



2005 Apprenticeship Frameworks Employer Guide

October 2005



2005 Business & Administration Apprenticeship Framework

1. What is an Apprenticeship?

Apprenticeships are a mixture of work based learning and education, which includes the following elements:

- Business & Administration NVQ
- Business & Administration Technical Certificate
- Communication Key Skill
- Application of Number Key Skill

Apprentices learn on the job, building up knowledge and skills, achieving qualifications and earning money at the same time. The competencies are linked to the skills identified by employers as necessary for the job.

2. Who are Apprenticeships aimed at?

Apprenticeships are aimed at the technicians and managers of the future. The programme is designed for people who have what it takes to develop quickly in their job, with a view to progressing to supervisory, managerial or technician status within a few years of completing their apprenticeship. The programme is designed for employers to use with staff between the ages of 16 and 24, and is based upon achievement, which is work based and work relevant. It brings together a number of qualifications to create a framework, which provides breadth and flexibility, both in content and delivery, to meet the needs of employers and apprentices.

3. What is the Business & Administration Apprenticeship (BAA)?

Every business needs effective administration, and that need remains whatever else changes in terms of new products and services, new technologies and new organisational structures. There are two levels of BAA frameworks available to meet the differing needs of young people and employers from both large and small organisations: Apprenticeship (Level 2) and Advanced Apprenticeship (Level 3).

4. What do BAA Frameworks offer?

The 2005 frameworks are very different from the 2002 frameworks. After consultation with employers and the introduction of the new national occupational standards in 2005, the frameworks now reflect the appropriate skills and learning essential to an administration programme. The Induction Workbook covering Employer Rights and Responsibilities is now integrated into the Technical Certificate although many providers will go on using the Induction Workbook as it serves as a useful tool during the learner's induction at a work placement. The number of units within the NVQs has decreased (both core and optional) to make way for a larger Technical Certificate delivering the mandatory underpinning knowledge. Enhancements have been taken out of the framework and more IT units have been entered into the NVQ and Technical Certificate to ensure that learners have a good level of IT competency.

The revised frameworks therefore provide apprentices and employers with an excellent foundation for the training of future administration staff as they meet the differing needs of both large and small organisations.

5. What are the opportunities for employers?

For many employers a major advantage of the programme is that they can employ individuals and train them within the culture and ethos of the company whilst having the reassurance that this is also to a nationally recognised standard. Employers benefit from:

- improved staff efficiency
- better quality of work
- higher staff retention levels.

Apprentices themselves benefit from:

- developing their IT, literacy and numeracy skills
- improving their self confidence and job satisfaction.

To date employers of every size and type have already experienced the benefits of the BAA; from small solicitor's offices, doctor's practices and health centres, to local authorities.

6. What are the entry requirements?

Whilst there are generally no nationally laid down minimum entry or previous experience requirements for the BAA frameworks, employers may wish to impose their own in line with their current recruitment practise. The ability to be successful as a BAA may be indicated by a range of attributes and achievements such as:

Examples of achievements could include:

- A proven commitment to working in the sector, through work experience or work placement
- Achievement of academic and other qualifications e.g. GCSEs, A Levels, NVQs, Duke of Edinburgh Award etc
- Positions of responsibility held at school or college
- Voluntary work and part time employment

Examples of skills and attributes could include:

- Motivation to succeed within the industry/sector
- Willingness to learn and apply that learning in the workplace
- Ability to demonstrate that they have the potential to complete the qualifications which are part of the apprenticeship
- Willingness to communicate effectively with a range of people
- Being numerate and literate (Basic Skills)
- Willingness to undergo a police check, for example, when working with children and vulnerable adults. (Police checks are mandatory for all those working with young people under the age of 18 e.g. Early Years Care and Education)

7. What are the progression routes?

There are many ways of entering Business & Administration and many ways of progressing from the BAA frameworks. To support progression from one job to another, a range of qualifications and learning pathways are available supporting career progression across levels 1 – 5. Qualifications range from GCSEs or A-Levels in Business, NVQs, GNVQs, HNCs in Business, to Foundation Degrees and VRQs.

It is important when considering Business & Administration to remember that the skills and knowledge involved are transferable. Within Business & Administration there are a range of professional development attributes sought by employers and a range of skills required for each level of job role.

Amongst these personal development attributes are: leadership, planning, business awareness, communication, problem solving, teamwork and computer literacy and these are required across a variety of jobs available at different levels within Business & Administration.

Progression across the three functions that underpin business & administration (secretarial, clerical and administration) is also found in the workplace. Progression can occur within or across these functions. For example, a common progression route with the secretarial function is a Junior Secretary progressing to a PA/Secretary and then to a Senior PA Secretary.

Whilst progression in the workplace is supported by the attainment of qualifications, progression does not have to be solely through a specific qualification or pathway. Attainment of one type of qualification can lead to the attainment of others and, of course, work experience in turn supports learning and progression.

8. What is the duration of the course?

Whilst there should be no time serving, the length of time taken will depend on the ability of the individual apprenticeship and employer requirements.

9. What are the mandatory outcomes?

The BAA frameworks consist of three mandatory components, each of which must be completed before an Apprenticeship can be achieved. All apprentices have to achieve all three components, but can claim credit as appropriate, depending on age, qualifications and experience at point of entry.

Apprenticeship

NVQ Business & Administration Level 2
 Technical Certificate Level 2
 Communication Key Skill Level 2
 Application of Number Level 1

Advanced Apprenticeship

NVQ Business & Administration Level 3
 Technical Certificate Level 3
 Communication Key Skill Level 2
 Application of Number Level 2

10. Where can I find more information?

Additional information to support the successful implementation of the 2005 Frameworks can be found from:

CfA

<http://www.cfa.uk.com/modernap/index.htm>
CfA - Introduction to Apprenticeships and Support Documents

LSC

<http://www.apprenticeships.org.uk/employers/>
LSC Website on Information for Employers about Apprenticeships

Awarding Bodies

www.city-and-guilds.co.uk
City and Guilds, London

www.edexcel.org.uk
Edexcel, London

www.ediplc.com
EDI Plc, Coventry

www.ocr.org.uk
OCR, Coventry