

# Annex to the Specification of Apprenticeship Standards for England (SASE)

Information requirement

**BIS** | Department for Business  
Innovation & Skills



National  
Apprenticeship  
Service



## Introduction

1. The Apprenticeships, Skills, Children and Learning (ASCL) Act introduces the *Specification of Apprenticeship Standards for England (SASE)*. The *SASE* sets out the minimum requirements to be included in a recognised English Apprenticeship framework. This document sets out the requirement for supporting information on entry conditions, progression routes and equality and diversity to be included in an annex to a recognised English Apprenticeship framework.

## Equality and Diversity

2. It is important that Apprenticeship frameworks are inclusive and can demonstrate an active approach to identifying and removing barriers to entry and progression. Apprenticeship frameworks must ensure equality of access for those with a learning difficulty to participate in Apprenticeships and to achieve their full potential. Specifically, the supporting information annex must include a statement setting out:
  - Whether and where there is under-representation within the occupation;
  - the barriers to entry and progression within the occupation for individuals within these groups;
  - action taken to remove these barriers or to justify them objectively for the Apprenticeship framework.

## Entry Conditions

<p>3. The supporting information annex to an Apprenticeship framework must specify any entry conditions which the Issuing Authority considers necessary to ensure that individuals entering an Apprenticeship can complete the framework.</p>
<p>4. The supporting information annex to an Apprenticeship framework must specify the evidence and justification for any entry conditions, and must demonstrate that they comply with the principles of equality and diversity.</p>
<p>5. The entry conditions may be demonstrated by the prior achievement of qualifications which the Issuing Authority, in consultation with employers in the sector and other relevant partners, consider form a necessary basis for framework completion. Where the entry conditions are demonstrated by prior qualifications, the supporting information annex must also include alternatives to qualifications to ensure equality of access for people with a learning difficulty. Alternatives may include a portfolio of evidence which could be taken from work experience, non-accredited courses and volunteering and which demonstrates that the individual has the potential to complete the Apprenticeship.</p>
<p>6. The supporting information annex to an Apprenticeship framework must specify any legal restrictions that limit entry to the Apprenticeship.</p>

## Progression Routes

7. The supporting information annex to an Apprenticeship framework must specify the progression routes into the framework and the progression opportunities open to a person who has completed the framework. The supporting information annex to an Apprenticeship framework must specify the avenues of career progression including those through training with sector employers and/or through further or higher education.
8. The supporting information annex to an Apprenticeship framework must specify the occupations and/or job roles which, on completion of the Apprenticeship, the individual will be qualified to undertake.
9. The supporting information annex to an Apprenticeship framework must give details of clear entry routes into Apprenticeships, including demonstrating how other qualifications such as Young Apprenticeships, Diplomas, GCSE and A Levels can lead into an Apprenticeship, and possibly count towards achievement of an Apprenticeship. A significant number of potential apprentices will be undertaking learning in the Foundation Learning Curriculum (FLC) of which Apprenticeships is one of the recognised outcomes. The supporting information annex must take into consideration progression routes into Apprenticeships for people with a learning difficulty who may enter Apprenticeships through FLC and atypical routes.
10. The supporting information annex to an Apprenticeship framework must specify the opportunities for progression between Apprenticeships and Diplomas.

11. The supporting information annex to an Apprenticeship framework must highlight those elements of the framework which would enable an apprentice to transfer either between frameworks within a sector or across sectors.
12. The supporting information annex to an Advanced Apprenticeship framework must specify at least one Level 2 Apprenticeship which qualifies a person for entry to the advanced level, except where there is no relevant Level 2 Apprenticeship.
13. The information annex to an Advanced or Higher Apprenticeship framework must include UCAS tariff points for Level 3 and Level 4 qualifications within the framework.
14. The information annex to an Advanced Apprenticeship framework and where appropriate a Higher Apprenticeship framework, must include opportunities for progression to higher education (including either direct progression to a Degree, Foundation Degree or professional qualification, or indirect progression through bridging courses).



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