

apprenticeship FRAMEWORK

Higher Apprenticeship in Project Management - Level 4 (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 22 AUGUST 2017

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

For more details of the changes please read the following preface page to the framework document.

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=FR03909

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CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 22 AUGUST 2017 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 22 AUGUST 2017.

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

The modifications allow for an exemption to the English and Maths regular minimum requirements for people with Special Educational Needs, Learning Difficulties or Disabilities. This means that adjusting the minimum requirements to Entry Level 3 in English and Maths can be considered by the provider, on an individual and case-by-case basis, where **all of the conditions** of the updated SASE section 18 (Intermediate level) or section 37 (Advanced level) for have been satisfied and can be evidenced.

Full details relating to the exceptions eligibility criteria are contained in:

Sections 15-23 of SASE for Intermediate Level Apprenticeships
Sections 34-42 of SASE for Advanced Level Apprenticeships

When applying this exemption, providers must **STILL** 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.

The modifications to SASE have also extended the list of qualifications that meet the minimum English requirements to allow for a British Sign Language (BSL) qualification, at the appropriate level, to be accepted as an alternative to a qualification in English, where **BSL is the primary language of the Apprentice**.

Full details relating to BSL acceptance are contained in:

Section 5(f) of SASE for Intermediate Level Apprenticeships
Section 28(f) of SASE for Advanced Level Apprenticeships

Furthermore, the SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements to allow for the acceptance of a range of UK-wide qualifications, as an alternative to qualifications gained in England.

Full details relating to the list of acceptable qualifications are contained in:

Sections 5(g-j) and 6(f-i) of SASE for Intermediate Level Apprenticeships
Sections 28(g-j) and 29(f-i) of SASE for Advanced Level Apprenticeships

The modifications include reference to the new numerical grades in the reformed GCSE system and the **minimum** grade requirements. A grade 4 (new grading) will be considered equivalent to a grade C (old grading). A grade 2 (new grading) will be considered equivalent to a Grade E (old grading).

Full details relating to the numerically graded GCSEs are contained in:

Sections 5 and 6 of SASE for Intermediate Level Apprenticeships
Sections 28 and 29 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements. Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630068/Specification_of_Apprenticeship_Standards_for_England_.pdf

Higher Apprenticeship in Project Management - Level 4 (England)

Contents

Framework summary	4
Framework information	5
Contact information	6
Revising a framework	7
Purpose of the framework	8
Entry conditions	10
Level 4: Higher Apprenticeship in Project Management	11
Pathway 1: Project Management	12
Equality and diversity	21
On and off the job guided learning	23
Personal learning and thinking skills	24
Additional employer requirements	27

Framework summary

Higher Apprenticeship in Project Management - Level 4

Higher Apprenticeship in Project Management

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 4 include:

Pathway 1: Project Management

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - EAL Level 4 Diploma in Project Management

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Skills CFA

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

Issue number: 7	This framework includes:
Framework ID: FR03909	Level 4
Date this framework is to be reviewed by: 30/09/2015	This framework is for use in: England

Short description

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

The Level 4 Higher Apprenticeship in Project Management is suitable for various project management roles, including Project Manager, Project Co-ordinator, Project Executive and Project Support Officer.

Contact information

Proposer of this framework

This apprenticeship has been proposed and developed by Skills CFA in collaboration with the Association for Project Management. Employers, training providers, colleges and awarding organisations have also fed into the development of the apprenticeship and the qualification. Employer input was gathered via online consultations and steering group meetings, which collected the views of a wide range of individuals and organisations, including Rolls Royce, Lloyds Banking Group, the Federation of Small Businesses, Cambridge University Press, Fujitsu, Alstom and BAE Systems.

Developer of this framework

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Revising a framework

Contact details

Who is making this revision: Marins Popova
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Why this framework is being revised

This framework was revised by Skills CFA in July 2016 in order to make the changes detailed below.

Summary of changes made to this framework

This framework was revised by Skills CFA in July 2016 in order to:

- change organisation address

Qualifications removed

None.

Qualifications added

None.

Qualifications that have been extended

None.

Purpose of this framework

Summary of the purpose of the framework

Defining Apprenticeships

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

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

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

Profile of the sector

Projects deliver beneficial change in a world increasing in pace and complexity. With scarce resources and infinite opportunity, society demands greater effectiveness, competency, accountability and, increasingly, a zero tolerance of project failure.

With the right capability in initiation, sponsorship, governance and delivery, all projects can succeed in benefitting those whose lives they touch. A formal project management career structure will contribute greatly to achieving far greater project success.

The Higher Apprenticeship in Project Management has been designed to provide greater access to the provision of competent project professionals to the employment market. There remains huge scope for the development of education in the project management sector, which will be accelerated through the introduction of a higher apprenticeship in the discipline.

The existing marketplace for knowledge-based project management qualifications and training courses is highly developed. Whilst valuable in their own right, the knowledge gained through these qualifications is only part of what is required to manage projects effectively. The Higher Apprenticeship in Project Management provides an alternative to such courses and will help increase project success rates by:

- providing structure
- developing greater competence earlier in people's careers.

The Higher Apprenticeship in Project Management provides progression routes for those wishing to enter the project management profession or further their career in other disciplines using project management skills. As such, it provides a clear opportunity to increase competency and fill identified skills gaps. Skills gaps identified in the profession include stakeholder management skills, dealing with complexity, communication skills and technical competences such as project scheduling, risk management, earned value, planning and estimating.

Although it is difficult to accurately estimate the size of the project management workforce due to variations in how project management is classified across different industries, it is estimated that in 2011 there were 80,000 project professionals in the UK (Source: Arras People Project Management Benchmark report, 2011)

Project management is growing as a career of first choice. Traditionally, a significant number of people move into managing projects after several years' work in different sectors and functions. The perception that project management is a mid-career choice means that access to talented and competent young project professionals remains limited. Many control functions within major projects can provide opportunities for younger professionals that can be developed into more senior project roles over time. The availability of higher apprenticeships will formally recognise the value of this, laying firm foundations for the next generation of competent project management professionals.

Aims and objectives of this framework (England)

The aims and objectives of this framework are to:

- build a competent project management workforce, providing organisations of all sizes across all sectors with the staff needed to increase productivity and efficiency
- tap into the skills and talents of a diverse population by providing flexible entry routes into a career in project management
- equip individuals with the skills, knowledge and experience needed to undertake project management roles in a range of business settings
- provide apprentices with an opportunity to develop the skills, knowledge and experience they will need to progress to higher level roles with additional responsibilities and onto further and higher education, if they wish to do so.

Entry conditions for this framework

Transferable skills

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

Typical applicants

Employers are looking to attract apprentices who have a strong interest in, or practical experience of, a career in project management. In addition, they expect applicants to demonstrate a "can do" attitude and have good numeracy, literacy and communication skills on which the Apprenticeship will build.

Entrants will come from a diverse range of backgrounds and will have a range of experience, age, personal achievements and, in some cases, prior qualifications and awards which may count towards achievement of an Apprenticeship. Examples may include learners who have:

- held a position of responsibility at school or college
- achieved QCF Awards, Certificates or Diplomas
- achieved a (14 - 19) Foundation or Higher Diploma, achieved GCSEs or A Levels
- completed advanced apprenticeships from a wide range of sectors including construction, engineering, IT, telecoms, and retail
- holders of existing project management qualification such as APMP, PMP and PRINCE2®

Initial Assessment

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

Level 4

Title for this framework at level 4

Higher Apprenticeship in Project Management

Pathways for this framework at level 4

Pathway 1: Project Management

Level 4, Pathway 1: Project Management

Description of this pathway

Higher Apprenticeship in Project Management

Total minimum credit value for this pathway is **120** credits:

- 120 credits for the combined competence and knowledge qualification.

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

The Level 4 Diploma in Project Management requires that learners are a minimum of 18 years old. There are no other additional entry requirements.

Job title(s)	Job role(s)
Project Manager	A Project Manager oversees project development from planning to completion, performing various tasks, including: defining project scope and timescales, budget management, managing resources, quality assurance, risk management, engaging stakeholders, managing project change and analysis of results.
Project Co-ordinator / Project Executive / Project Support Officer	A Project Co-ordinator, Executive or Support Officer support project development and delivery, through such tasks as: quality assurance, fulfilling organisational and project aims, project coordination, assessing and controlling risks, accurate reporting, managing budgets and research and analysis.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - EAL Level 4 Diploma in Project Management					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/6034/7	Excellence, Achievement & Learning Limited	120	605-620	N/A
B1b	601/4598/5	Future (Awards and Qualifications) Ltd	120	605-620	N/A

Relationship between competence and knowledge qualifications

B1a and B1b provide both the underpinning knowledge and the competency elements within this pathway.

The combined qualification (Level 4 Diploma in Project Management) includes both competence and knowledge units. A minimum of 30 credits of knowledge and a minimum of 90 credits of competence will be achieved from undertaking the mandatory and optional units within the combined qualification. The split between knowledge and competence units is shown below:

Mandatory Units:

R/504/1364 - Principles of project management (knowledge unit, 30 credits)

D/504/1366 - Project stakeholder management (competence unit, 10 credits)

H/504/1367 - Project communications (competence unit, 10 credits)

Optional Units (all competence units; minimum of 70 credits):

H/504/1370 - Business case, project structure and progress monitoring (competence unit, 10 credits)

K/504/1371 - Managing project scope (competence unit, 10 credits)

A/504/1374 - Managing project schedule (competence unit, 10 credits)

L/504/1377 - Managing project finances (competence unit, 10 credits)

R/504/1378- Managing project risk (competence unit, 10 credits)

D/504/1383 - Managing project quality (competence unit, 10 credits)

H/504/1384 - Managing project resources (competence unit, 10 credits)

K/504/1385 - Managing project contracts (competence unit, 10 credits)

T/600/9601 - Provide leadership and direction for own area of responsibility (competence unit, 5 credits)

H/600/9674 - Plan, allocate and monitor work in own area of responsibility (competence unit, 5 credits)

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

The Level 4 Diploma in Project Management is only fundable for learners aged 18+. As such, employers will only be able to draw down public funding for learners that fall within this age category.

Transferable skills (England)

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

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

English	Minimum level or grade	Credit value
Functional Skills qualification in English	N/A	N/A
GCSE qualification in English (with enhanced functional content)	N/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	N/A	N/A
GCSE qualification (with enhanced functional content) in Mathematics	N/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)

N/A

Progression routes into and from this pathway

Progression into the Level 4 Higher Apprenticeship in Project Management

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

- achieved an advanced apprenticeship in a range of sectors including construction, engineering, IT, telecoms, and retail - indeed, there are 36 existing advanced apprenticeships that could lead into the Higher Apprenticeship in Project Management;
- achieved QCF Awards, Certificates or Diplomas in a sector specific or business-related area;
- achieved GCSEs or A Levels;
- achieved a (14 - 19) Foundation or Higher Diploma;
- achieved a project management qualification such as APMP, PMP and PRINCE2®.

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

Progression from the Level 4 Higher Apprenticeship in Project Management

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

- a range of project management and other qualifications including those at level 5 and above, and those accredited internationally;
- higher education to undertake project management or other qualifications, including Degrees or Masters in Project Management;
- further employment opportunities within their current job role/alternative job roles;
- associate membership of professional bodies, including the Association for Project Management (APM).

With additional training, higher apprentices may be able to progress in their careers into more senior Project Management roles.

UCAS points for this pathway: N/A

Employee rights and responsibilities

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

1. Recorded professional discussion/presentation/project

2. A QCF ERR qualification/unit:

- The Level 2 Award in Employee Rights and Responsibilities (QCF) - this qualification is offered by a range of organisations
- Any other approved unit or qualification listed in Skills CFA FAQ

3. ERR Workbook

- The Skills CFA ERR workbook, available from the Skills CFA website (www.skillscfa.org) - the workbook has been designed to enable apprentices to work their way through a series of questions and activities which will bring the ERR to life, making the learning more meaningful and long lasting and enhance the employability skills of the apprentice. The Skills CFA ERR workbook, available from the Skills CFA website (www.skillscfa.org/).

ERR National Outcomes

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

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

9. recognises and can form a view on issues of public concern that affect their organisation and industry.

Evidence of achievement of ERR

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

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

How equality and diversity will be met

According to the Office for National Statistics, approximately 30% of the UK's Project Management professionals are female and 70% are male. 25% of project managers are aged 18-34, 49% are aged between 35 and 49 years old, 26 % are aged 50 or above (Source: Arras People Project Management Benchmark report, 2012). No current data is available to indicate an imbalance (or otherwise) of employees from minority backgrounds or with disabilities.

Apprenticeships are seen as a vital route to encourage and facilitate a diverse set of individuals entering into Project Management. Entry conditions to this framework do not discriminate against any individuals, with the framework being open and accessible to all potential apprentices. Mentoring is also promoted within the Apprenticeship to provide additional support and increase the chances of apprentices staying. Training providers and employers must also comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the Industry, using the protected characteristics of:

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

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

Although it is difficult to accurately estimate the size of the project management workforce due to variations in how project management is classified across different industries, it is estimated that in 2011 there were 80,000 project managers in the UK (Source: Arras People Project Management Benchmark report, 2011). It is anticipated that the demographic of Project Management Apprentices will bear similarity to Management Apprentices, given the similarities in the target audiences and the pan sector nature of both Apprenticeships. Recent statistics produced by the Institute for Employment Studies shows that Management Apprenticeship starts in England are dominated by women (63.3% of all starts). The number of apprentices from ethnic minority backgrounds is 9.8%, which is roughly in line with the population as a whole, although there is over-representation of learners from Asian

backgrounds (4.3% of starts) and a slight under-representation of learners from Chinese of mixed ethnic backgrounds (1.2% of starts). 10.3% of Management apprentice starts are recorded as having a disability (above national representative numbers), whilst 3.4% of apprentices record having a learning difficulty, which shows some under-representation when compared to the population as a whole.

Skills CFA will monitor take-up and achievement of all apprenticeships and take steps to address any barriers to take-up and achievement.

On and off the job guided learning (England)

Total GLH for each pathway

GLH does not apply to this higher apprenticeship framework.

Minimum off-the-job guided learning hours

N/A

How this requirement will be met

N/A

Minimum on-the-job guided learning hours

N/A

How this requirement will be met

N/A

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Although achievement of Personal Learning and Thinking Skills (PLTS) is no longer a framework requirement, all 6 PLTS are automatically covered through completion of the Level 4 Diploma in Project Management. Any learner who has completed the Level 4 Diploma in Project Management will have automatically covered the PLTS requirements.

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

Creative thinking

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

Creative Thinking skills encompass:

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

Independent enquiry

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

Independent Enquiry skills encompass:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value

- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Reflective learning

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

Reflective Learning skills encompass:

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

Team working

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

Team Working skills encompass:

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

Self management

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

Self Management skills encompass:

- seeking out challenges or new responsibilities and showing flexibility when priorities change

- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships.

Effective participation

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

Effective Participation skills encompass:

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

Additional employer requirements

There are no additional employer requirements.

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For more information visit
www.afo.sscalliance.org