



Department
for Education

Specification of apprenticeship standards for England

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Summary

About this guidance

The *Specification of Apprenticeship Standards for England (SASE)* sets out the minimum requirements to be included in a recognised English framework. Compliance with the *SASE* is a statutory requirement of the Apprenticeships, Skills, Children and Learning Act 2009.

This is the seventh version of the statutory *SASE*. It includes further qualifications as recognised English, maths and ICT prior attainment for apprenticeship frameworks. These modifications are set out in paragraphs 5 – 10 and 31 – 35.

It will be brought into effect by order issued by the Secretary of State.

Review date

This guidance will be reviewed periodically.

What legislation does this guidance refer to?

The Apprenticeship, Skills, Children and Learning Act (ASCLA) 2009.

Who is this guidance for?

This guidance is for:

- Training Providers
- Employers

Main points

- This version of *SASE* takes effect when the Apprenticeships (Modification to the Specification of Apprenticeship Standards for England) Order 2018 comes into force.
- The list of accepted English, maths and ICT equivalent qualifications has been expanded to include:
 - Additional Scottish qualifications
 - Equivalent International Baccalaureate qualifications
 - Relevant International qualifications

- CSE
 - Free Standing Maths and Core Maths
 - Pre-U qualifications
 - Computer Science GCSE.
- The changes will apply to those starting an apprenticeship after the Apprenticeships (Modification to the Specification of Apprenticeship Standards for England) Order 2018 has come into force and, pursuant to an appropriate direction made under section 13 of the Apprenticeships, Skills, Children and Learning Act 2009 to the certification authority, to those currently on an apprenticeship but who have not yet completed their apprenticeship prior to the Order coming into force.

Intermediate Level Apprenticeship Frameworks

Qualifications Related to the Sector

	ASCLA Reference
<p>1. An Intermediate Level Apprenticeship framework must specify the total number of credits which an apprentice must attain for a qualification on the Regulated Qualifications Framework (RQF). This must be at a minimum of 37 credits.</p>	Section 27 (2) (a)
<p>2. An Intermediate Level Apprenticeship framework must identify the competencies qualification which must be achieved by the apprentice to qualify for an apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates. The competencies qualification must be at Level 2 of the RQF, underpinned by National Occupational Standards (NOS), and be approved by the relevant Sector Skills Council (SSC) or Sector Body. To avoid duplication of frameworks in the same skill, trade or occupation, each framework must have a different competencies qualification.</p>	Section 27 (2) (c) (iii)
<p>3. An Intermediate Level Apprenticeship framework must identify a technical knowledge qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate. A technical knowledge qualification is the qualification required to demonstrate achievement of the technical skills, knowledge and understanding of theoretical concepts and knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates. The technical knowledge qualification must be underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body.</p>	Section 27 (2) (c) (ii)

	ASCLA Reference
<p>4. An Intermediate Level Apprenticeship framework must identify either:</p> <ul style="list-style-type: none"> a) a competencies qualification at level 2 and a separate technical knowledge qualification, each of which must carry at least ten credits on the RQF or; b) an integrated qualification at level 2 which combines competence and technical knowledge elements in which each element carries at least ten credits on the RQF. 	<p>Section 27 (2) (c) (ii) Section 27 (2) (a)</p>

Functional Skills/GCSE/Other Alternatives

5. In accordance with ASCLA Section 27 (2) (c) (i), an Intermediate Level Apprenticeship framework must specify that an apprentice must achieve (or have achieved) at least one English¹ and maths qualification from the following minimum options:

Qualifications	English	Maths	Minimum acceptable grade
GCSE ²	Any GCSE with English in the title	Any GCSE with Mathematics in the title	E or 2 ³
International GCSE	Any International GCSE with English in the title	Any International GCSE with Mathematics in the title	E or 2
Functional Skills level 1	English	Mathematics	Pass
Key Skills level 1	Communication (Literacy)	Application of Number (Numeracy)	Pass
A Level	Any A Level with English in the title	Any A Level with Mathematics in the title	E or Ordinary Grade (pre 1986)
AS Level	Any AS Level with English in the title	Any AS Level with Mathematics in the title	E
Core Maths level 3 ⁴	-	Mathematical Studies Using and Applying Mathematics Quantitative Problem Solving Quantitative Reasoning Mathematics in Context Mathematics for Work and Life	E

¹ All English qualifications should refer only to those qualifications where English is the primary language, unless explicitly stated.

² Regulated by Ofqual, CCEA and Qualifications Wales.

³ From 2017; where 9 to 1 grading scale is used.

⁴ Where included in Performance Tables.

Qualifications	English	Maths	Minimum acceptable grade
Free-Standing Maths level 2	-	Level 2 Free-Standing Mathematics Qualification - Foundations of Advanced Mathematics	E
Pre U Certificate	Literature in English	Mathematics Further Mathematics	P3
O Level	English language English literature	Mathematics	E (pre 1975 evidence of a Pass)
CSE	English	Mathematics	2 or 3
British Sign Language ⁵ (Regulated Qualifications Framework level 1) (Scottish Credit & Qualifications Framework level 4)	British Sign Language	-	Pass
Essential Skills Wales level 1	Essential Communication Skills or Essential Skills Wales in Communication	Essential Application of Number Skills or Essential Skills Wales in Application of Number	Pass
Essential Skills (Northern Ireland) level 1	Certificate in Essential Skills Communication	Certificate in Essential Skills Application of Number	Pass
Scottish Advanced Higher (SCQF level 7)	English	Mathematics	C
Scottish Higher (SCQF level 6)	English	Mathematics	C
Scottish National 4	English	Mathematics	Pass

⁵ Where British Sign Language is primary language.

Qualifications	English	Maths	Minimum acceptable grade
(SCQF level 4)		Life skills Mathematics Applications of Mathematics	
Scottish Intermediate 1 (SCQF level 4)	English	Mathematics	C
Scottish Standard Grade General (SCQF level 4)	English	Mathematics	3
Scottish National Certificate Unit (SCQF level 6)	Communication 4	-	Pass
Scottish Core Skill Unit (SCQF level 4)	Communication	Numeracy	Pass
Scottish Workplace Core Skill Unit (SCQF level 4)	Communication	Numeracy	Pass
Scottish National Unit (SCQF level 4)	Literacy	Numeracy	Pass
Scottish Ordinary Grade (SCQF level 5)	English	Mathematics	C
IBO Middle Years Programme level 1/level 2 Certificate	Language and Literature	Mathematics Mathematics – Extended	Grade 2
International Baccalaureate Diploma	Standard or Higher level qualification in: English A: Literature	Standard or Higher level qualification in: Mathematical Studies	Grade 3

Qualifications	English	Maths	Minimum acceptable grade
	English A: Language and Literature Or English Literature and Performance	Mathematics Further Mathematics	

6. English and maths qualifications at a higher level (e.g. level four and above) will be acceptable. For Scotland this would be an English or maths qualification at SCQF level 7 and above (e.g. Advanced Higher).
7. Overseas qualifications will be acceptable where there is clear evidence from the National Academic Recognition Information Centre ([NARIC](#)) (via a certificate/statement of comparability) that the qualification is an equivalent level to the minimum requirements for English and maths and there is additional comparison information that confirms the qualification is an equivalent of GCSE English and/or maths (A* to C).
8. For exceptions to the English and maths minimum requirements, refer to section 18 onwards.
9. Please note: Functional Skills/Key Skills/GCSE (with enhanced functional content) qualifications account for 5 credits each towards the total credit value of the framework.

Information and Communications Technology (ICT)

	ASCLA Reference
<p>WHERE MANDATED IN FRAMEWORK</p> <p>10. An Intermediate Level Apprenticeship framework must specify that an apprentice must achieve or have achieved at least one from the following options:</p> <ul style="list-style-type: none"> a) a Level 1 or Level 2 Functional Skills qualification in ICT; b) An E grade GCSE or International GCSE (iGCSE) ICT qualification (Level 1 equivalent) or an E grade or 2 in Computer Science GCSE (from 2016); c) a Level 1 or Level 2 Key Skills ICT qualification; d) an E grade A Level or AS Level ICT qualification; or e) a C grade O Level ICT qualification. 	Section 27 (2) (c) (i)

Employee Rights and Responsibilities (ERR)

	ASCLA Reference
<p>11. An Intermediate Level Apprenticeship framework must specify that an apprentice must achieve the standards of attainment set out in the Employee Rights and Responsibilities (ERR) national outcomes. To achieve the ERR national outcomes the apprentice must demonstrate that they:</p> <ul style="list-style-type: none"> a) 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; 	Section 27 (2) (a)

<ul style="list-style-type: none"> b) 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; c) 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; d) understands the role played by their occupation within their organisation and industry; e) has an informed view of the types of career pathways that are open to them; f) knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities; g) knows where and how to get information and advice on their industry, occupation, training and career; h) can describe and work within their organisation's principles of conduct and codes of practice; i) recognises and can form a view on issues of public concern that affect their organisation and industry. 	
<p>12. An Intermediate Level Apprenticeship framework must specify where achievement of the ERR national outcomes is located within the apprenticeship framework, either within a qualification or elsewhere, and how achievement is to be evidenced.</p>	<p>Section 27 (2) (a)</p>

Personal Learning and Thinking Skills (PLTS)

	ASCLA Reference
<p>13. An Intermediate Level Apprenticeship framework must specify that an apprentice must achieve the standards of attainment set out in the Personal Learning and Thinking Skills (PLTS) national outcomes. To achieve the six PLTS outcomes the apprentice must demonstrate the following skills:</p> <ul style="list-style-type: none"> a) Independent enquiry - apprentices can process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes; b) Creative thinking – apprentices think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value; c) Reflective learning – apprentices evaluate their strengths and limitations, setting themselves realistic goals and criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning; d) Team work – apprentices 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; e) Self management – apprentices 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; f) Effective participation – apprentices 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. 	<p>Section 27 (2) (a)</p>

	ASCLA Reference
14. An Intermediate Level Apprenticeship framework must specify where achievement of the PLTS is located within the apprenticeship framework, either within a qualification or elsewhere, and how achievement is to be evidenced.	Section 27 (2) (a)

On-the-Job Training and Off-the-Job Training Guided Learning Hours (GLH)

	ASCLA Reference
15. An Intermediate Level Apprenticeship framework must specify the number of Guided Learning Hours (GLH) that an apprentice must receive to complete the framework. This must be a minimum of 280 GLH of which at least 100 GLH or 30% (whichever is the greater) must be delivered off-the-job and clearly evidenced. The remaining GLH must be delivered on-the-job and clearly evidenced. Guided learning relates to training which is designed to achieve clear and specific outcomes which contribute directly to the successful achievement of the apprenticeship framework. This <i>SASE</i> requirement for on-the-job and off-the-job guided learning is intended to meet the requirement in Section 27 (2) (b) of the ASCLA for on-the-job training and off-the-job training.	Section 27 (2) (b)
16. An Intermediate Level Apprenticeship framework must specify the number of GLH that an apprentice must receive within 12 months of starting a framework. This must be a minimum of 280 GLH.	Section 27 (2) (b)
17. An Intermediate Level Apprenticeship framework must specify that, after 12 months of starting a framework, an apprentice must receive a minimum of 280 GLH in each subsequent 12 month period. Where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the apprenticeship.	Section 27 (2) (b)

Exceptions to the English and Maths Regular Minimum Requirements for People with Special Educational Needs, Learning Difficulties or Disabilities

18. Every effort should be made to enable apprentices to achieve the regular minimum English and maths requirements of the specific apprenticeship, including appropriate use of access arrangements, reasonable adjustments and stepping stone qualifications.
19. However, some apprentices with learning difficulties and disabilities may be able to meet the occupational standard but may struggle to achieve the English or maths qualification at the level normally required as a result of the nature of their difficulty or disability. Apprentices in this category who meet all of the conditions specified below are exempt from the regular English and maths minimum requirements and are instead required to achieve an adjusted minimum requirement of Entry Level 3 Functional Skills in these subjects.
20. Depending on the apprentice's individual circumstances and assessment, the adjustment may apply to one subject in isolation, or to both English and maths. If the adjustment is only applied to one subject, the regular requirements for the non-adjusted subject will apply.
21. Adjusting the minimum requirements to Entry Level 3 Functional Skills in English and maths can be considered by the provider on an individual case-by-case basis where **all** of the following conditions have been satisfied:
 - The apprentice has either an existing or previously issued Education, Health and Care (EHC) Plan, a statement of Special Educational Need (SEN) or a Learning Difficulty Assessment (LDA);
 - The provider holds or has conducted an evidenced assessment demonstrating that even with support, reasonable adjustments and stepping stone qualifications the apprentice is not able to achieve English or maths to the minimum level as a result of their learning difficulty or disability;
 - The employer and provider must reasonably expect that the apprentice will be able to successfully achieve all other aspects of the apprenticeship requirements, become occupationally competent and achieve Entry Level 3 Functional Skills in the adjusted subject(s) before the end of their apprenticeship; and
 - There are no industry specific minimum entry requirements.
22. For the purpose of this document, 'provider' is defined as the education or training provider.
23. Although the apprentice will be exempt from the regular English and/or maths minimum requirements, providers must consider how to enable the apprentice to

access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision, if appropriate.

24. The assessment should be formal, structured, and authorised by an appropriate professional associated with the training or education provider, such as the head of SEN or Student Support. The format of the assessment is to be determined by the provider but must be able to stand up to scrutiny. We expect that it will be conducted within eight weeks of an apprentice beginning their apprenticeship and will include:

- assessment of the apprentice’s current English and maths levels;
- collection of information on how the learning difficulty or disability affects the apprentice’s English and maths abilities and a clear indication of whether one or both are affected;
- assessment of the apprentice’s ability to meet the regular English and maths requirements even with appropriate support in place;
- the creating of a recommended learning plan to enable the apprentice to achieve Entry Level 3 in the adjusted subject(s) and, where appropriate, to continue to build on their literacy and numeracy skills by accessing further courses; and
- collection of copies of an Education, Health and Care (EHC) Plan, a statement of Special Educational Need (SEN) or a Learning Difficulty Assessment (LDA).

25. The Individual Learner Record (ILR) will be used to monitor the application of this adjustment to the regular English and maths requirements. Providers should retain evidence that justifies their decision that a student is eligible for this exemption. This information must be available to auditors appointed to test the use of ESFA funding and to Ofsted inspectors.

26. In the event that the apprentice disagrees with the outcome of the assessment the provider must provide a facility for the apprentice to request a second opinion. The provider must ensure that the assessment is reviewed independently by a second SEN professional. The format of the review process is to be determined by the provider and must be able to stand up to scrutiny.

Advanced Level Apprentices Framework

Employee Rights and Responsibilities (ERR)

	ASCLA Reference
27. An Advanced Level Apprenticeship framework must specify the total number of credits which an apprentice must attain for a qualification on the RQF. This must be at a minimum of 37 credits	Section 27 (2) (a)
28. An Advanced Level Apprenticeship framework must identify the competencies qualification which must be achieved by the apprentice to qualify for an apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates. The competencies qualification must be at Level 3 of the RQF; underpinned by National Occupational Standards (NOS); and be approved by the relevant SSC or Sector Body. To avoid duplication of frameworks in the same skill, trade or occupation, each framework must have a different competencies qualification.	Section 27 (2) (c) (iii)
29. An Advanced Level Apprenticeship framework must identify a technical knowledge qualification which must be achieved by the apprentice to qualify for an apprenticeship certificate. A technical knowledge qualification is the qualification required to demonstrate achievement of the technical skills, knowledge and understanding of theoretical concepts and knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates. The technical knowledge qualification must be underpinned by National Occupational Standards (NOS); and be approved by the relevant Sector Skills Council (SSC) or Sector Body.	Section 27 (2) (c) (ii)
30. An Advanced Level Apprenticeship framework must identify either: a) a competencies qualification at Level 3 and a separate technical knowledge qualification, each of which must carry at least ten credits on the RQF; or b) an integrated qualification at Level 3 which combines competence and technical knowledge elements in which each element is separately assessed and in which each element carries at least ten credits on the RQF.	Section 27 (2) (c) (ii) Section 27 (2) (a)

Functional Skills/GCSE/Other Alternatives

31. In accordance with ASCLA Section 27 (2) (c) (i) an Advanced Level Apprenticeship framework must specify that an apprentice must achieve (or have achieved) at least one English⁶ and maths qualification from the following minimum options:

Qualifications	English	Maths	Minimum acceptable grade
GCSE ⁷	Any GCSE with English in the title	Any GCSE with Mathematics in the title	C or 4 ⁸
International GCSE	Any International GCSE with English in the title	Any International GCSE with Mathematics in the title	C or 4
Functional Skills level 2	English	Mathematics	Pass
Key Skills level 2	Communication (Literacy)	Application of Number (Numeracy)	Pass
A Level	Any A Level with English in the title	Any A Level with Mathematics in the title	E or Ordinary Grade (pre 1986)
AS Level	Any AS Level with English in the title	Any AS Level with Mathematics in the title	E
Core Maths level 3 ⁹	-	Mathematical Studies Using and Applying Mathematics Quantitative Problem Solving Quantitative Reasoning Mathematics in Context Mathematics in Work and Life	E

⁶ All English qualifications should refer only to those qualifications where English is the primary language, unless explicitly stated.

⁷ Regulated by Ofqual, CCEA and Qualifications Wales

⁸ From 2017; where 9 to 1 grading scale is used

⁹ Where included in Performance Tables.

Qualifications	English	Maths	Minimum acceptable grade
Pre U Certificate	Literature in English	Mathematics Further Mathematics	P3
Free-Standing Maths level 2	-	Level 2 Free-Standing Mathematics Qualification - Foundations of Advanced Mathematics	C
O Level	English language English literature	Mathematics	C (pre 1975 evidence of a Pass)
CSE	English	Mathematics	1
British Sign Language ¹⁰ (Regulated Qualifications Framework level 2) (Scottish Credit & Qualifications Framework level 5)	British Sign Language	-	Pass
Essential Skills Wales level 2	Essential Communication Skills or Essential Skills Wales in Communication	Essential Application of Number Skills or Essential Skills Wales in Application of Number	Pass
Essential Skills (Northern Ireland) level 2	Certificate in Essential Skills Communication	Certificate in Essential Skills Application of Number	Pass
Scottish Advanced Higher (SCQF level 7)	English	Mathematics	C

¹⁰ Where British Sign Language is primary language.

Qualifications	English	Maths	Minimum acceptable grade
Scottish Higher (SCQF level 6)	English	Mathematics	C
Scottish National 5 (SCQF level 5)	English	Mathematics Life skills Mathematics Applications of Mathematics	C
Scottish Intermediate 2 (SCQF level 5)	English	Mathematics	C
Scottish Standard Grade Credit (SQCF level 5)	English	Mathematics	2
Scottish National Certificate Unit (SCQF level 6)	Communication	-	Pass
Scottish Core Skill Unit (SCQF level 5)	Communication	Numeracy	Pass
Scottish Workplace Core Skill Unit (SCQF level 5)	Communication	Numeracy	Pass
Scottish National Unit (SCQF level 5)	Literacy	Numeracy	Pass
Scottish Ordinary Grade (SCQF level 5)	English	Mathematics	C

Qualifications	English	Maths	Minimum acceptable grade
IBO Middle Years Programme level 1/level 2 Certificate	Language and Literature	Mathematics Mathematics - Extended	Grade 3
International Baccalaureate Diploma	Standard or Higher level qualification in: English A: Literature English A: Language and Literature Or English Literature and Performance	Standard or Higher level qualification in: Mathematical Studies Mathematics Further Mathematics	Grade 3

32. English and maths qualifications at a higher level (e.g. level four and above) will be acceptable. For Scotland this would be an English or maths qualification at SCQF level 7 and above (e.g. Advanced Higher).

33. Overseas qualifications will be acceptable where there is clear evidence from [NARIC](#) (via a certificate/statement of comparability) that the qualification is an equivalent level to the minimum requirements for English and maths and there is additional comparison information that confirms the qualification is an equivalent of GCSE English and/or maths (A* to C).

34. For exceptions to the English and maths minimum requirements refer to section 40 onwards.

Please note: Functional Skills/Key Skills/GCSE (with enhanced functional content) qualifications account for 5 credits each towards the total credit value of the framework.

Information and Communications Technology (ICT)

	ASCLA Reference
<p>WHERE MANDATED IN FRAMEWORK</p> <p>35. An Advanced Level Apprenticeship framework must specify that an apprentice must achieve or have achieved at least one from the following options:</p> <p>a) a Level 2 Functional Skills qualification in ICT;</p> <p>b) a C grade GCSE or International GCSE ICT qualification or a C grade or 4 Computer Science GCSE (from 2016);</p> <p>c) a Level 2 Key Skills ICT qualification;</p> <p>d) an E grade A Level or AS Level ICT qualification; or</p> <p>e) a C grade O Level ICT qualification.</p>	Section 27 (2) (c) (i)

Employee Rights and Responsibilities (ERR)

	ASCLA Reference
36. Requirements are the same as for an Intermediate Level Apprenticeship framework.	Section 27 (2) (a)

Personal Learning and Thinking Skills (PLTS)

	ASCLA Reference
37. Requirements are the same as for an Intermediate Level Apprenticeship framework.	Section 27 (2) (a)

On-the-Job Training and Off-the-Job Training

Guided Learning Hours (GLH)

	ASCLA Reference
38. Requirements are the same as for an Intermediate Level Apprenticeship framework.	Section 27 (2) (b)

Exceptions to the English and Maths Regular Minimum Requirements for People with Special Educational Needs, Learning Difficulties or Disabilities

39. Every effort should be made to enable apprentices to achieve the regular minimum English and maths requirements of the specific apprenticeship, including appropriate use of access arrangements, reasonable adjustments and stepping stone qualifications.
40. However, some apprentices with learning difficulties and disabilities may be able to meet the occupational standard but may struggle to achieve the English or maths qualification at the level normally required as a result of the nature of their difficulty or disability. Apprentices in this category who meet all of the conditions specified below are exempt from the regular English and maths minimum requirements and are instead required to achieve an adjusted minimum requirement of Entry Level 3 Functional Skills in these subjects.
41. Depending on the apprentice's individual circumstances and assessment, the adjustment may apply to one subject in isolation, or to both English and maths. If the adjustment is only applied to one subject, the regular requirements for the non-adjusted subject will apply.
42. Adjusting the minimum requirements to Entry Level 3 Functional Skills in English and maths can be considered by the provider on an individual case-by-case basis where **all** of the following conditions have been satisfied:
 - The apprentice has either an existing or previously issued Education, Health and Care (EHC) Plan, a statement of Special Educational Need (SEN) or a Learning Difficulty Assessment (LDA);
 - The provider holds or has conducted an evidenced assessment demonstrating that even with support, reasonable adjustments and stepping stone qualifications the apprentice is not able to achieve English or maths to the minimum level as a result of their learning difficulty or disability;
 - The employer and provider must reasonably expect that the apprentice will be able to successfully achieve all other aspects of the apprenticeship requirements, become occupationally competent and achieve Entry Level 3 Functional Skills in the adjusted subject(s) before the end of their apprenticeship; and
 - There are no industry specific minimum entry requirements.
43. For the purpose of this document, 'provider' is defined as the education or training provider.
44. Although the apprentice will be exempt from the regular English and/or maths minimum requirements, providers must consider how to enable the apprentice to

access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision, if appropriate.

45. The assessment should be formal, structured, and authorised by an appropriate professional associated with the training or education provider, such as the head of SEN or Student Support. The format of the assessment is to be determined by the provider but must be able to stand up to scrutiny. We expect that it will be conducted within eight weeks of an apprentice beginning their apprenticeship and will include:
- assessment of the apprentice’s current English and maths levels;
 - collection of information on how the learning difficulty or disability affects the apprentice’s English and maths abilities and a clear indication of whether one or both of English and maths are affected;
 - assessment of the apprentice’s ability to meet the regular English and maths requirements even with appropriate support in place;
 - the creating of a recommended learning plan to enable the apprentice to achieve Entry Level 3 in the adjusted subject(s) and, where appropriate, to continue to build on their literacy and numeracy skills by accessing further courses; and
 - collection of copies of an Education, Health and Care (EHC) Plan, a statement of Special Educational Need (SEN) or a Learning Difficulty Assessment (LDA).
46. The Individual Learner Record (ILR) will be used to monitor the application of this adjustment to the regular English and maths requirements. Providers should retain evidence that justifies their decision that a student is eligible for this exemption. This information must be available to auditors appointed to test the use of ESFA funding and to Ofsted inspectors.
47. In the event that the apprentice disagrees with the outcome of the assessment the provider must provide a facility for the apprentice to request a second opinion. The provider must ensure that the assessment is reviewed independently by a second SEN professional. The format of the review process is to be determined by the provider and must be able to stand up to scrutiny.

Higher Apprenticeship Framework

Qualifications Related to the Sector

	ASCLA Reference
<p>48. Higher Apprenticeship frameworks must specify the total number of credits which an apprentice must attain on the RQF and/or through the award of a Framework for Higher Education Qualifications (FHEQ) qualification / other Higher Education Institution (HEI) qualification and/or professional qualification as recognised by the sector. This must be at a minimum of 90 credits for Levels 4 and 5 and a minimum of 120 credits for Levels 5 and 7.</p>	Section 27 (2) (a)
<p>49. Higher Apprenticeship frameworks must identify the competencies qualification which must be achieved by the apprentice to qualify for an apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates. The competencies qualification must be at the specified level of the framework, underpinned by National Occupational Standards (NOS), and be approved by the relevant Sector Skills Council (SSC) or Sector Body, or underpinned by professional standards as recognised by the sector. To avoid duplication of frameworks in the same skill, trade or occupation, each framework must have a different competencies qualification.</p>	Section 27 (2) (c) (iii)
<p>50. Higher Apprenticeship frameworks must identify a technical knowledge qualification which must be achieved by the apprentice to qualify for an Apprenticeship certificate. A technical knowledge qualification is the qualification required to demonstrate achievement of the technical skills, knowledge and understanding of theoretical concepts and knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates. The technical knowledge qualification must be underpinned by National Occupational Standards (NOS) and be approved by the relevant Sector Skills Council (SSC) or Sector Body, or underpinned by professional standards as recognised by the sector.</p>	Section 27 (2) (c) (ii)

	ASCLA Reference
<p>51. A Higher Apprenticeship framework at Level 4 must identify either:</p> <ul style="list-style-type: none"> a) a competencies qualification at Level 4 and a separate technical knowledge qualification; or b) an integrated qualification at Level 4 which combines competence and technical knowledge elements which are separately assessed; or c) an integrated qualification at Level 4 which combines the assessment of competence and technical knowledge elements. 	<p>Section 27 (2) (c) (ii) Section 27 (2) (a)</p>
<p>52. A Higher Apprenticeship framework at Level 5 must identify either:</p> <ul style="list-style-type: none"> a) a competencies qualification at Level 5 and a separate technical knowledge qualification; or b) an integrated qualification at Level 5 which combines competence and technical knowledge elements which are separately assessed; or c) an integrated qualification at Level 5 which combines the assessment of competence and technical knowledge elements. 	<p>Section 27 (2) (c) (ii) Section 27 (2) (a)</p>
<p>53. A Higher Apprenticeship framework at Level 6 must identify either:</p> <ul style="list-style-type: none"> a) a competencies qualification at Level 6 and a separate technical knowledge qualification; or b) an integrated qualification at Level 6 which combines competence and technical knowledge elements which are separately assessed; or c) an integrated qualification at Level 6 which combines the assessment of competence and technical knowledge elements. 	<p>Section 27 (2) (c) (ii) Section 27 (2) (a)</p>
<p>54. A Higher Apprenticeship framework at Level 7 must identify either:</p> <ul style="list-style-type: none"> a) a competencies qualification at Level 7 and a separate technical knowledge qualification; or 	<p>Section 27 (2) (c) (ii) Section 27 (2) (a)</p>

	ASCLA Reference
<p>b) an integrated qualification at Level 7 which combines competence and technical knowledge elements which are separately assessed; or</p> <p>c) an integrated qualification at Level 7 which combines the assessment of competence and technical knowledge elements.</p>	



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