

# Social Media and Digital Marketing (England)

## 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=FR01743](http://afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR01743)

Issued by  
Skills CFA

apprenticeship  
**FRAMEWORKS** ONLINE  
[www.afo.sscalliance.org](http://www.afo.sscalliance.org)

Document status:  
**Issued**

# Social Media and Digital Marketing (England)

## Contents

Framework information .....	3
Contact information .....	4
Revising a framework .....	5
Purpose of the framework .....	6
Entry conditions .	8
Level3: Advanced Apprenticeship in SocialMedia and DigitalMarketing .	9
Pathway 1: SocialMedia and DigitalMarketing .	10
Equality and diversity .....	20
On and off the job guided learning .....	22
Personallearning and thinking skills .....	26
Additionalemployer requirements .....	30

# 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: 3

**This framework includes:**

Level 3

Framework ID:  
FR01743

Date this framework is to be reviewed  
by: 31/12/2014

This framework is for use in: **England**

## Short description

The purpose of this framework is to allow learners to develop the knowledge and competence skills required for working in social media and digital marketing roles. The framework will be available at Level 3 and is relevant for the following jobs:

Social Media Assistant  
Social Media Consultant  
Social Media Analyst  
Digital Account Assistant  
Digital Marketing Assistant  
Digital Communications Officer  
Community Engagement Officer

# Contact information

## Proposer of this framework

City & Guilds

### Developer of this framework

Name: Kerry McLennan-McKenzie  
Organisation: City & Guilds  
Organisation type: Awarding Organisation  
Job title: Portfolio Manager  
Phone: 0844 543 0000  
Email: [businessquals@cityandguilds.com](mailto:businessquals@cityandguilds.com)  
Postal address: 1 Giltspur Street  
London EC1A 9DD  
[www.cityandguilds.com](http://www.cityandguilds.com)  
Website:

### Issuing Authority's contact details

Issued by: Skills CFA  
Issuer contact name: Kelly Saliba  
Issuer phone: 0207 091 9620  
Issuer email: [apprenticeships@skillscfa.org](mailto:apprenticeships@skillscfa.org)

# Revising a framework

## Contact details

Who is making this revision: Kerry McLennan-McKenzie  
Your organisation: City & Guilds  
Your email address: kerrym@cityandguilds.com

## Why this framework is being revised

Due to feedback from NAS

## Summary of changes made to this framework

Page 5 - Purpose of this framework. Additional information on job roles and the sector.

Page 6 - More specific information about the Intermediate Level Apprenticeships.

Page 11 - clarity on learning outcomes and link to where they can be found.

## Qualifications removed

none

## Qualifications added

none

## Qualifications that have been extended

none

# Purpose of this framework

## Summary of the purpose of the framework

Digital marketing and the use of social and digital media is a key part of business marketing strategies and practice today. The growth of this industry sector has seen a number of jobs advertised for social media experts. A survey of over 500 companies carried out by eConsultancy/Experian in early 2012 found businesses were planning on expanding their digital marketing presence and subsequent departments but felt the shortage of skilled workers in this area was preventing them from fully harnessing digital media.

Businesses are looking for more digital marketing capability and capacity which is increasing the demand for skilled people in this sector. This framework is created to equip learners with the ability to understand, utilise and develop the skills needed whilst working in social media and digital marketing for business purposes. It also builds in transferable skills such as communication, team working, interpersonal skills and the ability to reflect on personal learning.

This apprenticeship will help to develop skills to allow apprentices to understand what social media is, how to utilise it in a business environment and incorporate it into their job role. Job roles may include Social Media Assistant, Social Media Consultant and Social Media Analyst with responsibilities such as managing and monitoring online communities, working with businesses to promote, utilise and increase presence through social media, copy writing and media placement, development of social media strategy and seeking out new and relevant content, formulating the content calendar and identify key bloggers and influencers. For a full list of specific roles and responsibilities please refer to the section on Job Roles.

Social media is still young and we are in the 'early adopter' phase for companies. There are over 500 million active users on Facebook, 105 million registered users on Twitter and 75 million professionals on LinkedIn.

Businesses need the support of a skilled workforce to enable them to make the best use of this new marketing device.

The framework will contribute to meeting the skills priorities for Digital Britain.

## **Aims and objectives of this framework (England)**

The aim of this apprenticeship framework is to provide employers in the public, private and not-for-profit sectors with a workforce who have the skills, knowledge and competency to support business systems, processes and services through social media. This will contribute to making businesses more efficient and productive. This framework has been created to help support the development of the specific skills needed for a job in this social media and digital marketing sector.

---

# Entry conditions for this framework

Employers are looking to attract applicants who have a keen interest in social media and digital marketing. They expect applicants to demonstrate a "can do" attitude and have basic numeracy, literacy and IT skills on which the Apprenticeship will build.

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

- held a position of responsibility at school or college
- undertaken work experience or work placement experience
- completed the Duke of Edinburgh Award or similar award
- achieved GCSEs or A levels
- achieved Framework Awards, Certificates or Diplomas
- undertaken an intermediate level apprenticeship such as IT application specialist, IT software, web and telecoms professional, Marketing and Business and Administration
- achieved a (14-19) Foundation or Higher Diploma or related Diplomas in Business, Administration, Information Technology and Marketing



## Level 3

Title for this framework at level3

# Advanced Apprenticeship in Social Media and Digital Marketing

Pathways for this framework at level3

Pathway 1: Social Media and Digital Marketing

## Level 3, Pathway 1: Social Media and Digital Marketing

### Description of this pathway

Social Media and Digital Marketing - Minimum 57 credits

#### **This includes:**

Level 3 Diploma in Social Media for Business - Minimum 42 credits

Level 2 Functional Skills, Key Skills, GCSE or A Level in ICT, English and Maths - Minimum 15 credits

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

There are no entry requirements for this pathway in addition to the general framework entry requirements.

Job title(s)	Job role(s)
Social Media Assistant	Manage and monitor online communities. Ensure effective customer conversation, communication and engagement is maintained. Co-ordinate and manage content, use the internet to promote and market, assist in integrating social media platforms.
Social Media Consultant	Work with businesses to promote, utilise and increase presence through social media. Creating social media strategies for business.
Social Media Analyst	Conducting and delivering social media related research and insight for clients through a combination of qualitative and quantitative research.
Digital Account Assistant	Copy writing and media placement, development of social media strategy, relationship management with the media and account management. Timeline and budgetary management.
Digital Marketing Assistant	Monitor social media marketing tactics, maintain corporate blogs, co-ordinate content development for blogs and online syndication. Research and build social media plans and content management.
Digital Communications Officer	Manage the implementation of communication and social media plans whilst maintaining and developing the intermediary marketing database and content management.
Community Engagement Officer	Seek out new and relevant content, formulate the content calendar, identify key bloggers and influencers. Devise bonding activity, creatively and proactively assist online users, identify and analyse issues, patterns and trends.

# 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 Social Media for Business

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/4967/4	City & Guilds	42	257 · 420	N/A

---

## Notes on competence and knowledge qualifications (if any)

Apprentices must complete the combined competence and knowledge qualification listed above.

11 Credits of underpinning knowledge will come from the mandatory units as follows:

Unit 301 Principles of Social Media within a Business R/503/9324 - 6 credits

Unit 302 Principles of Keywords and Optimisation M/503/9329 - 2 credits

Unit 303 Social Networking Management for a Business Y/503/9325- 1 credit

Unit 304 Using Collaborative Technologies T/502/4380- 2 credits

# 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 Framework's 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	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

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

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 is included as it is relevant to effective performance for the apprentice.

# Progression routes into and from this pathway

Progression onto this Advanced 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 will include having:



... Social Media and Digital Marketing (England):

• ... level 3

• ... achieved a Level 2 Intermediate Apprenticeship in IT application specialist, IT software,

web and telecoms professional, Marketing and Business and Administration.

- achieved Framework Awards, Certificates or Diplomas.
- achieved a (14 - 19) Foundation or Higher Diploma.
- achieved GCSEs or A levels.

Learners may also progress into the Advanced Apprenticeship without prior qualifications.

Most learners progressing into the Social Media and Digital Marketing Advanced Apprenticeship may have some prior experience in this area, although this is not a formal requirement. All individuals should be judged on their own merits, experiences and capabilities.

Progression possibilities from the Advanced Apprenticeship in Social Media and Digital Marketing are (this list is not exhaustive):

- The Level 4 Higher Apprenticeships in Business and Professional Administration and IT, Software, Web and Telecoms Professionals.
- Further or higher education to undertake Business, Marketing and IT related qualifications, including Level 4 Higher Qualifications, Foundation Degrees and full Degrees.
- ILM Higher Level qualification in Management

**UCAS points for this pathway: n/a**

# Delivery and assessment of employee rights and responsibilities

**To achieve the Employer Rights and Responsibilities national outcomes the apprentice must demonstrate that he/she:**

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.

**The ERR component of the apprenticeship can be achieved through either:**

- a) the CFA ERR workbook, available from their CFA website ([www.skillsfca.org](http://www.skillsfca.org))
- OR
- b) a Framework Award in Employee Rights and Responsibilities qualification.

For more information, please see CFA's FAQ on their website ([www.skillsfca.org](http://www.skillsfca.org)).

The workbook has been designed to enable apprentices to work their way through a series of questions and activities which will bring ERR to life, making the learning more meaningful and long lasting and enhance the employability skills of the apprentice.

**Evidence of achievement of ERR**

Training providers will be required to sign a declaration when claiming the Apprenticeship certificate, indicating that the ERR requirements have 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 submitted as evidence to the CFA when claiming the Apprenticeship certificate.

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

## How equality and diversity will be met

This framework will support the government's Digital Britain initiative to break down barriers for hard to reach learners and ensure equality of opportunity.

This Apprenticeship framework is designed to help new entrants into the social media and digital marketing workforce, thereby ensuring fair access for all that apply for the programme. This Apprenticeship is seen as a vital route to encourage, enhance and up skill individuals into social media and digital marketing. It offers no barriers to entry and intends to accommodate all learners regardless of gender, age, disability or ethnic origin.

The learning content required for the off-the-job learning can be delivered in a number of different learning styles to accommodate learner requirements.

It is expected that all employers and training providers comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to, and progression within the sector, using the protected characteristics of:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

Historically, in many sectors, employers have expected new entrants to be educated to at least degree level and, as a result, there is a large pool of untapped talent. This framework aims to support and encourage that untapped talent to enter this emerging industry sector. There are no known or apparent workforce imbalances on the basis of gender or race.

The growth of social media and digital marketing has been rapid and the majority of users are self taught, therefore there is a lack of awareness of the level of skills held by the individual. This framework will support more formal training for this sector and broaden this workforce's knowledge and skills as this sector emerges and grows.

The diversity of the apprenticeship workforce reflects the social media and digital marketing workforce as a whole.



# On and off the job guided learning (England)

## Total GLH for each pathway

Guided Learning Hours can be attached to both the accredited and un-accredited parts of the Apprenticeship, and will include, for example, inductions, completion of the ERR workbook, reviews, training, the qualification, career discussions, Personal Learning and Thinking Skills (PLTS), Functional Skills or Key Skills and any other activities which help the Apprentice gather the required skills and underpinning knowledge needed within their job role.

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.

### Level 3 Advanced Apprenticeship in Social Media and Digital Marketing:

The minimum Guided Learning Hours (GLH) for the Level 3 Advanced Apprenticeship in Social Media and Digital Marketing is 488 hours. It is expected that the Apprenticeship will last a minimum of 18 months, but a flexible approach to learning is encouraged for learners who have prior learning or experience. To comply with SFA requirements, learners aged 16-18 must spend a minimum of 12 months on this Apprenticeship programme from August 2012.

Please note, to comply with the Apprenticeship, Skills, Children and Learning Act, a minimum of 280 Guided Learning Hours within the first year of the Apprenticeship and at least 280 Guided Learning Hours (pro rata) in each subsequent year must be completed.

Regardless of how long the Apprenticeship takes, the minimum 488 hours of Guided Learning must be met.

Learners aged 19 or over must also spend a minimum of 12 months on this apprenticeship unless relevant prior learning is recorded. Where this is the case the apprenticeship must not be less than 6 months.

## Minimum off-the-job guided learning hours

### Level 3 Advanced Apprenticeship in Social Media and Digital Marketing

The total off-the-job Guided Learning Hours for the Level 3 Advanced Apprenticeship in Social Media and Digital Marketing is 186 hours, made up as follows:

- 45 hours for Functional/Key Skills (15 hours per Functional/Key Skill)

- 
- 85 hours (minimum) from the combined qualification
  - 20 hours for activities including inductions, ERR national outcomes and Personal Learning and Thinking Skills
  - 36 hours of off-the-job coaching and mentoring to support the apprentice

## **How this requirement will be met**

Off-the-job Guided Learning Hours refers to the time taken to develop the technical skills and to develop knowledge of theoretical concepts across a range of contexts. It can be seen as time away from "the immediate pressures of the job", and may include all of the following (non-exclusive) activities:

- Individual and Group teaching
- Coaching
- Distance learning
- e-learning
- Feedback and Assessment
- Guided study
- Learning with peers/networked or collaborative learning
- Mentoring

## **Off-the-job Guided Learning Hours must:**

- Achieve clear and specific outcomes which contribute directly to the successful elements of the framework.
- 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.
- Be delivered during contracted working hours.

## **Evidence of off-the-job Guided Learning Hours will include:**

- The completion certificate for the qualification
- The completion certificates for the Functional/Key Skills
- The ERR workbook sign-off sheet (where relevant)



## Minimum on-the-job guided learning hours

### Level 3 Advanced Apprenticeship in Social Media and Digital Marketing

The total on-the-job Guided Learning Hours for the Level 3 Advanced Apprenticeship in Social Media and Digital Marketing is 302 hours, made up as follows

- 90 hours for Functional/Key Skills (30 hours per Functional/Key Skill)
- 172 hours (minimum) from the combined qualification
- 40 hours of on-the-job coaching and mentoring to support the apprentice, including the development of their Personal Learning and Thinking Skills

### How this requirement will be met

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 being guided whilst undertaking normal activities as part of their job role, and which provide opportunities to learn, develop and practice skills.

#### On-the-job Guided Learning Hours 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.
- 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.
- Be delivered during contracted working hours.

#### Evidence of on-the-job Guided Learning Hours will include:

- The completion certificate for the qualification.
- The completion certificates for the Functional/Key Skills.

It should be noted that the Guided Learning Hours attached to the Functional/Key Skills and the combined qualification are split between off-the-job and on-the-job learning hours. The expectation is that apprentices will undertake some learning off-the-job to achieve the underpinning knowledge attached to the qualification, supported by on-the-job learning to embed the knowledge and skills to practice its application whilst learning on-the-job.



# Personal learning and thinking skills assessment and recognition (England)

## Summary of Personal Learning and Thinking Skills

All 6 Personal Learning and Thinking Skills (PLTS) must be achieved and evidenced by the apprentice as part of the framework requirements. The PLTS have been mapped to the mandatory and optional units of the combined qualification to demonstrate where these skills are likely to naturally occur. To view this mapping please go to our website [www.cityandguilds.com](http://www.cityandguilds.com).

A Guide for Practitioners has been developed by the CFA to provide additional information on how to integrate the achievement of all 6 PLTS, which is available from the CFA website ([www.skillsfca.org/apprenticeships/resources](http://www.skillsfca.org/apprenticeships/resources)).

## Creative thinking

All 6 Creative Thinking skills listed below must be covered within the Apprenticeship programme. The mapping document provided by City & Guilds can help support delivery of the Creative Thinking skills, although this should not be seen as a restrictive list; deliverers are encouraged to utilise all available opportunities to meet the PLTS requirements.

The focus of the Creative Thinking skills is as follows:

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

The 6 Creative Thinking skills cover the following outcomes:

- 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

All 6 Independent Enquiry skills listed below must be covered within the Apprenticeship programme. The mapping document provided by City & Guilds can help support delivery of the Independent Enquiry skills, although this should not be seen as a restrictive list; deliverers are encouraged to utilise all available opportunities to meet the PLTS requirements.

The focus of the Independent Enquiry skills is as follows:

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.

The 6 Independent Enquiry skills cover the following outcomes:

- 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

All 6 Reflective Learning skills listed below must be covered within the Apprenticeship programme. The mapping document provided by City & Guilds can help support delivery of the Reflective Learning skills, although this should not be seen as a restrictive list; deliverers are encouraged to utilise all available opportunities to meet the PLTS requirements.

The focus of the Reflective Learning skills is as follows:

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.

The 6 Reflective Learning skills cover the following outcomes:

- 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

All 6 Team Working skills listed below must be covered within the Apprenticeship programme. The mapping document provided by City & Guilds can help support delivery of the Team Working skills, although this should not be seen as a restrictive list; deliverers are encouraged to utilise all available opportunities to meet the PLTS requirements.

The focus of the Team Working skills is as follows:

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.

The 6 Team Working skills cover the following outcomes:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behavior 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

All 6 Self Management skills listed below must be covered within the Apprenticeship programme. The mapping document provided by City & Guilds can help support delivery of the Self Management skills, although this should not be seen as a restrictive list; deliverers are encouraged to utilise all available opportunities to meet the PLTS requirements.

The focus of the Self Management skills is as follows:

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.

The 6 Self Management skills cover the following outcomes:

- 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

All 6 Effective Participation skills listed below must be covered within the Apprenticeship programme. The mapping document provided by City & Guilds can help support delivery of the Effective Participation skills, although this should not be seen as a restrictive list; deliverers are encouraged to utilise all available opportunities to meet the PLTS requirements.

The focus of the Effective Participation skills is as follows:

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.

The 6 Effective Participation skills cover the following outcomes:

- 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.

**apprenticeship**  
**FRAMEWORKS ONLINE**

For more information visit  
[www.afo.sscalliance.org](http://www.afo.sscalliance.org)