revising a framework

Contact details

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Why this framework is being revised

To improve the quality and clarity of the framework.

Summary of changes made to this framework

Minor changes to role descriptions to improve clarity.

Additional progression options added to progression routes section.

Qualifications removed

N/A

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

Employment Related Services is used to describe anyone delivering contracts and/or services which help people into employment and/or support them to sustain an employed status.

Employment Service Providers often deliver contracts on behalf of Government Departments including the Department for Work & Pensions (DWP), Ministry of Justice (MOJ), and Department for Education (DfE). Examples of contracts where this framework would be most appropriate are: The Work Programme, Work Choice, National Offender Management Services, Skills Funding Agency Employability contracting and a number of European Social Fund initiatives which focus on reducing worklessness. There is also scope for this framework to be used in any area which has a focus on supporting people to find and sustain suitable employment.

In addition to those described above, employment service providers could also include: Recruitment Agencies, Schools & Colleges delivering careers advice, Prison Resettlement teams, Armed Forces Resettlement teams and deliverers of Not in Education Employment or Training (NEET) services.

In October 2010 the Centre for Economic and Social Inclusion published 'Professionalising the Welfare to Work Industry, Developing a Framework for Action': www.cesi.org.uk/NewPolicy/PoWER_professionalisation_project

The research and publication was funded through financial and in-kind contributions from 18 leading employers and supporters of the Employment Related Services Sector. The report was commissioned in response to the changes in contracting, (with a move to more outcome funded contracts) and to, for the first time, analyse the current competency and skills levels of the practitioner workforce.

The key findings and conclusions were:

- It is a relatively young and inexperienced workforce and one that experiences high levels of job satisfaction, with most respondents planning to stay in the field.
- However, there is churn in the experienced adviser workforce, with nearly half experienced advisers moving jobs within the past year. This suggests they feel they have to leave to progress in experience and salary.
- Salary and progression are areas of weakness for the sector. Respondents rated these areas lowest in terms of their own job satisfaction and expressed very high levels of interest in training and professional development. They also indicated that those outside the sector do not always perceive the industry to be a desirable one, due to a lack

of career prospects.

- Most working in this area are motivated by an altruistic desire to help others.

This framework has been developed by the Sector for the Sector. Using contributions from the Sector's leading employers, Professionalisation of Welfare to Work (PoWER) was established in response to the evident need to have qualifications that are fit for purpose. This framework is built around a genuine employer led suite of qualifications, formally recognising the professionalism of the sector and assisting in the improvement of productivity, performance and customer satisfaction.

The framework has been designed for practitioners for example Personal Advisors, Job Coaches, Employment Trainers, Job Brokers, those in employer engagement roles, in-work support roles; it provides employees with an accredited pathway of qualifications which are portable as their careers develop.

In addition the framework provides employers with a toolkit from which they can deliver relevant teaching and learning, appropriate to their evolving business needs and/or contractual requirements. As contract delivery is increasingly outcome funded, it is critical that Employment Related Service Providers have the tools at their disposal to increase the skills of the sector through work based learning and Apprenticeships.

This Apprenticeship will also contribute to meeting the skills priorities for England by:

- providing flexible access to a high quality Level 3 skills programme
- incorporating skills to improve the general literacy, numeracy and ICT in England
- using a combined technical and competence qualification, valued by employers, to increase productivity
- developing apprentices' Personal Learning & 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 whichever career they choose

Aims and objectives of this framework (England)

Aim:

To raise the professionalism of the Employment Related Services Sector, increasing the productivity and performance of practitioners, improving delivery standards and positive progressions.

Objectives:

- to contribute towards addressing Employment Related Services specific skills gaps in

order to provide a high performing, professional range of services which progresses an increased percentage of customers into long term employment

- to build on the existing skills of the workforce
- to provide practitioners with the skills required when supporting a diverse customer group with a variety of specialist and on occasion multiple, complex needs
- to help to bring about a more diverse workforce which reflects the community it serves through the introduction of an Apprenticeship which is accessible to people entering positions in the Employment Related Services Sector
- to provide a range of skills which are portable across a range of practitioner roles in the sector
- to provide progression routes into higher level jobs
- to encourage employees to develop their problem solving skills

Entry conditions for this framework

To encourage diversity in the workforce there are no formal entry conditions for this framework. However some employers may require a Criminal Records Bureau (CRB) check before an offer of employment is made depending on the customer group that an apprentice will work with.

The Apprenticeship will suit someone who enjoys assisting others to achieve their potential, who is driven by performing well against agreed targets and who wishes to work collaboratively with customers and employers to meet their needs.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Employment Related Services

Pathways for this framework at level 3

Pathway 1: Employment Related Services

Level 3, Pathway 1: Employment Related Services

Description of this pathway

Employment Related Services (Job Entry and Career Progression)

The total number of QCF credits that an apprentice must achieve for this pathway is **52**.

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

Entry requirements for this pathway are the same as the general entry conditions for the framework.

Job title(s)	Job role(s)
Personal Adviser/ Job Coach	Responsible for working one to one with individuals to identify needs, strengths/weaknesses and job/career aspirations in order to help achieve a positive employment outcome; or development plan leading to a positive employment outcome.
Tutor	Responsible for working with groups to improve employability skills. For example job search, interview techniques etc.
Job Broker/Employer Engagement	Responsible for employer liaison which generates opportunities to gain and sustain employment.
Customer Liaison	Responsible for initial screening and developing relationships with customers and employers to gain and sustain employment.

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 Employment Related Services					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/2091/X	EDI	37	159	N/A

Notes on competence and knowledge qualifications (if any)

To achieve the Diploma in Employment Related Services (B1) apprentices must complete 4 mandatory units totalling 20 credits and optional units to a minimum of 17 credits to give an overall minimum total of 37 credits.

Split between Knowledge and Competence

The following mandatory units total 11 knowledge credits:

- M/503/2400 Understanding the Employment Related Services Sector – 5 credits
- K/602/1597 Providing Excellent Customer Service – 6 credits

The remaining mandatory and optional units total a minimum of 26 credits and relate to competence.

Each element (knowledge and competence) must be separately assessed.

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 has been included within this framework as it is considered relevant to the effective performance in the job roles to which it relates.

Progression routes into and from this pathway

Progression into this pathway

Entry into this pathway may be:

- entry from full time education
- from the 14-19 Diploma in Public Services
- from Intermediate Level Apprenticeships such as customer service, business & administration, contact centre operations, sales and telesales etc.
- from unemployment
- from roles in customer service, business & administration, advice & guidance, contact centres, sales, learning & development, recruitment etc.

Progression from this pathway

This framework allows apprentices to develop their career in a direction that suits them and their employer. Due to this flexibility there are a number of options open to apprentices on achievement of this framework. These are described below:

Jobs in the following areas:

- Employment related services roles
- Careers information advice & guidance roles
- Training roles
- Management and team leading roles

Further training and qualifications including:

- Higher level Apprenticeships such as management & leadership (after gaining experience at a middle management level), customer service, business & administration etc.
- Level 3/4 qualifications such as advice & guidance, customer service, management, business & administration etc.
- Foundation degrees such as management & leadership
- Various teaching qualifications such as PTLLS, CTLLS, DTLLS (these are especially relevant for tutor roles)

UCAS points for this pathway: N/A

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. It must be assessed and clearly evidenced. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR.

The course of training in ERR must be designed so that the apprentice:

- 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
- 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
- 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
- understands the role played by their occupation within their organisation and industry
- has an informed view of the types of career pathways that are open to them
- knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
- knows where and how to get information and advice on their industry, occupation, training and career
- can describe and work within their organisation's principles of conduct and codes of practice
- recognises and can form a view on issues of public concern that affect their organisation and industry

To meet the requirements above providers must ensure that each of the nine outcomes are covered. The Council for Administration (CFA) *Induction (ERR) Workbook* and the Skills for Justice *Workbook for Apprentices* have been designed to provide evidence of each of the nine outcomes. One of these workbooks or a similar centre devised alternative log/workbook must be completed by apprentices as part of the Apprenticeship framework. Any alternative log/workbook must cover all of the criteria above. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

How to meet the requirements for ERR

ERR must be assessed and clearly evidenced. A declaration must be signed and dated by the

apprentice and their employer to confirm that the apprentice has covered the target areas and criteria above.

Evidence of achievement of ERR

Evidence of achievement of ERR will be demonstrated through one of the following methods:

1. Signing the declaration, on page 30 of the CFA *Induction (ERR) Workbook*. For a copy of the workbook please see the following link: <http://www.cfa.uk.com/images/stories/Downloads/standards/ERR-Workbook.pdf>
2. Signing the declaration in appendix A of the Skills for Justice *Workbook for Apprentices*. For a copy of the workbook please see the following link: <http://www.skillsforjustice.com/Products-Services/Professionalisation/Apprenticeship-Frameworks>
3. Signing a centre devised declaration. Any centre devised assessment for ERR may require prior recognition from the Apprenticeship Certifying Authority.

The declaration must be returned to the Certifying Authority when making an application for an Apprenticeship certificate.

Certification

For more information on certification of Apprenticeships including how to claim certificates please see the Skills for Justice website: <http://www.skillsforjustice.com/Products-Services/Professionalisation/Apprenticeship-Certification>

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

How equality and diversity will be met

The Sector is committed to equality and diversity and wishes to actively take steps that will encourage under represented groups to seek employment in the sector. All Employment Related Service Providers have an equality and diversity policy and endeavour to have a workforce that is representative of the communities they serve. Policies refer to the Equality Act 2010, which places a duty on employers and providers to comply with the Act. For more details please see the following link: www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/

In October 2010 the Centre for Economic and Social Inclusion published 'Professionalising the Welfare to Work Industry, Developing a Framework for Action'. The research and publication were funded through financial and in-kind contributions from 18 leading employers and supporters of the Employment Related Services Sector. The report was commissioned in response to the changes in contracting, (with a move to more outcome funded contracts) and for the first time analyses the current competency and skills levels of the practitioner workforce.

Below are some of the research findings:

- Gender: The profile of practitioners is predominantly female (64%)
- Age: Nearly half of the respondents were aged between 25 and 39 (48%); over a third of respondents were aged between 40 and 54 (36%). Employees below 25 are under represented within the workforce.
- Type of employment: Almost all (92%) work full time.
- Entry route: The majority (59%) of respondents entered the welfare to work sector by responding to adverts for a particular post. However, significant proportions of respondents entered the sector via recruitment drives by employers or were previously service users: 15% and 14% respectively.
- Highest level of qualification: Respondents are a generally well qualified group: over one-third (36%) had qualifications at level 5 or above (including HNCs, HNDs and degrees). This compares with the rate within the general population, where just over one-fifth hold a degree. One-quarter (25%) had qualifications at level 3 and one-fifth (21%) had qualifications at level 2. Only 1% respondents said that they had no qualifications at all.

The under representation of ex-service users, under 25s and of male practitioners are three areas of concern which the sector seeks to address by the introduction of this framework.

Many Employment Related Service Providers want to offer employment to the service users they are contracted to assist. This is because ex service users often have excellent skills based on their previous life/professional experience and have empathy with the service users

who join their case load. One barrier to increasing the representation up from the current 14% is the absence of a professional route of entry. The introduction of an Apprenticeship will enable service users to enter the Employment Related Service Sector via a managed and supported pathway of teaching and learning.

The introduction of an Apprenticeship will demonstrate a professionalisation commitment to the workforce and be used to encourage greater participation from the identified underrepresented groups. The goal of a professionalisation framework for the Employment Related Services Sector must be to facilitate this kind of diverse entry, and horizontal and vertical progression.

Training providers and employers MUST 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 9 protected characteristics of:

1. age
2. disability
3. gender
4. gender reassignment
5. marriage and civil partnerships
6. pregnancy and maternity
7. race
8. religion and belief
9. sexual orientation

On and off the job guided learning (England)

Total GLH for each pathway

The total amount of Guided Learning Hours (GLH) which includes both on and off the job guided learning is 323 GLH. For the average apprentice this will take approximately 12 months.

Minimum off-the-job guided learning hours

An apprentice will need to complete a minimum of 237 GLH off the job (73% of the total GLH), over approximately 12 months for this framework.

How this requirement will be met

The requirement for off the job guided learning is calculated as follows:

- 73 GLH relating to the knowledge units in the Level 3 Diploma in Employment Related

Services (see qualifications section)

- 45 GLH Level 2 Functional Skill in Maths (or alternative - see transferable skills section)
- 45 GLH Level 2 Functional Skill in English (or alternative - see transferable skills section)
- 45 GLH Level 2 Functional Skill in ICT (or alternative - see transferable skills section)
- 5 GLH Appraisals and reviews related to this Apprenticeship programme
- 10 GLH for ERR and Induction (to reflect the % of time for induction and ERR delivered/completed off the job)
- 2 GLH introducing the apprentice to Personal Learning and Thinking Skills
- 12 GLH minimum for mentoring

GLH should:

- 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
- 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
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study
- be recorded e.g. in a log book or diary

Evidence of off the job GLH:

- Level 3 Diploma in Employment Related Services
- Level 2 Functional Skills certificates for Maths, English and ICT (or alternative - see transferable skills section)
- completion of a declaration which confirms that requirements for ERR have been met (please see the section on ERR for more details about this declaration)
- coaching and mentoring record, log or diary - not required at certification

Providers will be responsible for ensuring that the minimum off the job GLH has been met.

Minimum on-the-job guided learning hours

For this pathway an apprentice will need to complete a minimum of 86 on the job GLH.

How this requirement will be met

The requirement for on the job guided learning is calculated as follows:

- 86 GLH relating to the competence units in the Level 3 Diploma in Employment Related Services (see qualifications section)

On the job GLH should:

- 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
- 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
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers

Evidence for on the job GLH:

- Level 3 Diploma in Employment Related Services
- Assessor log, record or diary – not currently required at certification

Providers will be responsible for ensuring that the minimum on the job GLH has been met when applying for Apprenticeship certificates. For more information on certification see the following link: www.skillsforjustice.com/Products-Services/Professionalisation/Apprenticeship-Certification

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

There are six Personal, Learning and Thinking Skills (PLTS) that provide a framework for describing the qualities and skills needed for success in learning and life.

Personal Learning and Thinking Skills (PLTS) have been mapped to the mandatory units in the competence based qualification for this framework. This mapping gives an indication as to the most likely places where each of the PLTS can be demonstrated. However the PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to PLTS during induction so that they learn to recognise when they are achieving the skills for themselves.

Apprentices, line managers and providers must provide examples and evidence in section 9 of the Skills for Justice *Workbook for Apprentices* of where each of these skills have been demonstrated. A similar centre devised evidence recording sheet may be used, however providers will still be required to return the declaration in appendix A of the *Workbook for Apprentices*.

How to meet the requirements for PLTS:

Learning providers using the CFA *Induction ERR Workbook* should note that it does not contain a section on PLTS therefore they must use the Skills for Justice *Workbook for Apprentices* to record evidence of PLTS. On completion of the framework, the learning provider, apprentice and line manager should complete the declaration in Appendix A of the *Workbook for Apprentices* to confirm that PLTS have been demonstrated.

The *Workbook for Apprentices* can be downloaded from the following link:

<http://www.skillsforjustice.com/Products-Services/Professionalisation/Apprenticeship-Frameworks>

As part of this framework apprentices must achieve the standards set out below:

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

Creative thinking can be delivered and demonstrated through the following units:

- L/600/9586 Manage own professional development within an organisation
- H/600/9609 Ensure compliance with legal, regulatory, ethical and social requirements
- K/602/1597 Provide excellent customer service

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

Independent enquiry can be delivered and demonstrated through the following units:

- H/600/9609 Ensure compliance with legal, regulatory, ethical and social requirements
- K/602/1597 Provide excellent customer service
- M/503/2400 Understanding the employment related services sector

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

Reflective learning can be delivered and demonstrated through the following units:

- L/600/9586 Manage own professional development within an organisation

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

Team working can be delivered and demonstrated through the following units:

- K/602/1597 Provide excellent customer service
- M/503/2400 Understanding the employment related services sector

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

Self management can be delivered and demonstrated through the following units:

- L/600/9586 Manage own professional development within an organisation

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 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

Effective participation can be delivered and demonstrated through the following unit:

- H/600/9609 Ensure compliance with legal, regulatory, ethical and social requirements
- K/602/1597 Provide excellent customer service
- M/503/2400 Understanding the employment related services sector

Additional employer requirements

There are no additional employer requirements.

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www.apprenticeshipframeworksonline.semta.org.uk