

apprenticeship FRAMEWORK

Volunteer Management

Issued by
Council for Administration

apprenticeship
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Document status:
Issued



Volunteer Management

Information on the Issuing Authority for this framework:

Council for Administration

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: 1	This framework includes:
Framework ID: FR00626	Level 3
Date this framework is to be reviewed by: 31/12/2013	This framework is for use in: England

Short description

Volunteer managers are found in all types of organisations across the public, private and voluntary sectors. They do a vital job in supporting volunteers to get the most out of volunteering and for organisations to benefit fully from the time commitment they provide. Volunteers are the lifeblood of many organisations.

The role of volunteer manager is varied and interesting with responsibilities including recruitment, co-ordination, leadership, administration, organisation and management. Skilled volunteer managers understand volunteers' motives and support them properly.

This Advanced Apprenticeship framework will give apprentices the knowledge and skills they need to make a difference to volunteers and their organisations.

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Purpose of this framework

Summary of the purpose of the framework

Background

Skills - Third Sector is the organisation responsible for developing skills in charities, social enterprises and voluntary organisations.

Research into the voluntary sector tells us that the number of people who work in charities has grown considerably over the last decade and that charities have an income of around £79.5 billion. Volunteering brings in around £21.5 billion to the UK.

To continue to make a difference and respond to opportunities and challenges, charities need staff with the right skills. As has been seen in other organisations, Apprenticeships are key to this. An Apprenticeship is a mix of 'on the job' training with an employer and 'off the job' training in a college or with another organisation that provides training. Training is based on national standards that experts have agreed are what someone needs to know and understand in order to do their job well (known as National Occupational Standards) and lead to nationally recognised qualifications.

Volunteer Management

Volunteering is very important in the UK. The latest Citizenship Survey found that over 40% of people volunteer once a year and 25% volunteer once a month - which adds up to 24.7m volunteers each year. In order to manage this large and valuable resource, good volunteer managers are essential to make sure volunteers get the most out of volunteering and that organisations make the best use of their volunteers.

The majority of volunteering happens in charities, social enterprises and voluntary organisations but volunteers are also found in hospitals, schools and other public organisations, as well as in companies that run volunteering schemes for employees.

Volunteer management is experiencing a very important time of change. It is a key part of the Coalition Government's Big Society plans to increase the number of people who are volunteering and involve volunteers more in running public services, particularly at a local level. Volunteers might run and manage community activities, and support schools, libraries, hospitals, and prisons, for example. Volunteer managers are also needed to run Government schemes to help get people back into work (volunteering is an important aspect of many 'back to work' programmes) and manage other national volunteering initiatives.

Volunteers come from wide diverse background and ages, for example volunteering is particularly popular with young people. Volunteers bring to their volunteering roles a large amount of skills and abilities. Some volunteers are well educated whilst others have literacy

and numeracy problems. Managing this diversity is a real challenge for volunteer managers.

Volunteer Management and the Advanced Apprenticeship

Being in paid employment as a volunteer manager is about matching the right people to the right volunteering opportunities and then supporting them to do that role well. You need to enjoy working with people and seeing them succeed. Volunteer management is a busy job that involves a lot of different tasks. It is becoming increasingly sophisticated and now includes tasks like writing role descriptions, finding training opportunities and developing volunteer programmes.

This Apprenticeship will develop your skills and knowledge in the key areas you need to be a good volunteer manager including – how to supervise and support volunteers; promote volunteering opportunities; motivate volunteers; manage risks associated with volunteering; and develop structures, systems and procedures to support volunteering.

Being ready for the future

As the government encourages volunteers to step in and fill some of the gaps left by public spending cuts, there will be a growing need for volunteer managers. This Apprenticeship will give you the right skills and experience to:

- Manage a growth in volunteering during changing economic times.
- Manage the diverse needs of a growing number of volunteers.
- Motivate volunteers regardless of why they are part of a volunteer project or programme.
- Support volunteers who need to gain practical work experience and build their CVs.
- Keep hold of and develop experienced volunteers so that their knowledge can benefit the organisation and help it to grow during difficult economic times.

Apprentices who follow the Volunteer Management Advanced Apprenticeship will gain qualifications and knowledge that allow them to make sure that their organisation benefits from the skills that volunteers have to offer - and that volunteers have a great experience too.

Aims and objectives of this framework (England)

To provide an entry route into the careers area of volunteer management in the voluntary, public and private sectors, and to develop the skills and knowledge that are required to be an effective volunteer manager.

Objectives of the Advanced Apprenticeship in Volunteer Management:

- Promote the critical role of volunteer management
- Increase the proportion of skilled volunteer managers
- Increase the proportion of qualified volunteer managers
- Increase the diversity of volunteer managers
- Increase take-up of Apprenticeships

- Provide a route for people to progress into higher-level qualifications.

Entry conditions for this framework

Employers are looking to attract apprentices who have a strong interest in a career in Volunteer management.

Entrants will come from a diverse range of backgrounds and age groups and will have a range of experience.

Essential - Ideal candidates for this framework will be able to:

- Demonstrate an interest, understanding and experience of volunteering.
- Demonstrate experience of working or contributing to a group, club or team (including at school, college or hobbies).
- Successfully complete, with support, Functional Skills English, Maths and ICT or Key Skills Communication, Application of Number and ICT at Level 2 (or equivalent e.g. GCSE).

Desirable - In addition, the following would be beneficial to candidates:

- Proven ability, through completion of accredited qualifications (GCSEs, A-Levels, QCF Awards, Certificates, or Diplomas etc), non-accredited training or work experience or volunteering activity, which would indicate an ability to succeed at Level 3.
- Experience in a leadership role in a group, club or team (including at school, college or hobbies).

The ability to pass an enhanced Criminal Records Bureau (CRB) check may be essential for some volunteer management roles. The need for this check will be at the employer's discretion depending on the role.

Although the Apprenticeship is open entry to all, we envisage that people below the age of 21 would not normally have the breadth of experience or attributes.

Level 3

Title for this framework at level 3

Volunteer Management

Pathways for this framework at level 3

Pathway 1: Volunteer Management

Level 3, Pathway 1: Volunteer Management

Description of this pathway

Advanced level Apprenticeship in Volunteer Management

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

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Volunteer manager / Volunteer support officer / Volunteer team leader / Volunteer coordinator	These roles are all likely to recruit, induct, train and support volunteers; as well as managing their day to day work. These roles promote volunteering, develop volunteer policies and procedures, identify where volunteers are needed and solve problems within the volunteer team.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 Diploma in Volunteer Management					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/2613/3	Edexcel	57	305	n/a
B1b	600/2739/3	EDI	57	297	n/a

Notes on competence and knowledge qualifications (if any)

There are no separate knowledge qualifications for this framework. The following mandatory units from the combined knowledge/skills qualification (below) provide the technical knowledge elements:

- Introduction to managing volunteers (4 credits)
- Understand effective partnership working between organisations (4 credits)
- Managing volunteer agreements (2 credits)

NB. There are further knowledge only units available within the optional unit bank of the combination qualification.

Transferable skills (England)

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

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

ICT, as above.

Progression routes into and from this pathway

There is no Intermediate Apprenticeship in Volunteer Management. Progression into the Advanced Apprenticeship in Volunteer Management may be from a number of routes including:

- Work experience or volunteering experience in the voluntary, public or private sectors.
- Previous achievement of A-Levels and GCSEs.
- Previous completion of a Level 2 Intermediate Apprenticeship.
- Previous completion of a 14-19 Diploma (at Foundation or Higher level).

Progression from the Advanced Apprenticeship in Volunteer Management may be to a number of routes including:

1. With support and opportunities in the workplace, Volunteer Manager Apprentices could choose to develop their career into one of the following specialist areas of volunteer

management and guidance:

- Youth volunteering
- Probation services
- Volunteer centre advisor
- Volunteer centre mentor
- Volunteer centre recruitment officer
- Volunteer trainer
- Within a niche or specialist area of volunteering (e.g. corporate volunteering, health promotions, environmental activity animal welfare, childcare, youth services, sports activity or probation services etc)

2. With support and opportunities in the workplace, Volunteer Manager Apprentices could choose to progress into study:

- Level 5 Higher Apprenticeship in Leadership and Management
- Level 5 Award and Certificate in the Management of Volunteers
- o Level 4 and 5 management qualifications for example:
 - Level 4 Certificate in Leadership and Management Skills
 - Level 4 Certificate in Management and Leadership
 - Level 4 Diploma in Leadership and Management
 - Level 4 Diploma in Management
 - Level 5 Diploma in Management Coaching and Mentoring
 - Level 5 Diploma in Management
 - Level 5 NVQ Diploma in Management
 - Level 5 Certificate in Coaching and Mentoring in Management
- Progression into Higher Education, including Foundation Degrees and Degrees.

3. With further experience and/or with further training or development, apprentices may be able to progress their careers into roles such as:

- Volunteer centre manager
- Volunteer programme manager
- Corporate volunteer manager
- Volunteer strategy manager

4. In addition, with support and opportunities in the workplace, Volunteer Manager Apprentices may choose to develop their career elsewhere in the sectors they are working in, particularly into first line management roles. Possible roles that Apprentices may wish to move into or undertake further training or development into include:

- Learning and development manager
- Human resources manager
- Manager
- Programme manager
- Project manager

- Trainer

UCAS points for this pathway: N/A

Delivery and assessment of employee rights and responsibilities

Employee rights and responsibilities must be delivered through completion of the CfA's Employee Rights and Responsibilities (ERR) workbook. This is available from the CfA website (www.cfa.uk.com).

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 ERR workbook covers the following learning outcomes:

1. Know and understand the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers.
2. Know and understand 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. Know and understand 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. Understand 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. Know the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities.
7. Know 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 and codes of practice.
9. Recognise and can form a view on issues of public concern that affect their organisation and industry.

- Evidence of achievement of ERR through the CfA workbook:

Training providers will be required to sign a declaration when claiming the Advanced level Apprenticeship certificate that the ERR workbook has been satisfactorily completed by the Apprentice and that the ERR requirements have been met. This declaration is included at the back of the ERR workbook and must be signed and returned to the certificating authority when claiming the Advanced Apprenticeship certificate.

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

How equality and diversity will be met

The majority of fundraising posts are found within the voluntary sector (this includes charities, social enterprises and community / voluntary organisations). The voluntary sector employs around 793,000 people, representing 2.7% of the UK's workforce, according to research published by Skills – Third Sector, National Council for Voluntary Organisations and Third Sector Research Centre on 17 January 2011.

Not only does the voluntary sector as an employer have a legal duty to protect equality and diversity, but it also holds an ethical duty to reflect the demographic of the people who use the services of charities, social enterprises and voluntary/community organisations.

• Equality and diversity statistical background

Evidence on the voluntary sector workforce suggests that it performs relatively well in the area of equality and diversity. The most recent Workforce Almanac 2011 found that more than two-thirds of the paid workforce is female (68%) and one in five people (19%) working in the voluntary sector has a disability. This compares favourably with both the public and private sectors and has clear implications for employment policy and practice within the sector in terms of equality of opportunity and flexible working practice.

However, the sector performs less well in terms of ethnicity. The vast majority of the voluntary sector workforce is white (93%), a level which is marginally higher than in the public and private sectors (at 91% each), according to the national Labour Force Survey, October to December 2010. The previous year's Labour Force Survey had found that the sector currently has an aging workforce, with 35% of its paid staff being aged 50 or over – higher than both the public and private sectors.

Skills – Third Sector continues to hold relationships with leading research organisations within our sector (including the National Council for Voluntary Organisations and the Third Sector Research Centre) to chart employment trends within the voluntary sector workforce

• The Equality Act

The 2010 introduction of the Equality Act means that employers must, by law, ensure that individuals are not discriminated against on the grounds of: age, gender, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

This act will be especially important as the voluntary sector takes up an increased role in delivering public services. In addition, it covers community centres, information and advice agencies, charity shops, sports clubs, and residential care homes.

- **The Advanced Apprenticeship in Volunteer Management**

The creation of this Advanced Apprenticeship in Volunteer Management framework will help to encourage greater equality and diversity by creating broader routes of progression into the sector. Whilst equal opportunities has been identified here under a separate heading, the principles relate to all those systems and procedures which have the potential to discriminate against apprentices at any point during the programme – from recruitment and selection and induction, through to successful completion.

The framework will provide a formalised training route and promote opportunities in the voluntary sector to a wider market, thus opening up the potential for a more diverse workforce. Framework entry conditions will ensure equal access to those from diverse groups as well as those from well represented groups. There should be open recruitment of apprentices who meet the essential entry conditions regardless of age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation who meet the stated selection criteria.

Skills – Third Sector are working with Fair Train, the Group Training Association for the sector, to encourage a more diverse intake onto Apprenticeships. This includes working with and Chairing the recently-launched Employers' Forum, to support the development, understanding and promotion of Apprenticeships in the voluntary sector.

All partners involved in the delivery of the Apprenticeship (including all local National Apprenticeship Service and Skills Funding Agency offices, training providers, assessment centres and employers) must be committed to a policy of equal opportunities and must have a stated equal opportunities policy and procedure. Employers and training providers must be able to demonstrate that there are no overt or covert discriminatory practices in selection and employment. All promotional, selection and training activities must comply with relevant legislation.

It is recommended that training providers will monitor equality of opportunity practice and procedures within their own organisation and take positive action when necessary. It is also recommended that employers/providers conduct an exit interview if the apprentice leaves the programme before completion.

The National Apprenticeship Service and The Skills Funding Agency offices have overall responsibility to monitor practice to ensure that training providers meet the criteria specified in their quality management systems. This includes monitoring the representation of apprentices in terms of gender, ethnicity and disability to ensure that it reflects, as far as possible, the levels of representation within the local community.

On and off the job guided learning (England)

Total GLH for each pathway

Guided Learning Hours (GLH) refers to the time an apprentice is entitled to develop the skills and knowledge in order for them to reach occupational competence. Guided learning hours are a legal entitlement for the apprenticeship.

The total minimum Guided Learning Hours for the Volunteer Management Advanced Apprenticeship is 674 hours. These hours are expected to be completed over an average of 18 months. However, all apprentices must complete the minimum of 674 hours even if the Apprenticeship is completed in less than 18 months.

To comply with the Apprenticeships, Skills, Children and Learning Act a minimum of 280 GLH within the first year of the Apprenticeship and at least 280 GLH (pro rata) in each subsequent year must be completed.

GLH can be attached to both the accredited and un-accredited parts of the Apprenticeship, and will include, for example, inductions, reviews, training, the Level 3 Diploma in Volunteer Management qualifications, career discussions, Personal Learning and Thinking Skills (PLTS), Key/Functional Skills and any other activities which help the apprentice gather the required skills and underpinning knowledge needed within their job role.

Objectives of GLH:

- It must achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- It must be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager; allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- It must be delivered during contracted working hours.

Planning and evidencing GLH:

It is recommended that a plan is developed at the outset of the Apprenticeship programme to determine how the guided learning hours requirements will be met. Skills – Third Sector also recommends that a record is kept of the guided learning hours completed by the learner.

When claiming the Apprenticeship Certificate, training providers will be required to sign a declaration stating that the minimum off the job and total guided learning hours have been met by the learner. This declaration must be submitted to the certificating authority when applying for an Apprenticeship completion certificate.

There are two types of GLH - off the job GLH and on the job GLH. Each is detailed below.

Minimum off-the-job guided learning hours

Off the job GLH refers to the time taken to develop skills and knowledge across a range of contexts and the wider market. It can be seen as time away from normal work duties, and may include all of the following (non exclusive) activities:

- Assessment
- Coaching
- Distance learning
- e-learning
- Feedback
- Guided study
- Individual or group training or teaching
- Learning with peers/networked or collaborative learning
- Mentoring
- Time spent with manager

The total off-the-job Guided Learning for the Volunteer Management Advanced Apprenticeship is a minimum of 218 hours. This equates to approximately 32% (which exceeds the minimum requirement of 30% or 100 GLH per year).

It should be noted that this GLH includes all listed elements of the framework PLUS wider learning and development activities an apprentice would be expected to complete throughout 18 months of employment.

How this requirement will be met

The minimum off-the-job GLH of 218 should comprise of:

- 60 GLH from knowledge only units from the Level 3 Diploma in Fundraising Practice
- 45 GLH from Level 2 Key Skills Application of Number/Functional Skills Maths
- 45 GLH from Level 2 Key Skills Communication/Functional Skills English
- 45 GLH from Level 2 Key/Functional Skills ICT
- 5 GLH from induction
- 18 GLH from completion of the ERR workbook

Note – where functional skills, or their equivalent, have previously been achieved these will count towards the above GLH entitlement.

Minimum on-the-job guided learning hours

On the job guided learning hours refers to the time taken to develop the practical skills applied in the context of a job role. It can be seen as the time the apprentice spends undertaking

normal activities as part of their job role, but which provide opportunity to learn, develop and practice skills.

How this requirement will be met

The remaining 456 GLH will be completed through on the job hours. This will include:

- 237 GLH from competence only units from the Level 3 Diploma in Fundraising Practice
- 108 GLH from planned visits per month with assessors and the training provider
- 108 GLH from 1:1 direct contact time for tuition and assessment on the vocational and technical aspects
- 3 GLH from meetings between the training provider, employer and apprentice to discuss apprentice progress

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Skills – Third Sector has developed a Frequently Asked Questions (FAQs) guidance document, which includes a guide for practitioners on how to integrate the achievement of all PLTS within the whole Advanced Apprenticeship, including ERR, Functional and Key Skills. This available from Skills - Third Sector's website (www.skills-thirdsector.org.uk).

The general principles are that apprentices MUST be introduced to PLTS during induction so that they can learn to recognise for themselves when and how they are achieving these skills. The guide includes an example of an induction activity which will help to bring PLTS to life for apprentices.

To help providers with delivery and recording of PLTS for this framework:

- the mandatory units from the Diploma in Volunteer Management have been mapped against all 6 PLTS to demonstrate where these skills naturally occur.
- where there is not full coverage of the PLTS, illustrations have been provided in the Guide to demonstrate coverage in a sample of optional units.
- where the mapping shows PLTS are not fully covered by the mandatory units of the combined qualification, the PLTS must be integrated into the Apprenticeship programme either within the combined qualification or within other areas of the programme, such as the ERR workbook, Functional/Key Skills, or through the general activities performed by the apprentice in the course of their job role or Apprenticeship.

A sign off sheet confirming that each of the PLTS has been covered must accompany the request for the Advanced Apprenticeship completion certificate to the certifying authority.

Creative thinking

Creative Thinking involves:

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

Independent enquiry

Independent Enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Reflective learning

Reflective Learning involves:

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

Team working

Team Working involves:

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

Self management

Self Management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed

- managing your emotions and building and maintaining relationships.

Effective participation

Effective Participation involves:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well 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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