



## Apprenticeship Booklet

**The White Horse Federation** | [twhf.org.uk](http://twhf.org.uk)

Values, culture and character through excellence in standards



# We are here to help you achieve your work goals

The White Horse Federation are committed to developing a world class workforce. Apprenticeships are a way to ensure we develop existing and newly recruited staff to a national standard, whilst maximising the funding and training provision available.

We are focussed on helping our staff to develop their skills and elevate themselves in the workplace. So, if you are looking to embark on a new career, or if you are looking for that step in your current career, our courses will help you exploit the talents you have.

## **The key benefits are:**

- You get valuable hands-on experience working whilst you learn, which helps you develop key skills to progress in your working life.
- You get paid and train at the same time, with at least 20% of your time spent in off the job training at College and/or in the workplace.
- You train to be fully competent in your chosen occupation.
- You're on a career path - with lots of opportunities to progress and a boost to your future earnings potential
- All Apprenticeships make sure you're 'job ready' for the role you have trained for and your training is paid for by your employer and/or the Government.
- Learn job specific skills – work alongside experienced staff to gain the best skills.

There is no set time to complete an Apprenticeship as they vary widely in content and size. The length of time taken will depend on the sector chosen, the ability of the individual apprentice and the employer's requirements. Apprenticeships typically take between one and four years to complete, depending on the type of Framework or Standard, so it's important that you're committed enough to see it through.

Apprentices work towards the knowledge, skills and performance of their chosen Apprenticeship in the workplace, with some programmes having day/ evening release at College. You may also be required to study functional skills at Level 1 or Level 2 (if the required level has not already been achieved at GCSE level).

# What levels of apprenticeships are available?

## Intermediate Apprenticeships (equivalent to five good GCSE passes)

Intermediate Apprenticeships involve the development and assessment of skills and knowledge at Level 2 (relevant to the occupational sector or job role), and as defined by the Framework or Standard. Achievement of an Intermediate Apprenticeship may allow progression onto an Advanced Apprenticeship. To start an Intermediate Apprenticeship, the applicant should ideally have 5 GCSEs (grade E/grade 2 or above).

## Advanced Apprenticeships (equivalent to two A Level passes)

Advanced apprenticeships involve the development and assessment of skills and knowledge at Level 3 (relevant to the occupational sector or job role), and as defined by the Framework or Standard. Achievement of an Advanced Apprenticeship may allow progression onto a Higher Apprenticeship. To start an Advanced Apprenticeship, the applicant should ideally have five good GCSEs (grade C/grade 4 or above) or have completed an Intermediate Apprenticeship.

## Higher & Degree Apprenticeships

Higher & Degree Apprenticeships involve the development and assessment of skills and knowledge at Level 4 or above (relevant to the occupational sector or job role), and as defined by

the Framework or Standard. Higher Apprenticeships at Level 4 and 5 can allow progression on to university degrees, and Degree Apprenticeships are also now becoming widely available in most sectors. To start a Higher or Degree Apprenticeship, the applicant should ideally have a relevant Level 3 vocational qualification or three good A Levels or have completed a relevant Level 3 Apprenticeship

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Once you start your apprenticeship you will be taken through an induction programme which will guide you through your training, including the studying of any formal qualifications. It is our aim to help and advise you throughout your apprenticeship.

The elements that make up an Apprenticeship Framework will vary slightly from sector to sector, but below are the elements that could be included.

All Apprenticeship Frameworks will include as a minimum a competence element, maths and English (unless the apprentice is exempt), and the employment rights and responsibilities element. Many frameworks also include the requirement for a technical certificate to be completed. We will advise you on the requirements for your particular sector. Your line manager will be required to release you from work in order to receive off-the job training.

# Here are some of the courses we offer

| Title  | Level    | Click link to framework                    |
|--|----------|--|
| <b>Support Staff</b>                                 |          |  |
| Business Administrator                               | 3        | <a href="#">Business Admin Level 3</a>     |
| School Business Professional                         | 4        | <a href="#">Business Pro Level 4</a>       |
| Playworker   | 2, 3 & 5 | <a href="#">Playworker 2-5</a>             |
| Early Years Educator                                 | 3        | <a href="#">Early Years Level 3</a>        |
| Early Intervention Practitioner                      | 4        | <a href="#">Early Int Level 4</a>          |
| Early Leads Lead                                     | 5        | <a href="#">Early Years Level 5</a>        |
| Children & Families Manager                          | 5        | <a href="#">CYP Manager</a>                |
| Community Sports                                     | 3        | <a href="#">Community Sports Level 3</a>   |
| Sports Coach   | 4        | <a href="#">Sports Coach Level 4</a>       |
| Sporting Excellence Professional                     | 3        | <a href="#">Sports Pro Level 4</a>         |
| Coaching Professional                                | 5        | <a href="#">Coaching Level 5</a>           |
| Wellbeing Champion                                   | 3        | <a href="#">Wellbeing Champion</a>         |
| Customer Service                                     | 3        | <a href="#">Customer Service Level 3</a>   |
| HR Support   | 3        | <a href="#">HR Level 3</a>                 |
| HR Management  | 5        | <a href="#">HR Level 5</a>                 |
| Information Comms Tech                               | 3        | <a href="#">Technician Level 3</a>         |
| IT Solutions   | 3        | <a href="#">IT Solutions Level 3</a>       |
| Outdoor Activity Instructor                          | 3        | <a href="#">Outdoor Level 3</a>            |
| Facilities Operative                                 | 2        | <a href="#">Facilities Level 2</a>         |
| Facilities Supervisor                                | 3        | <a href="#">Facilities Level 3</a>         |
| Youth Worker   | 3        | <a href="#">Level 3</a>                    |
| Labratory Technician                                 | 3        | <a href="#">Lab Technician</a>             |
| <b>Teaching</b>                                      |          |  |
| Teaching Assistant                                   | 3        | <a href="#">TA Level 3</a>                 |
| HLTA   | 5        | <a href="#">HLTA Level 5</a>               |
| Learning Mentor                                      | 3        | <a href="#">Learning Mentor 3</a>          |
| Learning and Skills Teacher (Secondary Schools Only) | 5        | <a href="#">LST Teacher Level 5</a>        |
| Teaching (QTS)                                       | 6        | <a href="#">Teaching Level 6</a>           |
| <b>Leadership</b>                                    |          |  |
| ECF Coaching   | 5        | <a href="#">ECF Coaching</a>               |
| Operations/ Department Manager                       | 5        | <a href="#">Operations Manager</a>         |
| Chartered Manager for education                      | 6        | <a href="#">Chartered Manager Level 6</a>  |
| Academic Professional + MA                           | 7        | <a href="#">Academic Professional</a>      |
| Improvement Lead                                     | 6        | <a href="#">Improvement Lead Level 6</a>   |
| Facilities Management                                | 4        | <a href="#">Facilities Manager Level 4</a> |
| Senior Leader  | 7        | <a href="#">Senior Leader Level 7</a>      |
| Team Leader  | 3        | <a href="#">Level 3</a>                    |
| <b>NPQ</b>   |          |  |
| NPOSL  | 5        | <a href="#">NPOSL Level 5</a>              |
| NPOH   | 7        | <a href="#">NPOH Level 7</a>               |
| NPQEL  | 7        | <a href="#">NPQEL Level 7</a>              |

This could be the requirement to attend college in the form of a day release or block release, or it could be training that takes place at your place of work but away from the immediate requirements and pressures of your normal job role. We will advise you and your line manager about the off-the-job attendance requirements for your chosen apprenticeship.

### **Competence Element/NVQ**

This is a nationally recognised vocational qualification, usually an NVQ, which assesses the competence of the apprentice in relation to the skills they need in order to do the job to a specified standard. It is assessed by portfolio and by the assessment of the apprentice performing tasks in the workplace. The college will allocate an assessor who has the relevant industry experience and background.

### **Knowledge Element - Technical Certificate**

A technical certificate is a knowledge-based qualification which helps develop an understanding of the industry or role and teaches the apprentice specific skills and relevant theory. This element is delivered off-the-job, normally requiring college attendance on a day release or block release basis. It will be a nationally recognised qualification, such as a BTEC or City & Guilds, and is normally assessed via assignment work and/or examinations.

### **Maths and English and ICT - Functional Skills**

Virtually all frameworks include maths and English qualifications, and some also include ICT (Information and Communication Technology). Apprentices without prior qualifications in English and maths at Level 2 (e.g. GCSEs at grade C/grade 4 or above) will be required to study these subjects as part of their apprenticeship. English and maths Functional Skills are practical, applied literacy and numeracy qualifications, relevant to both young people and adult learners. They will help the May 2017 apprentice to develop and apply important skills such as communication, analytical and presentational skills.



## Behaviours

The Standard will define the behaviours that the apprentice will need to demonstrate in order to become occupationally competent. This may include behaviours such as good attendance and punctuality, good communication, problem solving or customer service skills etc.

## Maths and English

Virtually all Standards require the apprentice to achieve qualifications in English and maths prior to the end of their apprenticeship, and this will normally be Functional Skills qualifications. Apprentices without prior qualifications in English and maths at Level 2 (e.g. GCSEs at grade C/grade 4 or above) will be required to study these subjects as part of their apprenticeship. English and maths Functional Skills are practical, applied literacy and numeracy qualifications, relevant to both young people and adult learners. They will help the apprentice to develop and apply important skills such as communication, analytical and presentational skills. Functional Skills are assessed by examination and normally require the apprentice to attend college on one or more three-day blocks throughout the year, depending on individual requirements.

## End Point Assessment

Each Standard has a detailed Assessment Plan that sets out how the apprentice is going to be assessed against each of the above elements of their apprenticeship. Some Standards may require the achievement of formal and recognised

qualifications as part of the Standard. Other Standards may require the apprentice to pass formal skills and knowledge assessments at certain points in their apprenticeship before they can move on to the next stage, and these are known as Gateway Assessments. The range and type of assessment methods vary significantly between Standards, but all Standards will contain an End Point Assessment. This is an assessment that takes place at the end of the apprenticeship and is designed to assess the apprentice against all elements of the apprenticeship; skills, knowledge and behaviours. The End Point Assessment is carried out by an independent End Point Assessment organisation, and it will typically be spread out over a number of days.

The apprentice needs to pass the End Point Assessment in order to become a fully qualified apprentice.

The assessment methods employed to assess the apprentice throughout and / or at the end of their apprenticeship could be one or more of the following:

- Portfolio
- Log-Book
- Written or online knowledge tests
- Observations Practical Test/Assessments
- Presentations Projects Assignments
- Interview
- Professional discussion.

# What is expected of me?

Being clear in your understanding of your commitment and obligations under the rules of the apprenticeship programme is especially important. This may be your first experience of the workplace and/or learning or you may be consolidating years of experience through a recognised apprenticeship. As a responsible apprentice you will need to be able to demonstrate that you are committed to your apprenticeship programme and that you are prepared to play an active part in your development. You will be expected to act and behave in a professional manner at all times, both at work and at college, which includes a commitment to full attendance, punctuality and responsible and respectful behaviour. Ensure suitable space is set aside for visits. Take pride in submitting high quality evidence.

## Keeping appointments

Your college assessor will need to carry out progress reviews with you and your employer at least every 12 weeks and to also carry out a number of assessments and observations in the workplace during the length of your apprenticeship programme. These workplace visits will be arranged and agreed in advance. If you May 2017 have to change a scheduled appointment then you need to give your assessor as much notice as possible

## What can I expect from the Training Providers?

Our aim is to ensure you have all the information and support necessary for you to successfully complete your apprenticeship with us. The key person will be the college assessor, who will guide you through the programme from start to finish.

The college assessor will carry out assessments in the workplace and set you targets through formal progress reviews. They will act as the link between your employer and the college and will be your first point of contact if you have any questions, issues or concerns. In some cases the responsibilities of workplace assessment and carrying out progress reviews will be split between two people.

Other key people may include college teaching staff who will deliver any college based qualifications and a workplace mentor allocated to you by your employer.



### **Prior to the start of the apprenticeship**

- You must have a meeting with your line manager to ensure the commissioning process is followed.
- Once they are happy and wish to take it further they need to send an email to the Learning and Development Department.
- They will then give advice and guidance on the right apprenticeship for you, and support with the sign up process
- The identification of any additional support requirements for those apprentices with disabilities and/or learning difficulties.
- A Commitment Statement, signed by all parties, which sets out the roles and responsibilities on all sides for the apprenticeship programme.

### **At the start of the apprenticeship**

- An induction into the apprenticeship programme, which may also include a college induction and induction into any college-based courses
- The issue of an Individual Learning Plan (ILP) & Commitment Statement that sets out the requirements of the apprenticeship, including a training and assessment plan which identifies the time spent at work in 'on-the-job' training and time spent away from work in off-the-job training.

### **At the end of the apprenticeship**

- For those following an Apprenticeship Standard, an End Point Assessment will be carried out by an independent End Point Assessment organisation.
- Certification of any qualifications achieved, including any End Point Assessment, and the issue of the apprenticeship completion certificate.
- Further advice and guidance on your options for further progression, e.g. progressing on to the next level of apprenticeship if available and suitable.



# BUSINESS AND ADMINISTRATION HUMAN RESOURCES PATHWAY

MAP KEY ● POTENTIAL APPRENTICESHIP STANDARD ● STANDARD IN DEVELOPMENT ● APPROVED FOR DELIVERY

TECHNICAL OCCUPATIONS → HIGHER TECHNICAL OCCUPATIONS → PROFESSIONAL OCCUPATIONS

## Human Resources Administrator

Provision of largely transactional human resource services e.g. recruitment, HR administration, rewards and recognition, training and development, etc.

**HR Support (L3)**

**Learning & Development Practitioner (L3)**

**Recruitment Consultant (L3)**

**Recruitment Resourcer (L2)**

## Human Resources Manager

Management of routine human resource services, usually with specific expertise in a human resource discipline e.g. equality and diversity, training and development, employee representation. Significant problem solving is core to these occupations.

**Coaching Professional (L5)**

**Diversity & Inclusion Officer**

**Employability Practitioner (L4)**

**HR Consultant Partner (L5)**

**Learning and Development Consultant Business Partner (L5)**

## Human Resources Professional

Provision of high level human resource advice and leadership across an organisation combined with the ability to define strategic and operational organisation-wide human resource challenges and to develop lasting solutions.

**Arbitration Professional**

**Career Development Professional (L6)**

**Senior People Professional (L7)**

- Senior Human Resources (HR) Professional

# BUSINESS AND ADMINISTRATION MANAGEMENT AND ADMINISTRATION PATHWAY

MAP KEY ● POTENTIAL APPRENTICESHIP STANDARD ● STANDARD IN DEVELOPMENT ● APPROVED FOR DELIVERY

TECHNICAL OCCUPATIONS → HIGHER TECHNICAL OCCUPATIONS → PROFESSIONAL OCCUPATIONS

## Administrator

Co-ordination, management and delivery of specific business processes and also their direct provision to users.

Typical TWHF job roles include:

- PSA
- PSO
- Clerks

Business Administrator (L3)

Electoral Services Officer (L3)

Improvement Technician (L3)

Leisure Duty Manager (L3)

Library, Information & Archive Services

Assistant (L3)

Public Sector Compliance Investigator & Officer (L3)

Team Leader or Supervisor (L3)

## Business Manager

Lead and manage a project (business / process improvement), or run a practice using the full range of business systems, procedures and accounting practice. Includes the ability to set-up and develop a new business.

Typical TWHF job roles include:

- SPSO
- Business Service Managers

Associate Project Manager (L4)

Corporate Responsibility & Sustainability

Practitioner (L4)

Data Protection & Information Governance

Practitioner (L4)

Governance Assistant (L4)

Improvement Practitioner (L4)

Improvement Specialist (L5)

Information Manager (L4)

Operations or Departmental Manager (L5)

Policy Officer (L4)

Quality Practitioner (L4)

Regulatory Compliance Officer (L4)

School Business Professional (L4)

## Management Professional

Leader of a business process and/or unit requiring the ability to analyse and improve complex business-wide processes and risks. Also includes the ability to provide a full range of company legal and financial knowledge relevant to running a company.

Typical TWHF job roles include:

- Business Service Managers
- Functional Leads

Asset Management Professional (L7)

Chartered Manager (degree) (L6)

Company Secretary

Improvement Leader (L6)

Management Consultant

Operational Research Specialist (L7)

Project Manager (integrated degree) (L6)

Senior Leaders Masters Degree (L7)

Sustainability Business Specialist (L7)

Systems Thinking Practitioner

# CARE SERVICES PASTORAL SERVICES PATHWAY

MAP KEY ● POTENTIAL APPRENTICESHIP STANDARD ● STANDARD IN DEVELOPMENT ● APPROVED FOR DELIVERY

TECHNICAL OCCUPATIONS → HIGHER TECHNICAL OCCUPATIONS → PROFESSIONAL OCCUPATIONS

## Children, Young People and Families Worker

Assess, review and deliver services to support and meet the needs of clients under the direct guidance of professional Leadership.

Typical TWHF Roles Include:

- Club Assistant
- Playworker

**Playworker (L2)**

**Youth Support Worker (L3)**

## Children, Young People and Families Manager

Achieve a positive and lasting change in the status of client's lives and seek to raise the effectiveness of the services provided through regular reviews and assisted Supervision.

Typical TWHF Job Roles include:

- Family Support Worker
- Reintegration
- Pastoral Support Worker
- Pastoral Assistant Isolation
- Inclusion

**Children, Young People & Families Manager (L5)**

Children, Young People & Families Manager within the Community.

**Children, Young People & Families Practitioner (L4)**

Children, Young People & Families Practitioner within the Community.

**Early Intervention Practitioner (L4)**

**Counsellor**

**Domestic Violence and Abuse Advocate (L4)**

## Care Services Professional

Lead, manage and deliver a whole care process to support clients including their assurance and improvement often requiring specialist care expertise.

**Play Therapist (L7)**

**Youth Worker (L6)**

**Social Worker (degree) (L6)**

# DIGITAL AND IT DIGITAL BUSINESS SERVICES PATHWAY

MAP KEY ● POTENTIAL APPRENTICESHIP STANDARD ● STANDARD IN DEVELOPMENT ● APPROVED FOR DELIVERY

TECHNICAL OCCUPATIONS → HIGHER TECHNICAL OCCUPATIONS → PROFESSIONAL OCCUPATIONS

## Data Analyst Technician

Source, format and present data securely in a relevant way for analysis using basic methods.

**Data Technician (L3)**

## Data Analyst Advanced Technician

Collect, organise and analyse data to provide business insights using extensive knowledge of data solutions, database systems and analytical tools.

**Data Analyst (L4)**

**IS Business Analyst (L4)**

## Business Information Professional

Provide and implement data technology enabled solutions to support internal and external customers.

**Data Scientist (degree) (L6)**



# EDUCATION AND CHILDCARE

## EDUCATION AND CHILDCARE PATHWAY

MAP KEY ● POTENTIAL APPRENTICESHIP STANDARD ● STANDARD IN DEVELOPMENT ● APPROVED FOR DELIVERY

TECHNICAL OCCUPATIONS → HIGHER TECHNICAL OCCUPATIONS → PROFESSIONAL OCCUPATIONS

### Early Education and Childcare Assistant

Development of a child's learning, meeting individual care needs, engaging and supporting parents and carers in guiding a child's progress at nursery/pre-school and at home.

**Early Years Educator (L3)**

**Early Years Practitioner (L2)**

### Early Years Education Support Practitioner

Leading the learning, development and care of children (Years 0 to 5) working with colleagues, parents and carers.

**Early Years Lead Practitioner (L5)**

### Early Years Education Professional

Leadership and development of a team of practitioners in the delivery of early years education provision and seeking to improve the quality of the provision.

**Early Years Lead Teacher (EYTS)**

### Primary / Secondary / Tertiary Teaching and Support Assistant

Supports the development of a students' learning skills, behaviours and overall knowledge both one-to-one and in a small group.

**Education Technician (L3)**

- Higher Education Assistant Technician
- Simulation-based Education Technician

**Learning Mentor (L3)**

**Teaching Assistant (L3)**

### Teaching Instructor

Instruct, coach and assess a learners' education and development needs on a one-to-one basis. Teaching and instruction is usually a secondary set of skills building upon a vocational or academic subject specialism.

**Assessor Coach (L4)**

**Higher Level Teaching Assistant**

**Learning & Skills Teacher (L5)**

### Teaching Professional

Develop a learners' knowledge, skills and behaviours relevant to their stage of progress and subject specialism. Covers the full range of tracking, assessment and support to ensure learner succeeds in a timely way.

**Academic Professional (L7)**

- Research
- Teaching

**Teacher (L6)**

**Teacher for the Sensory Impaired (L7)**

### Education Professional

Advice, guidance and support aimed at progressing the development and welfare of the learner in making key transition decisions ( e.g. from school to FE/HE). Helping to align career goals with academic progression.

**Careers Adviser**

**Special Educational Needs Coordinator (SENCO) (L7)**

# ESTATES SITE MANAGEMENT PATHWAY

MAP KEY ● POTENTIAL APPRENTICESHIP STANDARD ● STANDARD IN DEVELOPMENT ● APPROVED FOR DELIVERY

TECHNICAL OCCUPATIONS → HIGHER TECHNICAL OCCUPATIONS → PROFESSIONAL OCCUPATIONS

## Facilities Management Operative / Supervisor

Manage and maintain (planned and reactive) a building's mechanisms and systems across electrical, plumbing, plant, safety systems and other equipment  
Typical WHF Roles Include: Site Assistant, Caretaker

**Facilities Management Supervisor (L3)**

**Facilities Services Operative (L2)**

**Junior Energy Manager (L3)**

**Property Maintenance Operative (L2)**

## Facilities Manager

Manage the services for a building including maintenance and repair.

Typical TWHF Job Roles Includes:

- Assistant Site Manager
- Site Manager

**Facilities Manager (L4)**

## Facilities Management Professional

Manage the services for a group of buildings or an estate along with their on-going improvement and maintenance of their services.

Typical TWHF Roles Include:

- Regional Manager
- Director

**Senior & Head Of Facilities Management (degree) (L6)**

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TECHNICAL OCCUPATIONS → HIGHER TECHNICAL OCCUPATIONS → PROFESSIONAL OCCUPATIONS

### Assistant Accountant

Undertake routine accountancy support analysis and report on financial activities including dealing with HMRC.

**Accounts or Finance Assistant (L2)**

**Assistant Accountant (L3)**

**Payroll Administrator (L3)**

**Tax Support Assistant**

### Accounting/Tax Technician

Create, analyse and audit financial information for internal and external clients and the regulatory authorities.

**Internal Audit Practitioner (L4)**

**Payroll Assistant Manager (L5)**

**Professional Accounting or Taxation Technician (L4)**

- Accounting
- Tax

### Professional Accountant

Direct and oversee the creation, analysis and auditing of financial information for internal and external clients and the regulatory authorities often requiring specialist knowledge.

**Accountancy or Taxation Professional (L7)**

**Accounting Finance Manager (L6)**

**Internal Audit Professional (L7)**

