

# apprenticeship FRAMEWORK

## IT, Software, Web & Telecoms Professionals (Wales)

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills and Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

### Latest framework version?

For any previous versions of this framework: [www.acwcerts.co.uk/framework\\_library](http://www.acwcerts.co.uk/framework_library)

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# IT, Software, Web & Telecoms Professionals (Wales)

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# Framework information

## Information on the Issuing Authority for this framework:

### Instructus

The Apprenticeship sector for occupations in air conditioning, building services engineering, business and administration, cleaning, customer service, digital/information technology, electro technical, electrical and electronic servicing, enterprise and business support, facilities management, heating and ventilating, housing, human resources and recruitment, industrial relations, leadership and management, marketing and sales (also includes contact centres and third sector), plumbing, property and refrigeration.

Issue number: 13	<b>This framework includes:</b>
Framework ID: FR04270	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input checked="" type="checkbox"/>
Date this framework is to be reviewed by: DD/MM/YYYY	<b>This framework is for use in: Wales</b>

## Short description

This Apprenticeship framework provides the skills, knowledge and competence required to become an IT, Software, Web or Telecoms Professional in a wide range of job roles such as:

- IT Technical Support
- Software Developer
- Web Developer
- Database Administrator
- Telecoms Engineer
- Network Planner

The Apprenticeship programme combines skills and knowledge with employment in an IT role, meaning that apprentices are paid throughout the programme. Apprentices can apply and improve their skills in the workplace to complement the instructor-led learning.

# Contact information

## Proposer of this framework

[Instructus Joint Awarding Body Forum and ICT Skills Action Group]

## Developer of this framework

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## Contact Details

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Your organisation | Instructus |

Your email address: | apprenticeships@instructus.org |

# Revising a framework

## Why this framework is being revised

### Dec 2021

Addition of a 3 new knowledge qualifications for L3 Pathway 1 |

## Summary of changes made to this framework

Addition of BTEC Pearson qualifications |

## Qualifications removed

| N/A |

## Qualifications added

Qualification Title	QAN	Awarding Body
Pearson BTEC Level 3 National Extended Certificate in Information Technology	601/7575/8	Pearson
Pearson BTEC Level 3 National Diploma in Information Technology	603/0455/8	Pearson
Pearson BTEC Level 3 National Extended Diploma in Information Technology	603/0454/6	Pearson

## Qualifications that have been extended

| N/A |

# Purpose of this framework

## Summary of the purpose of the framework

This Apprenticeship programme is designed for new entrants to a role in the IT & Telecoms sector, and to provide progression and re-skilling routes for existing IT Professionals.

Apprentices can work in areas such as:

- Software & Web Development
- Technical Support
- Telecommunications
- IT Project Management

## What is included in this Apprenticeship?

The apprenticeship is made up of qualifications and learning that will provide apprentices with the skills and knowledge required to become competent in their chosen job role.

The framework includes a balance of content in technical, business and interpersonal areas, designed to ensure apprentices have an appropriate set of skills to operate in today's IT & Telecoms job roles.

The technical content includes units for Software Development, Web Development, Technical Support, Telecommunications and Databases. In addition to generic units, the apprenticeship contains 'vendor' and industry recognised content from Microsoft, Cisco, Oracle, VM Ware and CompTIA.

## Aims and objectives of this framework (Wales)

### Who is this Apprenticeship for?

This Apprenticeship programme is designed for new entrants to a role in the IT & Telecoms sector. Apprentices can work in areas such as Software & Web Development, Technical Support, Telecommunications and IT Project Management.

### Why is this Apprenticeship important?

In 2012 e-skills UK, now the Tech Partnership, published Technology Insights – Wales, which summarised the findings of research to provide an in depth understanding of the existing IT & Telecoms landscape and forecasts of the future based on the best available intelligence, including new input from over 4,700 employers across the UK, of which 214 were in Wales

The research found that there is a need for 3,100 new entrants a year through to 2015 into IT & Telecoms professional occupations. Apprenticeship programmes provide a vital route to bring new entrants into this growing area.

The sector will require 600 new entrants each year from full-time education, but also 1,300 entrants per annum from roles in other sectors and 1,200 per annum from other sources (such as returners to work and unemployed), which could also be well suited to apprenticeship training.

The objective for this Apprenticeship framework is that it will enable at least 500 well-trained new entrants to join the sector over the next 5 years.

### **How is an apprenticeship delivered?**

An Apprenticeship programme is fundamentally designed to be a work-based programme, whereby instructor-led learning can be immediately applied by apprentices in a real work context.

The qualifications contained in the framework reflect the overall design of an apprenticeship. The mandatory units from the competence qualification must be assessed in the workplace, and wherever possible, it is recommended that optional units should also be assessed in this context.

The knowledge component will generally be taught in an off-the-job setting, and assessed using assignments or tests, in order to ensure the apprentice has gained the underpinning theory and principles required for the role.]

# Entry conditions for this framework

There are no entry conditions for this Apprenticeship framework. However, many employers require good (A\*-C) GCSE passes in English and Maths in order to enter an Apprenticeship, and a Level 3 qualification (such as A Level, Welsh Baccaulaureate or BTEC National) in order to start the Higher Apprenticeship.

(nb For more detailed requirements on Apprenticeship and Higher Apprenticeship entry, please refer to later sections)

The majority of apprenticeship roles within the IT and Telecoms sector require:

- Individuals to be proactive, fast learners; able to work both in a team and sometimes alone
- The ability to focus on assisting customers and colleagues find solutions to problems
- The ability to work logically and methodically, often under pressure to set deadlines
- Good attention to detail and the ability to deliver what is required, when it is required
- Individuals to be open to change and focus on the requirements of the business at all times

Roles in areas, such as Software and Web Development would suit individuals who:

- Have an interest in design and creativity, with good attention to detail
- Have a mathematical or analytical mind
- Have good logical reasoning and problem solving skills

Roles in IT Services would suit individuals who:

- Are able to analyse and solve problems
- Have an interest in both hardware and software
- Enjoy working to deadlines and under pressure

Roles in Technical Sales and Consulting would suit individuals who:

- Have a broad knowledge of technology
- Have excellent interpersonal skills and are comfortable presenting to others

# Level 2

Title for this framework at level 2

## Foundation Apprenticeship for IT, Software, Web & Telecoms Professionals

Pathways for the framework at level 2:

Pathway 1: IT, Software, Web & Telecoms Professionals

# Level 2, Pathway 1: IT, Software, Web & Telecoms Professionals

## Description of this pathway

This pathway covers all job roles in the IT & Telecoms sector.

This framework requires a minimum of 78 credits.

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

There are no further entry requirements in addition to the general requirements.

Employers would also value achievement of the Level 2 Welsh Baccalaureate or one of the listed Knowledge Qualifications for this Foundation Apprenticeship framework. However, it is recognised that these are not available to all prospective apprentices, so this is not an entry requirement.

Job title(s)	Job role(s)
Support Technician	Setting up new equipment or upgrading existing systems
Website Administrator	Monitoring website content and editing and uploading material as required
Helpdesk Professional	Working with customers (primarily over the phone and via e-mail) to identify, troubleshoot and escalate IT faults
Field Operations (Line installer & repairer)	Travel to customer sites to install, connect, maintain, test and repair equipment and services

# Qualifications

## Competence qualifications available to this pathway

### C1 – Level 2 Diploma in Professional Competence for IT & Telecoms Professionals

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	501/1290/9	Pearson Edexcel	48	360	N/A
C1b	501/1789/0	City & Guilds	48	270-355	N/A
C1c	501/0735/5	OCR	48	250-386	N/A
C1d	501/1686/1	Pearson EDI	48	220-345	N/A
C1e	601/6450/5	BIIAB	48	270-355	N/A

## Knowledge qualifications available to this pathway

### K1 – Level 2 Award in ICT Systems and Principles

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/3475/3	City & Guilds	12	90-100	N/A
K1b	600/0785/0	OCR	12	70-105	N/A
K1c	601/6468/2	BIIAB	12	70-105	N/A

### K2 – Level 2 Diploma in IT

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/9552/3	Pearson Edexcel	60	360	N/A

### K3 – Level 2 Extended Certificate in IT

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/9550/X	Pearson Edexcel	30	180	N/A

### K4 – Level 2 Certificate in ICT Systems Support

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	501/1623/X	City & Guilds	27	170-240	N/A

### K5 – Level 2 Diploma in ICT Systems Support

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	501/1430/X	City & Guilds	37	250-275	N/A

### K6 – Level 2 Diploma in ICT Systems and Principles

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	501/1137/1	City & Guilds	37	220-285	N/A
K6b	601/6469/4	BIIAB	37	214-295	N/A

### K7 – Level 2 Certificate in ICT Systems and Principles for Bowman Operator Apprentices

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K7a	500/9703/9	City & Guilds	16	156	N/A

### K8 – Level certificate in ICT Systems and Principles

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K8a	501/1381/1	Pearson Edexcel	13	120	N/A
K8b	600/2194/9	Pearson EDI	13	105-135	N/A
K8c	601/6470/0	BIIAB	24	135-193	N/A

### K9 – Level 2 Award for Digital Home Technology Integrators

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K9a	600/3703/9	City & Guilds	12	100	N/A

### K10 – Level 2 Certificate for Digital Home Technology Integrators

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K10a	500/6502/6	City & Guilds	16	130	N/A

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## Combined qualifications available to this pathway

N/A

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## Relationship between competence and knowledge qualifications

K1 - K10 provide underpinning knowledge and understanding for C1.

There are no restrictions on the use of knowledge qualifications. The competence qualification has been designed to be used with all of the knowledge included in the framework, as detailed in the Pathway Description section above.

Employers, apprentices and training providers should select the best knowledge qualifications based on the requirements of the apprentice's role. For example, some roles will require further theoretical or technical knowledge before an apprentice is able to take on the day-to-day requirement of the role. |

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number, and Digital Literacy (where required).

## ESSENTIAL SKILLS WALES

Communication	Min.Level 1	Credit Value 6
Digital Literacy (ICT)	Min.Level 1	Credit Value 6
Application of Number	Min.Level 1	Credit Value 6

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.



# Progression routes into and from this pathway

Typically an apprentice will enter the Foundation Apprenticeship directly from education or from an existing role in the sector.

While it is not mandatory for an apprentice to achieve a Foundation Apprenticeship prior to embarking upon the Apprenticeship programme, it may be beneficial in some cases to begin at Level 2 as some of the fundamentals of an IT business and core technical skills need to be learned at a basic level before more advanced IT skills and techniques can be effectively applied in the workplace.

Having completed a Level 2 Apprenticeship Framework, apprentices may then progress on to a Level 3 Apprenticeship – or continue to work and undertake a range of professional job-specific qualifications and training.

Some apprentices may elect to continue their technical studies and embark upon job-specific professional/vendor qualifications (for example: with Microsoft, Cisco, Oracle, VM Ware or CompTIA).

Progression on to the Level 3 and Level 4 Frameworks would be recommended to enable the achievement of further nationally recognised qualifications and technical training, whilst remaining in employment.

Alternatively, apprentices may elect to return to full-time education, and to complete A Levels, the Welsh Baccalaureate, BTECs or an equivalent qualification.

## UCAS points for this pathway:

[Framework Developer to complete with relevant info]

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES**  **NO**

### Delivery and assessment

[Framework Developer to complete with relevant info ]

|

# Level 3

Title for this framework at level 3

## Apprenticeship for IT, Software, Web & Telecoms Professionals

Pathways for the framework at level 3:

Pathway 1: IT, Software, Web & Telecoms Professionals

# Level 3, Pathway 1: IT, Software, Web & Telecoms Professionals

## Description of this pathway

This pathway covers all job roles in the IT & Telecoms sector.

This framework requires a minimum of 114 credits.

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

There are no formal additional requirements for Apprenticeships, but many employers will require 5 GCSEs (A\*-C) or an equivalent qualification when applying for the programme.

Employers would also value achievement of the Level 2 IT Diploma (for 14-19 year olds) or one of the listed Knowledge Qualifications for this Foundation Apprenticeship framework. However, it is recognised that these are not available to all prospective apprentices, so this is not an entry requirement.

Job title(s)	Job role(s)
Software/ Web Developer	Creating software applications and websites
Desktop Support Engineer	Installing and troubleshooting desktop PCs
Network Planner	Designing and planning the installation of IT and Telecoms networks
Database Administrator	Responsible for the maintenance and security of organisation's databases
Network Engineer	Maintaining company networks, including servers, software and security
Software Tester	Testing software applications before they are released

# Qualifications

## Competence qualifications available to this pathway

### C1 – Level 3 Diploma in ICT Professional Competence

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	501/1291/0	Pearson Edexcel	72	540	N/A
C1b	501/1788/9	City & Guilds	72	525-565	N/A
C1c	501/1124/3	OCR	72	369-608	N/A
C1d	501/1875/4	Pearson EDI	72	421-513	N/A
C1e	601/6447/5	BIIAB	72	420-575	N/A

## Knowledge qualifications available to this pathway

### K1 – Level 3 Diploma in ICT Systems and Principles

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	501/0277/1	City & Guilds	72	595-612	N/A
K1b	501/1435/9	Pearson Edexcel	37	320	N/A
K1c	601/6449/9	BIIAB	48	285-390	N/A

## K2 – Level 3 Certificate in ICT Systems and Principles

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/3476/5	City & Guilds	24	160-170	N/A
K2b	501/1436/0	Pearson Edexcel	24	150-190	N/A
K2c	600/1317/5	OCR	24	150-190	N/A
K2d	600/2159/0	Pearson EDI	25	195-230	N/A
K2e	601/6461/X	BIIAB	24	150-190	N/A

## K3 – Level 3 Certificate in ICT Systems and Principles for Advanced Bowman Apprentices

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	501/866/9	City & Guilds	24	190	N/A

## K4 – Level 3 Subsidiary Diploma in IT

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	500/9147/5	Pearson Edexcel	60	360	40-140

### K5 – BTEC National Diploma in IT

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	500/9150/5	Pearson Edexcel	120	720	80-280

### K6 – BTEC Extended Diploma in IT

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	500/9149/9	Pearson Edexcel	180	1080	120-420

### K7 – Level 3 Extended Diploma in ICT Systems and Principles

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K7a	600/1086/1	Pearson Edexcel	72	595	N/A

### K8 – Diploma in ICT Systems Support

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K8a	501/1585/6	City & Guilds	72	489-540	N/A

### K9 – Level 3 Award in ICT systems and principals for Professionals

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K9a	601/6506/6	BIIAB	12	65-105	N/A

### K10 – BTEC Level 3 National Extended Certificate in Computing

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K10a	601/7341/5	Pearson	60	360	N/A

### K11 – BTEC Level 3 National Extended Certificate in Information Technology

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K11a	601/7575/8	Pearson	48	360	N/A

### K12 – BTEC Level 3 National Diploma in Information Technology

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K12a	603/0455/8	Pearson	94	720	N/A

### K13 – BTEC Level 3 National Extended Diploma in Information Technology

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K13a	603/0454/6	Pearson	146	1080	N/A

### Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

K1 – K13 provide underpinning knowledge and understanding for C1.

There are no restrictions on the use of knowledge qualifications. The competence qualification has been designed to be used with any of the knowledge qualifications included in the framework, as detailed in the Pathway Description section above.

Employers, apprentices and training providers should select the most appropriate knowledge qualification based on the requirements of the apprentice's role. For example, some roles will require further theoretical or technical knowledge before an apprentice is able to take on the day-to-day requirement of the role.

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number, and Digital Literacy (where required).

## ESSENTIAL SKILLS WALES

Communication	Min.Level 2	Credit Value 6
Digital Literacy (ICT)	Min.Level 2	Credit Value 6
Application of Number	Min.Level 2	Credit Value 6

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

# Progression routes into and from this pathway

The Level 3 Apprenticeship programme offers successful apprentices the opportunity to further progress in their studies and go on to undertake a related IT degree programme. They could select from Bachelors degrees, Foundation degrees, Higher Nationals or another higher level qualification, in areas such as Computing, Business Information Systems, IT or Telecommunications. Apprentices may also elect to continue within their job role and pursue their learning by undertaking additional technical, business or managerial level training and qualifications.

Apprentices who have completed a Level 3 apprenticeship programme have often progressed within their career to take on team leader or senior level positions, utilising their expanding technical expertise – and guiding and training others within the organisation.

## UCAS points for this pathway:

N/A

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES**  **NO**

## Delivery and assessment

Framework Developer to complete with relevant info

# Level 4

Title for this framework at level 4

## Higher Apprenticeship for IT, Software, Web & Telecoms Professionals

Pathways for the framework at level 4:

Pathway 1: IT, Software, Web & Telecoms Professionals

# Level 4, Pathway 1: IT, Software, Web & Telecoms Professionals

## Description of this pathway

This pathway covers all job roles in the IT & Telecoms sector.

This framework requires a minimum of 218 credits.

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

In addition to the generic entry conditions, candidates wishing to enter a Higher Apprenticeship will need to have achieved one of the following:

- A Levels, or equivalent educational attainment, including the Level 3 IT Diploma, Welsh or International Baccalaureate or a relevant Level 3 Technical Certificate
- An Apprenticeship (Level 3)
- Employment within the technology/telecommunications industry for a number of years and demonstrated to their employer that they have a reasonable expectation of achieving the required outcomes of the Higher Apprenticeship. This can be supported by the demonstration or evidence of prior achievement or performance in the role prior to starting the Higher Apprenticeship.

Potential apprentices should bear in mind that a Higher Apprenticeship combines the challenges of higher-level education with full-time employment, and should be prepared for the greater volume and level of study than in the Apprenticeship or another Level 3 qualification.

<b>Job title(s)</b>	<b>Job role(s)</b>
IT Project Manager	Overseeing the development of computer systems to meet a client's business needs
Analyst Developer	Analysing user requirements; researching, designing and writing new software programs to meet customer needs
IT Service Manager	Managing the IT service function, planning workloads and maintaining quality
IT Security Analyst	Assessing risks to systems, and developing and designing security plans to minimise potential threats
Network/Telecoms Manager	Managing network growth and development and supervising technical staff

# Qualifications

## Competence qualifications available to this pathway

### C1 – Level 4 Diploma in Professional Competence for IT and Telecoms Professionals

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	501/1787/7	City & Guilds	80	525-565	N/A
C1b	501/1292/2	Pearson Edexcel	80	600	N/A
C1c	601/6521/2	BIIAB	80	525-600	N/A

## Knowledge qualifications available to this pathway

### K1 – Foundation Degree in Computing, IT or Telecommunications

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	N/A	Higher Education Institution	240	960	N/A

### K2 – Level 4 Higher National Certificate in Computing and Systems Development

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/8254/1	Pearson Edexcel	120	480	N/A

### K3 – Level 5 Higher National Diploma in Computing and Systems Development

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/8253/X	Pearson Edexcel	240	960	N/A

### K4 – Diploma For ICT Professionals (Systems and Principles) (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	600/6124/8	City & Guilds	120	525-725	N/A
K4b	601/6933/3	BIIAB	120	522-725	N/A

### K5 – Fd in Computer Science

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	nil	Swansea University	240	2400	N/A

### K6 – HNC in Applied Computing

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	nil	UWTSD	120	600	N/A

### K7 – Higher National Certificate in Computing

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K7a	603/0472/8	Pearson	120	480	N/A

### K8 – Higher National Diploma in Computing

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K8a	603/0471/6	Pearson	240	960	N/A

### K9 – FdSc Computing (Networking) delivered by Grwp Llandrillo Menai.

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K9a	M649	Bangor University	240	960	N/A

### K10 – HNC Computing - Part Time (all pathways)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K10a	456H-PT	University of Wales Trinity St David	140	700	N/A

### K11 – HND Computing

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K11a	USWHNDCom	University of South Wales	240	960	N/A

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## Combined qualifications available to this pathway

N/A

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### Relationship between competence and knowledge qualifications

This pathway covers all job roles in the IT & Telecoms sector. The framework is designed in this way to provide maximum flexibility for employers and apprentices, due to the constantly changing job roles and technology requirements in the IT & Telecoms sector.

The Level 4 'Diploma in Professional Competence' contains a wide range of units that can be selected by employers, apprentices and training providers to match any of the job roles required in the sector.

The knowledge qualifications are designed to be suitable for all job roles, and should be selected based on the apprentice's job role. **Where a Foundation Degree is used prior approval must be obtained from the Tech Partnership.**

# Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number, and Digital Literacy (where required).

## ESSENTIAL SKILLS WALES

Communication	Min.Level 2	Credit Value 6
Digital Literacy (ICT)	Min.Level 2	Credit Value 6
Application of Number	Min.Level 2	Credit Value 6

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

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# Progression routes into and from this pathway

Following the completion of the Level 4 Higher Apprenticeship framework, successful apprentices will be able to follow up on their Foundation Degree studies and continue on to complete a full Honours degree programme.

Other industry recognised, role-specific qualifications:

- Project Management training and accreditation (PRINCE2, MSP, PMI, APM and Agile)
- Service Management training and accreditation (ITIL, SDI and ISO/IEC 2000 training)
- Management and Personal Development Training
- A wide range of vendor and core technology training – leading to industry recognised qualifications.

Some qualifications entitle membership of a professional organisation, offering networking and career advancement opportunities.

For example, becoming a member of a professional organisation:

- The British Computer Society (BCS)
- The Institute of Engineering and Technology (IET)
- The Institute of Telecommunications Professionals (ITP)

Other progression opportunities may include further learning in other business area, such as finance, business or sales.

## UCAS points for this pathway:

N/A

# Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES**  **NO**

## Delivery and assessment

Framework Developer to complete with relevant info

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

# How equality and diversity will be met

## EQUALITY AND DIVERSITY

Instructus IT & Telecoms Apprenticeship Framework 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.

This Apprenticeship framework is primarily designed to help new entrants into the IT & Telecoms workforce, thereby ensuring fair access for all that apply for the programme.

Instructus expects employers and training providers to 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 8 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 or sexual orientation

**The following section is included to identify current workforce demographics.**

## GENDER EQUALITY

Gender imbalance remains a significant issue for the IT & Telecoms sector. Considering IT & Telecoms professional job roles across all sectors, there has been a drop of female representation from 22% in 2001 to 17% in 2009. This compares to the overall UK workforce being 45% female.

As is the case in industry, gender imbalance is prevalent across IT-related courses, and this is worsening over time throughout the education system. 15% of applicants to Computing degree courses are female and whilst the absolute number of females taking Computing A-level has fallen again, the proportion has stabilised at 10% of those sitting in 2009.

This under-representation of women across the whole IT & Telecoms sector has a number of causes including:

- a lack of awareness (by both individuals and career advisors) of the broad range of career opportunities available
- confusion in school teaching of ICT between IT User and IT professional roles

Instructus has initiated or participated in a number of programmes to address this gender gap and encourage girls to consider a career in IT.

#### AGE OF WORKFORCE

Analysis of the period 2001-2009 shows a changing trend in the age profile of IT & Telecoms professionals. The proportion of people aged 16-29 has dropped from 33% in 2001 to 22% in 2009.

44% of IT & Telecoms professionals are now 40+, compared to 31% eight years ago. During this period, the proportions in each age category across the overall UK economy have remained stable.

A key contributory factor to this changing dynamic in IT & Telecoms is the effect of globalisation. The maintenance of strong apprenticeship programmes in the sector will be vital to ensure that this trend can be halted or reversed in the coming years, thereby ensuring that the sector has the pipeline of skilled professionals that it requires to move into higher level job roles in 5-10 years time.

#### ETHNICITY AND DISABILITY

The ethnic mix of IT & Telecoms professionals in general mirrors that of the UK as a whole, but with a larger proportion of 'Asian or Asian / British'. Of the UK's IT & Telecoms professionals, 86% identify themselves as being 'White' (compared to 91% for all occupations in all sectors in the UK), and 9% as 'Asian / Asian British' (compared to 5% for all occupations).

The proportion of IT & Telecoms professionals with a disability has shown a gradual increase over the eight year period, to 10% in 2009. This compares to 13% for all UK occupations.

There is significant provision for individuals with disabilities throughout the IT & Telecoms sector with many, varied opportunities for rewarding careers at all levels. This in turn means that apprenticeships are available in a wide range of areas for those with differing levels of disability. |

# On and off the job training

## Summary of on- and off-the-job training

The total number of training hours which each apprentice must receive are as follows:

- For Level 2 Foundation Apprenticeship - 310 hours (220 hours for competence, 70 hours for knowledge and 20 hours for ERR)
- For Level 3 Apprenticeship - 510 hours (350 hours for competence, 150 hours for knowledge and 20 hours for ERR)
- For Level 4 Higher Apprenticeship – 1010 hours (510 hours for competence, 480 hours for knowledge, 20 hours for ERR)

Recognition of prior learning (RPL) is encouraged e.g. relevant content from the Welsh Baccalaureate.

All training which contributes to achieving an apprenticeship must have been completed no more than three years prior to commencing the apprenticeship. |

## Off-the-job training

A minimum amount of off-the-job learning is required for each of the levels within this Apprenticeship framework. The 'off-the-job learning' can be delivered through instructor-led, classroom learning, e-learning or one-to-one mentoring that takes place away from the apprentice's day-to-day responsibilities.

- For Level 2 Foundation Apprenticeship - 110 off-the-job hours (70 hours for knowledge, 20 hours for competence, 20 hours for ERR)
- For Level 3 Apprenticeship - 160 off-the-job hours (120 hours for knowledge, 20 hours for competence, 20 hours for ERR)
- For Level 4 Higher Apprenticeship - 310 off-the-job hours (270 hours for knowledge, 20 hours for competence, 20 hours for ERR)

In addition, where required, Essential Skills Wales will be delivered off-the-job

### How this requirement will be met

Off-the-job learning should be delivered by instructor-led learning, one-to-one technical coaching activities or dedicated e-learning activities. There is a particular requirement for apprentices to receive their technical and theoretical learning through off-the-job learning, in order to ensure they have the skills required to contribute in the workplace.

Evidence of learning undertaken should be recorded in the apprentice's Individual Learning Plan, and updated at 12 week reviews throughout the programme. On completion of the Apprenticeship, the off-the-job learning hours can be evidenced through submission of the Competence Qualification, Knowledge Qualification, Essential Skills and Employee Rights and Responsibilities. |

## On-the-job training

A minimum numbers of on-the-job training is required as follows:

- For Level 2 Foundation Apprenticeship - 200 on-the-job-training hours (200 hours for competence)
- For Level 3 Apprenticeship - 350 on-the-job training hours (330 hours for competence, 150 hours for knowledge)
- For Level 4 Higher Apprenticeship - 700 on-the-job training hours (490 hours for competence, 210 hours for knowledge)

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

On-the-job learning hours can include on-the-job coaching, shadowing and practical application of skills and knowledge attained in the off-the-job learning.

Evidence of guided learning hours undertaken should be recorded in the apprentice's Individual Learning Plan, and updated at 12 week reviews throughout the programme. On completion of the Apprenticeship, the total number of guided learning hours can be evidenced through submission of the Competence Qualification, Knowledge Qualification, Functional Skills and Employee Rights and Responsibilities. |

# Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

[Enter Qualification Names]
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## Improving own learning and performance

[Give examples - signpost to specific units in framework qualifications that would meet these requirements]

## Working with others

[Give examples - signpost to specific units in framework qualifications that would meet these requirements]

## Problem solving

[Give examples - signpost to specific units in framework qualifications that would meet these requirements]

# apprenticeship FRAMEWORK

For more information visit-  
[www.acwcerts.co.uk/framework\\_library](http://www.acwcerts.co.uk/framework_library)