

The Sector Skills Council
for Building Services Engineering

Summit^{SKILLS}

**apprenticeship
and
advanced
apprenticeship
framework**

Electrical and Electronic Servicing

For England And Wales

Framework code 294. Issue number: 2. Approved by AAG May 2005

	CONTENT	PAGE
1	DETAILS OF SECTOR	2
1.1	Plans for the Framework	3
2	SUMMARY OF MANDATORY OUTCOMES	4
3	OVERVIEW OF THE FRAMEWORK	
3.1	Rationale for the Framework	5
3.1.1	The Electrical and Electronic Servicing Industry	5
3.1.2	Companies, Organisations and Employees	5
3.1.3	The Industry's Breadth and Depth	5
3.1.4	Number of Apprentices "On-Programme"	6
3.1.5	Number of Apprentices on Programme	6
3.2	Employed Status	6
3.3	Consultation on Framework Development	7
3.4	Consultation with the Industry/Sector/Providers	7-8
4	CONTENT OF THE FRAMEWORK	
4.1	National Vocational Qualifications	9
4.2	Key Skills	9-10
4.3	Technical Certificates	11
4.4	Employment Rights and Responsibilities	11
5	IMPLEMENTATION OF THE FRAMEWORK	
5.1	Entry Requirements	12
5.2	On and Off the Job Learning	13-14
5.3	Training Agreement	14
5.4	Individual Apprenticeship/Learning Plan	14
5.5	Induction	14-15
5.6	Minimum Duration of Training	15
5.7	Health and Safety	15-16
5.8	Equality and Inclusion	16-17
5.9	Transfer Arrangements from Previous Framework	17
6	ACHIEVEMENT AND PROGRESSION	
6.1	Certification	18
6.2	Progression	18
7	MARKETING AND PROMOTION	19
	ANNEX 1-3 / A-B	21-33

1. DETAILS OF SECTOR

Item	Detail
Apprenticeship	Electrical and Electronic Servicing
Advanced Apprenticeship	Electrical and Electronic Servicing
Joint Foundation and Advanced Modern Apprenticeship	
Name of SSC/sector body	SummitSkills
Contact name	Graeme Dryden
Address	Vega House, Opal Drive Fox Milne Milton Keynes MK15 0DF
Telephone number	01908 303960
Fax number	01908 303989
Email address	graeme.dryden@summitskills.org.uk
Date sent to AAG	
Date of Implementation	01 June 2006

1.1. Plans for the Framework

SummitSkills is the Sector Skills Council (SSC) for the building services engineering sector. The sector embraces the industries of,

- Air Conditioning & Refrigeration
- Electrotechnical
- Heating & Ventilation
- Plumbing
- Electrical and Electronic Servicing

These industries are responsible for the design, installation, maintenance and management of the systems and services that provide,

- climate control
- communication
- heating
- lighting
- power
- security
- water
- signal reception and distribution
- domestic appliance installation and service
- television reception installation and service including video and DBD recorder / players
- domestic audio system installation and service

To outlets, equipment and machines which are located in buildings, “on-site” and in domestic residences.

In terms of this Apprenticeship and Advanced Apprenticeship Framework, SummitSkills has the responsibility of representing, and being accountable to, the building services engineering sector for;

- Developing National Occupational Standards (NOS), National Vocational Qualifications (NVQ) and Scottish Vocational Qualifications (SVQ)
- Endorsing qualifications, such as NVQs, SVQ and Technical Certificates, which reflect the National Occupational Standards
- Working with sector employers, manufacturers, vocational education & training providers funding agencies, awarding and accrediting bodies to develop and establish deliverable education and training programmes
- Monitoring “Education/Training Frameworks”
- Identifying skills gaps and shortages
- Developing and establishing career pathways
- To act as “developers” and “guardians” of the frameworks, ensuring that the framework’s outcomes reflect the skills need within the industry

3. OVERVIEW OF THE FRAMEWORK

3.1. Rationale for Framework

3.1.1. The Electrical and Electronic Servicing Industry

The Electrical and Electronic Servicing Industry embraces technical installation, service and maintenance relevant to,

- Signal Reception – Aerial and distribution systems in domestic residences, blocks of flats and hotels...
- Consumer / Commercial Electronics. – Television receivers, audio systems, video and D.V.D recorder / players.
- Domestic Electrical Appliances. – Home laundry, refrigeration, dish washers, cooking appliances (including microwave) and small domestic appliances.

Directly associated with these operations and projects are occupation areas which are specific to a particular job role, the key ones of which are,

- Installing and maintaining domestic terrestrial aerial systems.
- Enhancing existing terrestrial aerial systems to receive digital television.
- Installing and maintaining satellite television receiving systems, including digital.
- Designing, installing and maintaining terrestrial / satellite distribution systems in blocks of flats and hotels.
- Installing, maintaining and servicing home laundry appliances.
- Installing, maintaining and servicing domestic cooking and refrigeration appliances.
- Servicing small domestic appliances.
- Installing, maintaining and servicing domestic television reception equipment including video & D.V.D. recorder / players and digital converters.
- Converting existing domestic television reception equipment to receive the new digital transmissions.
- Installing, maintaining and servicing domestic audio systems including DAB radio and CD players.

The apprentice will undertake a job role and a relevant vocational education & training programme compatible to the occupation of their choice.

3.1.2. Companies, Organisations and Employees

The industry in the United Kingdom is large and diverse. Skilled servicing personnel in the domestic sector are divided between multinational manufacturers, national high street chains, specialist service providers, independent retailers, servicing companies and groups of smaller service organisations joined to give national coverage. A large proportion of servicing engineers are employed by companies falling into the SME category, many of which employ less than ten persons in total and less than five engineers. Many of these small companies belong to the Trade Associations that support the Electrical and Electronic Servicing Training Council.

There is concern in the industry that the service engineer age profile is high, in the region of fifty years, and agreement that there should be a recruitment of apprentices to redress the balance. This framework will supply the answer.

3.1.3. The Industry's Breadth and Depth

In the past there has been little movement between domestic appliance service engineers and television service engineers. This is now changing with more and more electronic control being incorporated into domestic appliances. This framework will encourage such multi-skilling. Further change is being brought about by the switch over from analogue to digital television. Recruitment in the signal reception area is required if Government targets are to be met and both Government and public want trained, qualified engineers (signal reception and television reception) to meet this challenge.

The qualifications within this framework place great emphasis are on both health & safety and customer care. Most households have a cooker and a television receiver and the general public deserves courteous treatment as well as safe appliances and equipment, Apprentices on this programme should be aware that they should not be involved in the gas element of dual fuel appliances unless they are qualified to work with gas.

3.1.4. Number of Apprentices "On-Programme"

- Current Frameworks Starts (July 2004) – 8
- Total Average "In Learning" (July 2004) – 137
- Projected Starts for the Frameworks (July 2005 to July 2006) – 50

3.2. Employed Status

3.2.1 For Apprentices, employed status is the preferred route, unless there are exceptional circumstances.

3.2.2 In accordance with national guidelines Electrical and Electronic Servicing Advanced Apprentices must have employed status.

3.3 Consultation on Framework Development

You are required to give details of the Steering Group/Management Group members involved in the development of the framework

Organisation	Name of Representative
Employers:	
Electrolux	Ray Slater
Sony U.K. Ltd	Richard Brown
Indesit	Paul Eagle
Sharp	Alan Van Winkelan
British Gas	Graham Oliver
Mastercare	Adrian Smith
BSkyB	Steve Cannon
	Dave Stirk
Providers:	
Swansea College	Steve Williams
	Dave Cramer
West Kent College	Peter Whitebrook
SSCs:	
SummitSkills	Graeme Dryden
Awarding Bodies:	
City & Guilds	Ray Mansel
EMTA Awards Ltd.	Greer Grains
Industry Bodies:	
Confederation of Aerial Industries	John Summerfield
Association of Manufacturers of Domestic Appliances	Peter Carver
Radio Electrical Television Retailers Association	Mike Floodgate
Domestic Appliance Service Association	Scott Pollock
	Ralph Halford
AMACUS	Steve Martin
Institute of Incorporated Engineers	Alan Grey

3.4 Consultation with the Industry/Sector/Providers

(Please delete the box(es) which do not apply)

Post	<input type="checkbox"/> YES	<input type="checkbox"/>
Email	<input type="checkbox"/> YES	<input type="checkbox"/>
Telephone	<input type="checkbox"/> YES	<input type="checkbox"/>
Focus groups	<input type="checkbox"/> YES	<input type="checkbox"/>

Other (please specify)

Wider consultation, in terms of “Apprenticeship Frameworks” structure was undertaken as part of the research & development process for the “Technical Certificate Requirements” (4.3). Organisations/Groups involved in this process included most of those identified in 3.3 above plus;

- Granada Rentals
- Finchale Training Centre
- EDEXCEL
- Havering College
- Stockport College
- Huddersfield Technical College

4 CONTENT OF FRAMEWORK

4.1. NVQ(s)

One of three occupational options subject to job role

City and Guilds Level 2 NVQ in Electrical and Electronic Servicing (one of three routes) – 100/4226/X

- Consumer/ Commercial Electronics
- Domestic Appliance Servicing
- Signal Reception

Or

EAL Level 2 NVQ in Electrical and Electronic Servicing (one of three routes) – 100/4895/9

- Consumer/ Commercial Electronics
- Domestic Appliance Servicing
- Signal Reception

City and Guilds Level 3 NVQ in Electrical and Electronic Servicing (one of three routes) – 100/4227/1

- Consumer/ Commercial Electronics

Or

EAL Level 3 NVQ in Electrical and Electronic Servicing (one of three routes) – 100/4896/0

- Consumer/ Commercial Electronics

The National Occupational Standards reflected by the competencies of the above qualifications are recognised in the industry as the benchmark for qualified Electrical and Electronic Servicing engineers (3.1.4)

4.2 Key Skills

4.2.1 Key skills are essential skills which apprentices need in order to function effectively as members of a flexible, adaptable and competitive workforce.

4.1.1 The mandatory Key Skills requirement for the Electrical and Electronic Servicing Apprenticeship Framework, and which therefore must be separately certificated, is,

- Communication: Level 2
- Application of Number: Level 2
- Information Technology: Level 1

4.1.2 The mandatory Key Skills requirement for the Electrical and Electronic Servicing Advanced Apprenticeship Framework, and which therefore must be separately certificated, is,

- Communication: Level 2
- Application of Number: Level 2
- Information Technology: Level 2

4.1.3 SummitSkills acknowledge that the wider key skills of Improving Own Learning and Performance, Problem Solving and Working with Others are integrated into the requirements of the NVQs identified above (4.1). Therefore separate certification is not required.

Also see Annex 1 for “Apprenticeship Completion Certificate” Key Skills requirements

4.1.4 Relaxation Ruling

4.1.5 The relaxation ruling allows apprentices who started on or after 1 September 2001, and who have achieved a qualification, as indicated in the table below, to complete their frameworks without being required to take the level 2 Communication and/or Application of Number key skills qualifications. This relaxation is designed to enable apprentices to concentrate on developing other key skills or improving their Communication or Application of Number by progressing to level 3.

4.1.6 From 1st August 2004, achievement of the GCSE or A/AS level must be no longer than five years before the date of registration on the apprenticeship framework (this replaces the previous three year limit). For framework completion purposes, those achieving an A*-C GCSE or A/AS level in English or Mathematics in the summer are deemed to have been certified on the 31 August, while the date for those achieving during the winter months is deemed to be 31 March.

Key Skill	Relaxation Guidance
Communications Level 2	GCSE English, Grade A – C GCE A/AS English Grade A – E GCE A/AS English Literature Grade A – E ACHIEVED WITHIN 5 YEARS OF THE FRAMEWORK START DATE
Application of Number	GCSE Mathematics, Grade A – C GCE A/AS Mathematics Grade A – E GCE A/AS Pure Mathematics Grade A – E GCE A/AS Further Mathematics Grade A – E ACHIEVED WITHIN 5 YEARS OF THE FRAMEWORK START DATE

4.1.7 If a Welsh GCSE proxy is being claimed, then the portfolio must either be entirely in Welsh, or dual language - Welsh and English with no particular minimum percentage. A portfolio entirely through the medium of English would not be acceptable. Where GCSE A*-C English (Welsh) or Maths are being claimed as a ‘concession’ against the whole level 1 or 2 key skills qualification, a maximum period of three years will be allowed between the award (i.e. date of certification) of the GCSE and the registration (start) date of the Apprenticeship programme.

4.2 Technical Certificates

- 4.2.1 Technical certificates focus on the knowledge and understanding which underpins the NVQ competencies and can have knowledge to facilitate progression to HE or higher levels of working. Technical Certificates may also cover wider aspects of the occupation/sector as determined by SummitSkills. They are a structured approach to teaching and assessment, including external assessment, and are capable of being delivered through a taught programme of off-the-job learning that should reflect the on-the-job learning and experience at the appropriate level of the occupational NVQ (4.1).
- 4.2.2 There may be instances where an apprentice will be exempt from achievement of a technical certificate as part of their apprenticeship, for example, if they have already achieved an award that is one of the recognised qualifications that meet the requirements for a technical certificate and has been agreed by the SSC, or if the apprentice has achieved an award that is a level higher than that required by the framework. To avoid any difficulties at the point of claiming the Apprenticeship Advanced Apprenticeship completion certificate, providers must gain written agreement to any exemptions during the initial development of the apprentice's Individual Apprenticeship Plan from SummitSkills. Where an apprentice is exempt from the technical certificate, they may be encouraged to achieve an alternative acceptable qualification or one at a higher level that meets the requirement for a technical certificate.

4.3 Employment Rights and Responsibilities

4.3.1 Employment Responsibilities and Rights (ERR) include material covering:

- the rights and responsibilities of workers (including equal opportunities legislation)
- the organisation, disciplines and representative structures of the industries concerned
- the impact on the sector of public law and policies.

The ERR component of the framework is covered through a combination of the induction programme, the NVQ and the Technical Certificate. See Annex 2 for evidence sources.

5 IMPLEMENTATION OF FRAMEWORK

5.1 Entry Requirements

5.1.1 Whilst there are generally no nationally laid down minimum entry or previous experience requirements for the Electrical and Electronic Servicing Apprenticeship and Advanced Apprenticeship, for young people who,

- have an aptitude for technical subjects and/or are practically orientated
- have an interest in technology,
- demonstrate an ability to solve practical problems
- have good colour vision (this is important for safety where many wires and components are colour coded)
- have successfully completed an appropriate Apprenticeship programme (for Electrical and Electronic Servicing Advanced Apprenticeship)

A career in the Electrical and Electronic Servicing Industry is one which will not only reward their potential, but also offer the opportunities to enhance their technical capability.

5.1.2 Examples of personal skills and attributes appropriate to the successful completion of an Electrical and Electronic Servicing Apprenticeship and Advanced Apprenticeship are:

- 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
- Willingness to undergo a CRB, for example when working with children and vulnerable adults (CRB checks are normally mandatory for all those working with young people under the age of 18, eg, in the Early Years Care and Education sector).

5.1.3 Examples of formal qualifications that could indicate that a applicant has the potential to complete the Electrical and Electronic Servicing Apprenticeship and Advanced Apprenticeship successfully are,

- GCSE "A-D" in communication subjects, maths and/or science/engineering/technical based subjects
- GNVQs (Levels 1 or 2) in relevant vocational/technical subjects
- successful completion of an appropriate Apprenticeship programme (Electrical and Electronic Servicing Advanced Apprenticeships)

5.2 On- and Off-the-job Learning

- 5.2.1 The employer, provider and the apprentice must sign a Training Agreement (5.3), normally within four weeks of starting the apprenticeship. This agreement lays down the commitment and responsibility of each party to the apprenticeship. An example Training Agreement is provided in Annex 3.
- 5.2.2 A formal induction process (5.5) is a requirement of Electrical and Electronic Servicing Apprenticeship programmes. The specific company/organisation elements of induction are the responsibility of the employer. Other elements are undertaken by the employer or provider.
- 5.2.3 Induction should be seen as a process, rather than a one-off event and employers and providers will need to select the most appropriate method and timescales for inclusion in the Individual Apprenticeship Plan (5.4).
- 5.2.4 On completion of the induction programme, an apprentice must:
- Understand and be trained in the organisation's health and safety policies and procedures (including fire, accident and emergency)
 - Health & Safety issues that are specific to the Electrical and Electronic Servicing Industry and that will impact on themselves and others
 - Have an awareness and understanding of equal opportunities and anti-discriminatory issues
 - Understand their own and the organisation's responsibilities, including the procedure for making a complaint
 - Have an overview of the organisation's business, the sector within which it operates, its structure, personnel and terms and conditions
 - Be familiar with the physical working environment
 - Be introduced to the key people who will be involved in their training, assessment and supervision
 - Have an awareness and understanding of the organisation's policies, procedures and values
 - Understand the purpose and requirements of apprenticeship, including NVQ training and assessment, technical certificates and key skills
 - Understand and have agreed their Individual Apprenticeship Plan (5.4) and contract of employment which will be signed by the apprentice, employer and provider
 - Understand and have agreed and signed their Training Agreement.
- 5.2.5 Knowledge gained during induction can be used as evidence for the "Employment Responsibilities and Rights" requirements of this framework (4.5 & Annex 2).
- 5.2.6 Should the apprentice change employer during the apprenticeship, the induction process should be repeated to ensure that all relevant information concerning the new organisation (or provider) has been provided. Where an apprentice moves around within a large organisation, is on a placement with another organisation, or is working with a provider as well as an employer, an induction to each setting will be required.

5.2.7 Off-the-job learning, particularly that associated with the Technical Certificate requirement (4.3), should be compatible to the maturity of the apprentice, the experience the apprentice gains on-the-job and reflect the requirements of the relevant NVQ (4.1).

5.3 Training Agreement

5.3.1 The employer, provider and the apprentice must sign a training agreement, normally within four weeks of starting the programme. This agreement lays down the commitment and responsibility of each party to the apprenticeship. An example Training Agreement is provided in Annex 3.

5.4 Individual Apprenticeship/Learning Plan

5.4.1 All apprentices must have an Individual Apprenticeship/Learning Plan which is agreed and signed by the employer, apprentice and provider. It:

- clearly identifies the person and includes their signature
- sets out the start date and the intended duration of their learning
- contains a brief statement of the apprentice's employment or career objectives
- sets out planned attendance both on and off the job learning as required
- includes the apprentice's prior learning and assessed needs and specifies a duration which allows the apprentice a reasonable prospect of successful completion of the framework
- specifies by name, level and reference number NVQ qualification(s) which the apprentice aims to achieve
- specifies all units which the NVQ and any other agreed qualifications, key skills, technical certificates and additional requirements which will be achieved during the apprenticeship, and the timescales in which these are likely to be achieved
- sets out any agreed support arrangements, including review of progress
- provides adequate information on how units of the whole NVQ and any other agreed elements of the training are learnt and assessed
- ensures that apprentices will have unrestricted access to information on the arrangements
- take into account best practice drawing on good practice guides, inspection, evidence and other relevant sources

5.5 Induction

5.5.1 A formal induction process is a mandatory requirement for Electrical and Electronic Servicing Apprenticeship. The company/organisation elements of induction are the responsibility of the employer. The employer or provider undertakes other elements.

5.5.2 Induction should be seen as a process, rather than a one-off event and employers and providers will need to select the most appropriate method and timescales for inclusion in the Individual Apprenticeship Plan (5.4).

5.5.3 The content of the induction programme will vary according to the employer's requirements. However, by the end of the induction programme, every apprentice must:

- Understand and be trained in the organisation's health and safety policies and procedures (including fire, accident and emergency)
- Health & Safety issues that are specific to the Electrical and Electronic Servicing Industry and that will impact on themselves and others
- Have an awareness and understanding of equal opportunities and anti-discriminatory issues
- Understand their own and the organisation's responsibilities, including the procedure for making a complaint
- Have an overview of the organisation's business, the sector within which it operates, its structure, personnel and terms and conditions
- Be familiar with the physical working environment
- Be introduced to the key people who will be involved in their training, assessment and supervision
- Have an awareness and understanding of the organisation's policies, procedures and values
- Understand the purpose and requirements of apprenticeship, including NVQ training and assessment, technical certificates and key skills
- Understand and have agreed their Individual Apprenticeship Plan and contract of employment which will be signed by the apprentice, employer and provider
- Understand and have agreed and signed their Training Agreement.

5.5.4 Knowledge gained during induction can be used as evidence for the "Employment Responsibilities and Rights" requirements of this framework (4.5 & Annex 2).

5.5.5 Should the apprentice change employer during the apprenticeship, the induction process should be repeated to ensure that all relevant information concerning the new organisation (or provider) has been provided. Where an apprentice moves around within a large organisation, is on a placement with another organisation, or is working with a provider as well as an employer, an induction to each setting will be required.

5.6 Minimum Duration of Training

5.6.1 The expected duration of an Electrical and Electronic Servicing Apprenticeship is 24 months.

The expected duration of an Electrical and Electronic Servicing Advanced Apprenticeship is 42 months.

5.6.2 This timescale takes into account on- and off-the-job training and assessment associated with the frameworks mandatory outcomes – e.g. the compatibility between the Technical Certificate, the occupational NVQ and the Occupation Practical Performance Assessment (4.4).

5.7 Health and Safety

5.7.1 All partners involved in the implementation of apprenticeships must adhere to their statutory responsibilities for health and safety as follows:

- A safe working environment for apprentices must be provided whilst they are at work or in training
- Appropriate training on health and safety in the workplace must be given to each apprentice
- Awareness of, and compliance with, legislation relating to the Health & Safety at Work Act 1974, the Working Time Regulations 1998 and Health & safety (Young Persons) Regulations 1997 must be demonstrated
- Awareness of, and compliance with as appropriate, the Electricity at Work Regulations 1989
- The apprentice must be aware of and comply with their statutory responsibility for health and safety at work. This relates to their own safety and to the safety of others in the work place. They must also be aware of, and comply with, any additional health and safety procedures laid down by their employer/provider
- Local LSCs/ELW regional offices are responsible for monitoring the compliance of providers to their statutory health and safety obligations and will carry this out through their Quality Assurance procedures
- Providers will monitor the compliance of employers with Health and Safety statutory requirements.

5.7.2 Risk Assessment: Employers, as part of their statutory responsibilities under the Management of the Health and Safety at Work Regulations 1999, are required to:

- Assess risk to young people before they start work
- Take account of their inexperience and lack of awareness of existing or potential risks and immaturity
- Address specific factors in the risk assessment
- Take account of the risk assessment in determining whether the young person should be prohibited from certain work activities, except where it is necessary for their training
- Ensure risks are reduced as far as reasonably practicable
- Ensure proper supervision is provided by a competent person
- Check their employers liability insurance to ensure that no exclusions apply.

5.8 Equality and Inclusion

5.8.1 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.

5.8.2 There should be open recruitment of Advanced Apprentices to the programme, which is available to all young people, regardless of gender, ethnic origin, religion/belief, sexual orientation or disability who meet the stated selection criteria.

- 5.8.3 All partners involved in the delivery of the apprenticeship - local LSCs/ELWa regional offices, providers, assessment centres and employers must be committed to a policy of equal opportunities and must have a stated equal opportunities policy and procedure.
- 5.8.4 Employers/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, such as:
- The Sex Discrimination Act, 1975 and Code of Practice
 - The Race Relations Act, 1976 and Code of Practice
 - The Disability Discrimination Act, 1995 and Code of Practice
- 5.8.5 The apprentice's knowledge about equal opportunities policies and procedures can be used as evidence for the Employment Responsibilities and Rights component of this framework (4.5 and Annex 2).
- 5.8.6 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.
- 5.8.7 SummitSkills will retain overall responsibility for the development of the Apprenticeship and Advanced Apprenticeship framework and for monitoring equality of opportunity, primarily by the analysis of the LSC/ National Council-ELWa statistical returns. Where questions arise concerning policy and practice, SummitSkills will work closely with the local LSC(s)/ELWa regional offices concerned to identify causes and to implement positive action where appropriate.

5.9 Transfer Arrangements From Previous Framework

- 5.9.1 Electrical and Electronic Servicing Apprenticeship and Advanced Apprenticeship Framework Registration Arrangements;
- The final registration date for the Electrical and Electronic Servicing Foundation and Advanced Modern Apprenticeship Framework is 30 May 2005
 - The start registration date for the new Electrical and Electronic Servicing Apprenticeship and Advanced Apprenticeship Framework is 01 June 2005
 - Any decision to retain existing apprentices under the preceding frameworks, or transfer them onto the new framework must be made in the best interests of the apprentice, agreed by them and their employer and both must record the decision on a revised Individual Apprenticeship Plan.
 - The Sector Code for this framework is 294 which is also recorded on the Individual Apprenticeship Plan (5.4).
- 5.9.2 Any exemptions for an apprentice who is starting the Electrical and Electronic Servicing Apprenticeship and Advanced Apprenticeship programme in terms of Key Skills and Technical Certificate requirements must be formally endorsed by SummitSkills.

6 ACHIEVEMENT AND PROGRESSION

6.1 Certification

- 6.1.1 The successful apprentice will receive an Electrical and Electronic Servicing Apprenticeship or Advanced Apprenticeship Completion Certificate from SummitSkills. This is separate from, and in addition to, those certificates awarded for the achievement of the individual components of the framework, e.g., NVQ, Key Skills, PPA and Technical Certificate.
- 6.1.2 Providers are responsible for claiming the National Completion Certificate from SummitSkills and for providing evidence of completion of the mandatory outcomes. They are also responsible for ensuring that the apprentice receives the Completion Certificate when awarded by SummitSkills
- 6.1.3 SummitSkills' requirements for claiming the certificate are:
- Relevant NVQ certificate (4.1)
 - Certification for Key Skills (4.2 and Annex 1)
 - Technical Certificate, excluding Signal Reception in the Apprenticeship. (4.3)

Certificate Request Forms are available from SummitSkills, Vega House, Opal Drive, Fox Milne, Milton Keynes, MK15 0DF

6.2 Progression

- 6.2.1 On successful completion of the Electrical and Electronic Servicing Advanced Apprenticeship, an apprentice will have the skills, knowledge and qualifications:
- To enhance their technical competence by undertaking learning & assessment programmes that lead to other Electrical and Electronic Servicing Level 3 NVQs (4.1) or sector related Level 4 NVQs in management.
 - To undertake appropriate Further/Higher Education learning programmes such as sector related HNC/HNDs or degrees (Electrical/Electronic Engineering; If unit 50 (Advanced Mathematics and Science) of the City & Guilds 'Certificate in Engineering' has not been taken as part of the Advanced Apprenticeship programme, this can be taken later as a bridge into Higher Education.
 - To progress in their career into such job roles as Chief Service Engineer, Service Supervisor, Service Manager, Area Service Manager or National Service Manager.

7 **MARKETING AND PROMOTION**

Our marketing strategy has been agreed with our key partners and will promote this framework effectively to all interested parties through such channels as;

- Producing careers guidance information for young people which actively promotes equality of opportunity for all Apprentices
- illustrates progression routes within the sector/industry
- Promotes a range of job opportunities, for example leaflets, posters, website etc.
- Producing information for Connexions/Careers Services/Careers Wales
- Producing information for employers and providers – e.g. framework, leaflets, posters, website, journals, newsletter; handbook
- Producing information for local LSC/ELWa regional offices, e.g. frameworks
- Producing information for parents
- Participating in local careers events
- Participating in National events – e.g. Recruitment fairs, conferences and exhibitions.
- Our marketing strategy will be reviewed and revised as part of the evaluation of this framework.

NOTES

Annex 1

ELECTRICAL AND ELECTRONIC SERVICING APPRENTICESHIP (EESA) AND ADVANCED APPRENTICESHIP (EESAA) & KEY SKILLS

The minimum mandatory Key Skills requirements for the above frameworks are Information Technology – Level 1 (for the EESA), Information Technology – Level 2 (for the EESAA), Application of Number – Level 2 and Communication – Level 2. The means of attaining these requirements and the evidence required for Apprenticeship and Advanced Apprenticeship completion certification will be subject to whether or not the apprentice is undertaking a Key Skills qualification. The chart below identifies means of attainment and evidence requirements for certification

APPRENTICESHIP REGISTRATION	MEANS OF ATTAINMENT FOR APPRENTICES UNDERTAKING A KEY SKILLS QUALIFICATION	EVIDENCE FOR EA or EAA CERTIFICATION	MEANS OF ATTAINMENT FOR APPRENTICES NOT UNDERTAKING A KEY SKILLS QUALIFICATION	EVIDENCE FOR EA or EAA CERTIFICATION
PRIOR TO SEPTEMBER 2001	Portfolio of evidence and external test or Portfolio of evidence and proxy qualification (GCSE Grades A -C in Maths, English/Welsh and GCSE Grades A – G in ICT awarded no more than three years before start of apprenticeship)	Key Skills Awarding Body Certificates for, Communication Application of Number IT For levels see above	GNVQ in; IT Communications Application of Number awarded no more than three years before start of apprenticeship For levels see above	Awarding Body Certificates
POST SEPTEMBER 2001	1. Portfolio of evidence and external test or 2. Portfolio of evidence and proxy qualification (GCSE Grades A -C Maths, English/Welsh and GCSE Grades A – G in ICT awarded no more than three years before start of apprenticeship)	Key Skills Awarding Body Certificates for, Communication Application of Number IT For levels see above	GCSE Grades A -C in Maths, English/Welsh and GCSE Grades A – G in ICT or GNVQ in; IT Communications Application of Number GCSEs and GNVQs must be awarded no more than three years before start of apprenticeship For levels see above	Awarding Body Certificates Awarding Body Certificates

Annex 2

Employment responsibilities and rights: Themes, Outcomes & Evidence Source

THEME	OUTCOMES	EVIDENCE SOURCE		
		INDUCTION	TECHNICAL CERTIFICATE	NVQ
	The candidate can demonstrate knowledge and understanding of			
LEGISLATION, PROCEDURES and INFORMATION	<input type="checkbox"/> Aspects of employment law including - Contracts of employment; Anti-discrimination provisions (gender, race, disability, age); Working hours and holiday entitlements; Sickness absence and sick pay; Data Protection; Health & Safety	*	*	
	<input type="checkbox"/> Industry specific areas of legislation and regulation relevant to their occupation and organisation	*	*	*
	<input type="checkbox"/> Rights and responsibilities of individuals, organisations and the public	*	*	
	<input type="checkbox"/> Grievance Procedures at work/ training and what they can expect to happen, e.g. Sex and Race Discrimination Acts; Bullying; Disciplinary actions	*		
	<input type="checkbox"/> Procedures for requesting/recording time off work for - illness; medical/dental reasons; holidays; family reasons; public duties (e.g. acting as a juror); trades union duties	*		
	<input type="checkbox"/> Personal Information – Personnel Record; Statement of Earnings	*		
	<input type="checkbox"/> Health & Safety regulations and codes of practice applicable to their workplace and job	*	*	*
	<input type="checkbox"/> Safety of self and others while at work - environment, materials, tools and activities involved	*	*	*
	Sources and types of information and advice on employment issues; within their organisation – guidelines and manuals, managers and other officials from outside their organisation - citizen's advice bureaux, trades unions, internet, trade associations, professional bodies	*		
		*		

THEME	OUTCOMES			
	The candidate can demonstrate knowledge and understanding of	INDUCTION	TECHNICAL CERTIFICATE	NVQ
	<input type="checkbox"/> What their organisation does and its characteristics	*		
	<input type="checkbox"/> Recent developments/changes to their industry and how these have affected their organisation and occupation	*	*	
	<input type="checkbox"/> Their main responsibilities at work and how their occupation fits into the organisation's structure and supports its operation	*		
	<input type="checkbox"/> The importance of effective interactions with colleagues and contacts in the workplace	*		*
	<input type="checkbox"/> The main types of representative bodies relevant to their industry, occupation and organisation, to include as appropriate: Trades Unions	*		
	Professional Bodies	*	*	
	Trade and Employer Associations	*		
	Consumer Groups	*		
	Regulatory Bodies responsible for protecting public interests	*		
	Sector Skills Council (SSC) responsible for their industry and occupation	*		
	<input type="checkbox"/> How their organisation interacts with different groups, both directly and through representative bodies, and why this is relevant to the organisation's operation	*		*
	<input type="checkbox"/> The principles by which their organisation operates and how these are made known to – employees; customers; suppliers; the community	*		
	<input type="checkbox"/> The codes of practice which apply to their occupation, industry and organisation	*	*	*
	<input type="checkbox"/> Consequences that might arise from failure to meet these codes of practice	*	*	*
	<input type="checkbox"/> Standards of good practice expected of their occupation	*	*	*
	<input type="checkbox"/> Issues of public concern that are relevant to their industry, organisation and/or occupation, e.g. environmental	*	*	*
	<input type="checkbox"/> The main effects on their organisation of any changes that have occurred in public opinion on relevant issues	*	*	
	<input type="checkbox"/> The steps their organisation and/or representative bodies in the industry have taken to address issues of public concern	*	*	

THEME	OUTCOMES	EVIDENCE SOURCE		
		INDUCTION	TECHNICAL CERTIFICATE	NVQ
CAREER PROGRESSION, PATHWAYS and DEVELOPMENT	The candidate can demonstrate knowledge and understanding of			
	<input type="checkbox"/> The occupation that their development programme prepares them to enter	*		
	<input type="checkbox"/> The main career pathways into which their occupation fits	*		
	<input type="checkbox"/> The education, training and development opportunities provided for them by their organisation and what they need to do to make use of them	*		
	<input type="checkbox"/> Sources of information and advice about their industry, organisation, occupation, training, education and career are available, and how to use them; within their organisation, e.g. personal development plans, training materials, organisational brochures	*		
	From outside sources, e.g. education and training providers, careers advisers, professional bodies, internet, trade and general press	*		

Annex 3 Example Training Agreement

<p>This Agreement between: Employer _____ of _____ and Apprentice _____ and Parent/Guardian _____ (if aged under 18) and Training Provider _____ is made _____ on date _____</p>
--

1. The Employer's Responsibilities

- 1.1. To employ, or sponsor, and pay the Apprentice in accordance with agreed terms and conditions.
- 1.2. To agree jointly with the Training Provider and Apprentice, an Apprenticeship Plan ensuring that satisfactory progress is maintained. Any changes to the plan to be agreed at review stages.
- 1.3. To provide, as far as is reasonably practical, the experience, facilities and training necessary to achieve the training objectives specified in the Apprenticeship Plan without loss of wages and to treat the Apprentice fairly and reasonably as an employee would be treated.
- 1.4. If the Apprenticeship is terminated due to redundancy, to attempt, with the assistance of relevant organisations, to arrange employment for the Apprentice, for the duration of the Apprenticeship, with another company.
- 1.5. To undertake legal and contractual responsibilities for the Health and Safety of the Apprentice.
- 1.6. To ensure conformity with the employer's equal opportunities policy

2. The Apprentice's Responsibilities

- 2.1. To work for the Employer to the best of her or his ability and in accordance with the Employer's policies and procedures.
- 2.2. To observe the Employer's terms and conditions of employment.
- 2.3. In both working and training, to be diligent and punctual and to attend courses, keep records, take part in and contribute to the review process, undertake assessments in order to achieve Apprenticeship Plan objectives and keep the employer informed of progress towards those objectives.
- 2.4. At all times to behave in a safe and responsible manner and in accordance with the requirements of Health and Safety legislation relating to the individual's responsibilities and to promote and act in the Employer's best interests.

3. The Training Provider's Responsibilities

- 3.1. To check that the contents of the Apprenticeship Plan fulfil the nationally and industry/sector agreed criteria for the Modern Apprenticeship.
- 3.2. To ensure that the training meets the requirements set out in the Contract between the Training Provider and the Learning and Skills Council in particular in relation to Quality Assurance process including Health and Safety obligations.
- 3.3. If the Employer is unable to complete the Apprenticeship, then the Training Provider shall use its best endeavours to ensure that the Apprentice is offered the opportunity to transfer to another organisation who will be able to provide a Apprenticeship Plan substantially similar to the existing Apprenticeship Plan.

I understand the responsibilities as defined above and agree to this undertaking.

Signed _____ for Employer, Date _____

Signed _____ Apprentice, Date _____

Signed _____ Parent/Guardian (if aged under 18), Date _____

Signed _____ For Training Provider, Date _____

Copies to:

Apprentice
Employer
Provider

Apprenticeship Fact Sheet Template

To be completed by SSC/sector bodies as part of the AAG submission. Add details for your particular Apprenticeship into the boxes below. Avoid jargon and abbreviations.

Apprenticeship: Electrical and Electronic Servicing

What's involved?

An Apprentice can expect to be doing work based learning with an employer and to be paid, either a wage if they are employed, or a training allowance. The apprenticeship will include a National Vocational Qualification, Key Skills and technical certificate as listed below.

National Vocational Qualification	Key Skills	Technical certificate
<p>City and Guilds Level 2 NVQ in Electrical and Electronic Servicing (100/4226/X) or EAL Level 2 NVQ in Electrical and Electronic Servicing (100/4895/9)</p> <p>both have one of three occupational routes –</p> <ul style="list-style-type: none"> • Consumer/ Commercial Electronics • Domestic Appliance Servicing • Signal Reception 	<p>Application of Number Level 2</p> <p>Communication Level 2</p> <p>IT Level 1</p>	<p>Consumer/Commercial Electronics pathway; City and Guilds Level 2 Progression Award in Electrical Electronics Servicing: Consumer/ Commercial Electronics</p> <p>Domestic Appliance Servicing pathway; City and Guilds Level 2 Progression Award in Electrical Electronics Servicing: Domestic Electrical Appliances</p> <p>Signal Reception pathway; Appropriate signal reception qualification covering the NVQ underpinning knowledge.</p>

The decision on which National Vocational Qualification and technical certificate will be studied will be made by the employer and/or training provider in discussion with the young person.

Entry requirements (See notes)

Entry Requirements.
<ul style="list-style-type: none"> • have an aptitude for technical subjects and/or are practically orientated • have an interest in technology, • demonstrate an ability to solve practical problems • have good colour vision (this is important for safety where many wires and components are colour coded)

Minimum Periods of Training

The type of job an Apprentice might be doing includes;	The apprentice should take 24 months to complete (See notes)
<p>Installing and servicing television receivers.</p> <p>Installing and servicing domestic appliances.</p> <p>Installing and servicing domestic aerial systems.</p>	

On completion the apprentice could progress to; (See notes)

Consumer / Commercial Electronics: Advanced Apprenticeship in Electrical and Electronic Servicing.

Domestic Appliance Servicing: NVQ Level III in Electrical and Electronic Servicing, Domestic Appliance pathway.

Signal Reception: NVQ Level III in Electrical and Electronic Servicing, Signal Reception pathway.

Framework developed by:

SummitSkills
Vega House, Opal Drive
Fox Milne, Milton Keynes
MK15 0DF
Telephone 01908 303960
www.summitskills.org.uk

Advanced Apprenticeship Fact Sheet Template

To be completed by SSC/sector bodies as part of the AAG submission. Add details for your particular Advanced Apprenticeship into the boxes below. Avoid jargon and abbreviations.

Advanced Apprenticeship: Electrical and Electronic Servicing

What's involved?

An Apprentice can expect to be doing work based learning with an employer and to be paid, either a wage if they are employed, or a training allowance. The apprenticeship will include a National Vocational Qualification, Key Skills and technical certificate as listed below.

National Vocational Qualification	Key Skills	Technical certificate
City and Guilds Level 3 NVQ in Electrical and Electronic Servicing (100/4227/1) or EAL Level 3 NVQ in Electrical and Electronic Servicing (100/4896/0) – Consumer/ Commercial Electronics pathway	Application of Number Level 2 Communication Level 2 IT Level 2	City and Guilds Level 3 Progression Award in Electrical Electronics Servicing

The decision on which National Vocational Qualification and technical certificate will be studied will be made by the employer and/or training provider in discussion with the young person.

Entry requirements (See notes)

Entry Requirements
<ul style="list-style-type: none"> • have an aptitude for technical subjects and/or are practically orientated • have an interest in technology, • demonstrate an ability to solve practical problems • have good colour vision (this is important for safety where many wires and components are colour coded) • have successfully completed an appropriate Apprenticeship programme (for Electrical and Electronic Servicing Advanced Apprenticeship) or some other suitable qualification.

Minimum Periods of Training

<p>The type of job an Advanced Apprentice might be doing includes;</p> <p>Installing and servicing high technology television systems, video / DVD player/recorders and audio equipment.</p>	<p>The apprentice should take 42 months to complete (See notes)</p>
---	--

Progression

<p>On completion the Advanced Apprentice could progress to; (See notes)</p> <p>Undertake sector related Level 4 NVQs in management or undertake unit 50 of 'Certificate in Engineering (if not already taken) and then sector related HNC/HNDs or degrees</p> <p>Progress in their career into such job roles as Chief Service Engineer, Service Supervisor, Service Manager, Area Service Manager or National Service Manager.</p>
--

<p>Framework developed by: SummitSkills Vega House, Opal Drive Fox Milne, Milton Keynes MK15 0DF Telephone 01908 303960 www.summitskills.org.uk</p>
--

Annex A

Technical Certificates Linked to NVQs for the A/AA in

Electrical and Electronic Servicing

Title of qualification recognised as a technical certificate	Level	Awarding body	Qualification reference no.s	No of Guided Learning Hours	Qual. start Date	Qual. end Date	Certification end date	A or AA	Relevant NVQ title
City and Guilds Level 2 Progression Award in Electrical and Electronic Servicing – Domestic Electrical Appliances	2	City and Guilds	100/1751/3	350	1/12/01	30/11/06	30/11/08	A	City and Guilds Level 2 NVQ in Electrical and Electronic Servicing – 100/4226/X with the Domestic Appliance Servicing pathway Or EAL Level 2 NVQ in Electrical and Electronic Servicing – 100/4895/9 with the Domestic Appliance Servicing pathway
City and Guilds Level 2 Progression Award in Electrical Electronics Servicing – Consumer/Commercial Electronics	2	City and Guilds	100/1752/5	350	1/12/01	30/11/06	30/11/08	A	City and Guilds Level 2 NVQ in Electrical and Electronic Servicing – 100/4226/X with the Consumer/Commercial Electronics pathway Or EAL Level 2 NVQ in Electrical and Electronic Servicing – 100/4895/9 with the Consumer/Commercial Electronics pathway
City and Guilds Level 3 Progression Award in Electrical Electronics Servicing	3	City and Guilds	100/2769/5	250	1/1/03	31/12/06	31/12/08	AA	City and Guilds Level 3 NVQ in Electrical and Electronic Servicing – 100/4227/1 with the Consumer/Commercial Electronics pathway Or EAL Level 2 NVQ in Electrical and Electronic Servicing – 100/4896/0 with the Consumer/Commercial Electronics pathway

Annex B

Apprenticeship in

Electrical and Electronic Servicing

(Please complete the tables below and include with your submission to the LSC/AAG. The qualifications to be listed are those that are a mandatory requirement. You do not need to fill in the shaded boxes.)

Framework Code

2	9	4
---	---	---

Implementation date

Issue number

NVQs

Title of NVQ	Level	Qualification reference number	Awarding body	Occupational sector (to be completed by LSC national office)	Qualification funding category (to be completed by LSC national office)
City and Guilds Level 2 NVQ in Electrical and Electronic Servicing (one of three routes) Consumer/ Commercial Electronics Domestic Appliance Servicing Signal Reception	2	100/4226/X	City and Guilds		
EAL Level 2 NVQ in Electrical and Electronic Servicing (one of three routes) – Consumer/ Commercial Electronics Domestic Appliance Servicing Signal Reception	2	100/4895/9	EAL		

Key Skills

Title of Key Skill	Level	LSC funding rate (to be completed by national office)	
Application of Number	2		
Communication	2		
Information Technology	1		

Technical certificates

Title of qualification recognised as a technical certificate	Level	Qualification reference number	Awarding body	Number of Guided Learning Hours (GLH)*	Funding Rate 16-18 (to be completed by LSC national office)	Funding Rate 19+ (to be completed by LSC national office)
City and Guilds Level 2 Progression Award in Electrical and Electronic Servicing – Domestic Electrical Appliances	2	100/1751/3	City and Guilds	350		
City and Guilds Level 2 Progression Award in Electrical Electronics Servicing – Consumer/Commercial Electronics	2	100/1752/5	City and Guilds	350		

*Note These must be the recommended GLH detailed by the awarding body. Incorrect GLH information will lead to incorrect funding of providers.

Annex B

Advanced Apprenticeship in

Electrical and Electronics Servicing

(Please complete the tables below and include with your submission to the LSC/AAG. The qualifications to be listed are those that are a mandatory requirement. You do not need to fill in the shaded boxes).

Framework Code

2	9	4
----------	----------	----------

Implementation date

Issue number

NVQs

Title of NVQ	Level	Qualification reference number	Awarding body	Occupational sector (to be completed by LSC national office)	Qualification funding category (to be completed by LSC national office)
City and Guilds Level 3 NVQ in Electrical and Electronic Servicing (one of three routes) – Consumer/ Commercial Electronics	3	100/4227/1	City and Guilds		
EAL Level 3 NVQ in Electrical and Electronic Servicing(one of three routes) – Consumer/ Commercial Electronics	3	100/4896/0	EAL		

Note: The occupational sector and the Funding Code may not map directly if the Funding Code is annotated with an asterisk. In these cases the funding category will be derived from the NVQ reference number (see Annex A), for example, occupational sector may be Hospitality (J) but may be funded at (F) Management and Professional

Key Skills

Title of Key Skill	Level	LSC funding rate (to be completed by LSC national office)	
Application of Number	2		
Communication	2		
Information Technology	2		

Technical certificates

Title of qualification recognised as a technical certificate	Level	Qualification reference number	Awarding body	Number of Guided Learning Hours (GLH)*	Funding rate 16-18 (to be completed by LSC national office)	Funding rate 19+ (to be completed by LSC national office)
City and Guilds Level 3 Progression Award in Electrical Electronics Servicing	3	100/2796/5	City and Guilds	250		

* Note: These must be the recommended GLH detailed by the awarding body. Incorrect GLH information will lead to incorrect funding of providers.

Summit^{SKILLS}

SummitSkills Ltd

Vega House
Opal Drive
Fox Milne
Milton Keynes
MK15 0DF

01908 303960 : telephone
01908 303989 : facsimile
enquiries@summitskills.org.uk
www.summitskills.org.uk