

# apprenticeship FRAMEWORK

## Digital Learning Design (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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# Digital Learning Design (Wales)

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# Framework information

## Information on the Issuing Authority for this framework:

[Creative and Cultural Skills]

[The Apprenticeship sector for occupations in arts, cultural heritage, craft and design (also includes music, literature, performing arts and visual arts).]

Issue number: [2]	<b>This framework includes:</b>
Framework ID: [FR04425]	Level 2 <input type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: [DD/MM/YYYY]	<b>This framework is for use in: Wales</b>

## Short description

[Whilst the UK has the largest e-learning industry in the EU, with more than 400 companies specialising in e-learning for the corporate market generating over £540 million in 2011 there is no clear qualification pathway to train e-learning designers. In addition whilst industry is moving strongly into e-learning there is only limited take up of high quality e-learning and blended learning strategies in further and adult learning as a result of a lack of capability and capacity in the sector.

The Digital Learning Design Apprenticeship has been designed with the employers to address his skills shortage by widening the pool of potential recruits into the industry and providing the first dedicated training route for roles such as: Advanced Digital Learning Assistants, VLE Administrators, E-Learning Support Officers, Technology Enhanced Learning Coordinators, or Digital Learning Assistants.

# Contact information

## Proposer of this framework

Employers supporting the development of this framework have included FE colleges, dedicated digital learning design companies, and larger organisation with in-house digital learning staff. We have also worked closely with the Learning and Performance Institute, a global institute for learning and development professionals. Employers have contributed via consultation events, online surveys, and email and telephone interviews.

Key employers include:

BP, Chubb, Learning Age Solutions, Tesco, Onlignment, Unicorn Training, Line Communications, Epic Group, eTalent Consulting, Getty Images, Brightwave, WillowDNA, North Herts College, British Computer Society, Kineo, Mungos, Great Ormond Street Childrens Hospital, GlaxoSmithKline, Viv Cole, Worcester College of Technology, Sparsholt College in Hampshire, Highbury College, Portsmouth, South Essex College, Norwich City College, Grimsby Institute, Furness College

## Developer of this framework

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### Issuing Authority's contact details

Issued by: [Creative and Cultural Skills](#)

Issuer contact name: | |

Issuer contact phone: [Phone number.](#)

Issuer Email: [@ccskills.org.uk](#)

## Contact Details

Who is making this revision | Sarah Hughes|

Your organisation | Creative & Cultural Skills|

Your email address: | sarah.hughes@ccskills.org.uk|

# Revising a framework

## Why this framework is being revised

| This revision is being made to remove ERR as it is no longer mandatory.

## Summary of changes made to this framework

| ERR being removed from the mandatory list of requirements.

## Qualifications removed

| None|

## Qualifications added

| None|

## Qualifications that have been extended

| None|

# Purpose of this framework

## Summary of the purpose of the framework

Whilst the use of digital learning is growing in industry and education globally there is a big skills gap in the UK for the design and development of high quality online products despite large demand from education and industry. IPSOS study of e-learning across Europe in 2012 found that 27% of the total European industry training budget was spent on e-learning and this had grown by 10% from 2011(1st European E-learning Barometer- Cross Knowledge &IPSOS). In 2012 they found globally that in 30% of firms at least half of their employees had taken at least one e-learning course whilst in the UK it was 39%. The switch in training spend from Face-to-face to digital learning principally to save money is growing as more businesses take up e-learning strategies for their training schemes. Digital learning is the only part of the corporate training market that is growing rapidly. Whilst the UK has the largest digital learning industry in the EU, with more than 400 companies specialising in digital learning for the corporate market generating over £540 million in 2011 there is no clear qualification pathway to train digital learning designers. In addition whilst industry is moving strongly into digital learning there is only limited take up of high quality digital learning and blended learning strategies in further and adult learning as a result of a lack of capability and capacity in the sector.

## Aims and objectives of this framework (Wales)

The aim of this framework is to address this skills shortage area by creating a new apprenticeship framework to train a new workforce of technical staff across the FE, private and public sectors. This will create the first dedicated training and development route for digital learning designers employed across the FE sector, dedicated digital learning companies and In-house digital learning development staff within large organisations. The skills required to be a 'digital learning designer' cut across a number of subject specialisms and sector skills areas. This unique framework will deliver the blend of skills and knowledge required by employers and allow businesses to increase UK's global advantage in this growth area.



# Entry conditions for this framework

Employers are looking to widen the pool of potential recruits into Digital Learning Design and they are particularly interested in those who:

- show a keen interest in working in the Industry and who can show a creative flair
- understand the importance of providing high standards of customer service;
- have communication and problem solving skills on which this apprenticeship will build;
- understand the importance of working in teams.

Applicants may have prior experience or qualifications in any of the digital/creative industries supported by a portfolio of evidence but this is not mandatory as training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability. Programmes will then be tailored to meet individual needs, recognising prior qualifications and experience.

# Level 3

Title for this framework at level 3

## Advanced Level Apprenticeship in Digital Learning Design

Pathways for the framework at level 3:

Pathway 1: Digital Learning Design

# Level 3, Pathway 1: Digital Learning Design

## Description of this pathway

Digital Learning Design

Total minimum credits: **59**

The breakdown of this pathway is as follows:

Combined Competence and Knowledge Qualification - 59 credits

Essential Skills Wales, Communication - 6 credits

Essential Skills Wales, Application of Number - 6 credits

Essential Skills Wales, ICT - 6 credits

ERR workbook - Please note that ERR is not a mandatory component of the framework but can be undertaken where an employer deems it useful

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

There are no additional requirements other than the general entry conditions

Job title(s)	Job role(s)
Digital Learning Assistant	Work within a team to build simple digital learning content using rapid authoring tools and pre-designed templates. Work with colleagues on functional testing.
Virtual Learning Environment Administrator	Support the creation and implementation of online courses, instructional web projects, and distance learning technologies through a virtual learning environment. Assist with monitoring and maintenance of a virtual learning environment
Technology Enhanced Learning Co-ordinator	Work within a college environment to provide support for teaching staff in the delivery and development of digital learning resources. Work with colleagues to enhance the college's use of learning technologies.

# Qualifications

## Competence qualifications available to this pathway

N/A

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## Knowledge qualifications available to this pathway

N/A

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## Combined qualifications available to this pathway

### B1 – Level 3 Diploma in Digital Learning Design

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/2586/X	Ascentis	41	410	X.

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## Relationship between competence and knowledge qualifications

This is a combined qualification containing both the knowledge and the competence aspects.

The mandatory units within the qualification meet the minimum of 10 credits for knowledge and 10 credits of competence. The competence and technical knowledge will be assessed separately.

Total knowledge credits within the mandatory units = 14

Total competency credits within the mandatory units = 10

The minimum 10 credits of knowledge will be achieved as follows:

Working in a Digital Learning Lifecycle = 2 credits

Quality and Standards = 2 credits

Effective Communication for Digital Learning Design = 2 credits

User Experience Design = 2 credits

Introduction to the Digital Learning Environment = 2 credits

Professional and Personal Development = 2 credits

Investigating and Analysing Requirements for Digital Learning Designs = 2 credits

The minimum 10 credits of competence will be achieved as follows:

Working in a Digital Learning Lifecycle = 2 credits

Quality and Standards = 2 credits

Effective Communication for Digital Learning Design = 1 credits

User Experience Design = 2 credits

Introduction to the Digital Learning Environment = 1 credits

Professional and Personal Development = 1 credits

Investigating and Analysing Requirements for Digital Learning Designs = 1credits

# 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.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

## Communication

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.

**Does this framework require Communication achievement above the minimum SASW requirement?**    **YES**        **NO**   

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

## Application of Number

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.

**Does this framework require Application of Number achievement above the minimum SASW requirement?**    **YES**        **NO**

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

### Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES**  **NO**

### Digital Literacy (ICT)

**Please note that there are currently no acceptable proxy qualifications for Digital Literacy (ICT).**

For the current **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.

**Does this framework require Digital Literacy (ICT) achievement above the minimum SASW requirement?** **YES**  **NO**



# Progression routes into and from this pathway

## Progression into the Advanced Level Apprenticeship

This can be from a variety of routes including:

- GCSE, Welsh BaccaLaureate Qualification Intermediate
- GCE As and A Level, Welsh BaccaLaureate Qualification Advanced
- General or vocational qualifications related to the digital or creative industries

## Progression from the Advanced Apprenticeship

Jobs:

- Instructional Designer
- E-learning Designer
- Digital Learning Designer
- Educational or Learning Technologist
- Virtual Learning Environment Manager

FE/HE

For those who wish to continue their development beyond Level 3, opportunities exist to achieve the following higher level qualifications:

- Higher Level Apprenticeship in Digital Learning Design at Level 4
- BA Honours Degrees in Design or other relevant subjects
- other vocational qualifications related to the digital or creative industries

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 ]

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

# How equality and diversity will be met

The average UK designer is male, white and 38 years old. Women in design are critically under-represented at the higher levels of the design industry, at managerial and executive level and only 7% of UK designers are from ethnic minority backgrounds. Five per cent of people working in design have a disability which affects their job performance.

The design sector is the most unequal in terms of the gender gap of any industry covered in the Creative & Cultural Skills footprint. 68% of the sector is made up of men, and the gender gap is fairly even across each of the design sub sectors.

Likely reasons for this include:

- higher education courses for Art and Design are the main route into the design industry and there is a lower admission rate for ethnic minority students than university admissions in general
- the design sector, much like the music industry, is also unequal for women that manage to gain entry into the workforce. Just 3% of women working in design are paid above £29,000 in comparison to 37% of men
- It seems that women's wages are almost capped in the design industry at £29,000. This is in spite of the fact that women in the sector are actually marginally higher qualified than men. 66% of women have level 4 or above qualifications in comparison with 64% of men
- lack of role models for women and those with a disability at business executive or senior executive level;
- a lack of identifiable career progression routes in the industry to date
- tendency within the sector for new recruits to start on no or low wages for up to two years in some instances means that opportunities for people from disadvantaged socio-economic backgrounds can be limited
- the industry has a history of graduate entry which might deter those without a degree from applying
- the history of graduate entry means that those recruiting may automatically seek graduates even for entry level roles and this is the culture of graduate bias during recruitment which we hope this framework will begin to address.

In order to counteract some of these issues, awareness of careers in Design and other creative and cultural industries is being raised through:

- Actively challenging the culture of unpaid work experience which dominates the creative and cultural industries and creating better choices for more people. Creative Apprenticeships were a brand new alternative route into the creative industries, one based on ability and potential rather than academic track record or social background and contacts. We built a ground swell of support through targeted engagement and campaigning activity in order to demonstrate how apprenticeships could work for learners and employers alike

- Creative Choices careers website offers careers information and advice, listings for training, case studies about working in the industry, access to networks and mentoring - <http://www.creative-choices.co.uk/>

- Apprenticeships are seen as a vital route to encourage and facilitate, a greater diversity of individuals into the industry in order to challenge graduate bias at the point of entry.

Entry conditions to this framework, therefore, are extremely flexible and mentoring has been included to offer additional support and increase the chances of apprentices successfully completing the Apprenticeship.

Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the Industry, using the protected characteristics of:

Age Disability Gender

Gender reassignment Marriage and civil partnerships Pregnancy and maternity

Race

Religion and Belief Sexual orientation

Download the Equality Act 2010 Guidance here:  
<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

Creative & Cultural Skills will monitor take up and achievement of all Apprenticeships through its employer led Qualifications and Apprenticeships Group and take steps to address any barriers to take up and achievement as part of our Sector Qualifications Strategy.

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# On and off the job training

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

Total on and off the job Guided Learning Hours for the 24 month programme is 680.

Given the high numbers of SMEs in the digital learning sector, patterns of delivery will vary, with some provision being front loaded within the first 12 months while others may wish to spread training over the length of the Apprenticeship. However, as a guide, we would expect a minimum of 280 GLH to be delivered in the first 12 months. |

## Off-the-job training

The minimum recommended duration of the programme is 24 months The total minimum off-the-job GLH is 477 GLH

The breakdown of this pathway is as follows:

- a minimum of 207 GLH for the knowledge elements of the Level 3 Diploma in Digital Learning Design
- 60 GLH for Essential Skills Wales, Communication
- 60 GLH for Essential Skills Wales, Application of Number
- 60 GLH for Essential Skills Wales, Information and Communications Technology
- 45 hours for induction
- 45 hours for mentoring apprentices

It should be noted that 'off the job' may still be in the learner's place of work.

## How this requirement will be met

GLH should :

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager; allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- use a range of delivery models, including one or more of the following methods: individual and group teaching; e-learning; distance learning; induction (refer to ERR sections), coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study
- providers can select the best method for recording and evidencing off the job GLH and mentoring which may be done through a log book or reflective diary

How this requirement will be met:

- minimum 207 GLH for the knowledge elements of the combined qualification
- 180 GLH for the three Essential Skills Wales
- 45 hours for induction
- 45 hours for mentoring apprentices (minimum of one hour a week)

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Evidence of off the job GLH:

- Level 3 Diploma in Digital Learning Design
- Level 2 Essential Skills Wales Certificates for Communication, Application of Number and ICT, or GCSEs in these subjects with enhanced functional content.

## On-the-job training

Total minimum on-the-job GLH

Level 3

- A minimum of 191 GLH for the competence aspects of the Level 3 Diploma in Digital Learning Design

## How this requirement will be met

On-the-job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager and allow access when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be focused on outcomes as apprenticeships are not time served, therefore the average length of stay is indicative only
- Providers can select the best method for recording and providing evidence of on-the- job GLH and mentoring which may be done through a log book or reflective diary

Evidence for on-the-job GLH will include:

- Level 3 Diploma in Digital Learning Design

Evidence Requirements

All providers must upload a completed Version 2 of the ACE new Apprentices Declaration & Authorisation Form when requesting Apprenticeships complete certificates. This can be downloaded directly from ACE: [acecerts.co.uk/](http://acecerts.co.uk/)

By completing the form, apprentices will declare that:

- there was an apprenticeship agreement between themselves and their employer
- they received at least the minimum levels of GLH set out in the framework and have undertaken training both on and off the job

All apprentices must sign this form at the end of the programme to give their authority for the claimant, named on the form, to make a claim on their behalf, for their apprenticeship completion certificate |

# 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)