

**SPECIFICATION OF  
APPRENTICESHIP STANDARDS  
FOR ENGLAND (SASE)**

**INFORMATION  
REQUIREMENT**

MARCH 2013



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## Introduction

1. The Apprenticeships, Skills, Children and Learning (ASCL) Act introduces the *Specification of Apprenticeship Standards for England (SASE)*. The *SASE* sets out the statutory requirements to be met by a recognised English Apprenticeship framework. The *SASE – Information Requirement* sets out the non-statutory requirements for information on equality and diversity, entry conditions and progression routes to be included in English Apprenticeship frameworks.

## 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. Specifically, the framework must include a statement setting out:
  - a. Whether and where there is under-representation within the occupation;
  - b. The barriers to entry and progression within the occupation for individuals within these groups;
  - c. What action has been taken to remove these barriers or to justify them objectively for the Apprenticeship framework.

## Entry Conditions

3. An Apprenticeship framework must specify any entry conditions which the framework developer considers necessary to ensure that individuals entering the Apprenticeship can complete the framework.
4. 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.
5. The entry conditions may be demonstrated by prior achievement of qualifications which the framework developer, in consultation with employers and other relevant partners, considers necessary. Where the entry conditions are demonstrated by prior qualifications, the framework developer must include alternatives to ensure equality of access for people with a learning difficulty. Alternatives may include a portfolio of evidence based on work experience, non-accredited courses and volunteering, and which demonstrates that the individual has the potential to complete the Apprenticeship.
6. An Apprenticeship framework must specify any legal restrictions that limit entry to the Apprenticeship.

## Progression Routes

7. An Apprenticeship framework must specify the progression routes into the framework and the progression opportunities open to a person who has completed the framework. It must specify the avenues of career progression including those through training with sector employers and/or through further or higher education.
8. 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. An Apprenticeship framework must give details of clear entry routes into Apprenticeships, including demonstrating how other qualifications such as Young Apprenticeships, Diplomas, GCSEs 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. An Apprenticeship framework must take into consideration progression routes into Apprenticeships for people with a learning difficulty who may enter Apprenticeships through FLC and atypical routes.
10. 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.
11. An Advanced Level Apprenticeship framework submission must specify at least one Level 2 Apprenticeship which qualifies a person to entry to the Advanced Level, except where there is no relevant Intermediate Level Apprenticeship (Level 2).
12. An Advanced Level Apprenticeship framework submission and, where appropriate, a Higher Apprenticeship framework submission, must include opportunities for progression to a higher education qualification, or other higher level qualification relevant to the sector.
13. A Higher Apprenticeship framework submission should support progression to a professional qualification required to practice and/or professional registration where such arrangements are in place.

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