

# 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:

Welsh Government

Enter Sector Description

Issue number: 3	<b>This framework includes:</b>
Framework ID: FR05048	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: 31/03/2025	<b>This framework is for use in: Wales</b>

## Short description

The Digital Learning Design apprenticeship framework has been designed to develop applied practical skills, knowledge and competence in digital learning design. This includes e-learning, online content and assessment provision as well as supporting digital on-line delivery. Education and training providers and many employers in Wales require practitioners with the knowledge and skills to enable them to create effective and inclusive digital content for learning and development across different specialisms. The Digital Learning Design Apprenticeship has been designed with employers in Wales to address this important skills area by providing a dedicated training route for roles including Digital Learning Designer/Developer, E-Learning Designer, Digital Learning Practitioner, Learning Experience Designer, Online Learning Designer or Digital Learning Assistants. Learners will develop the knowledge and skills needed to create inclusive digital resources for use in the blended learning environment, as well as developing their planning, facilitation and evaluative knowledge and skills. The qualification is aimed at a range of learners, including:

- Adult learners who are employed in learning or development, such as teachers, lecturers, development managers, human resources officers, assessors, trainers, teaching assistants and wish to improve their digital learning design skills.
- Adult learners who wish to become digital designers or digital facilitators, or those who wish to move into the education or development sectors.
- Adult learners who wish to enhance their work-related delivery skills.
- Young people, aged over the age of 16 who wish to gain a qualification in digital learning design.

# Contact information

## Proposer of this framework

Employers supporting the development of this framework for Wales have included FE colleges, dedicated digital learning design companies, and larger organisation with in-house digital learning staff.

Employers and stakeholders in Wales who supported the development of this apprenticeship included:

- DVLA
- Swansea Council
- Newport City Council
- Gower College Swansea
- ACT training
- Big Learning Company
- Jisc

## Developer of this framework

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Who is making this revision Tony Venus

Your organisation ODAG Consultants LTd.

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# Revising a framework

## Why this framework is being revised

This framework has been created by ODAG Consultants Ltd. to add new apprenticeship provision and qualifications for Wales.

## Summary of changes made to this framework

This framework has been created by ODAG Consultants Ltd. to provide new apprenticeship and up to date qualifications for Wales.

## Qualifications removed

None

## Qualifications added

Agored Cymru Level 3 Diploma for Digital Learning Practitioners

## Qualifications that have been extended

None

# Purpose of this framework

## Summary of the purpose of the framework

This apprenticeship framework has been designed to provide up-skilling and re-skilling routes for those seeking to become competent as digital learning designers / practitioners.

Digital Learning Designers can work in the following organisations:

- Further and higher education
- Schools
- Training providers
- Specialist online learning organisations
- Employers providing in-house learning and development to their staff

What is included in this Apprenticeship?

The apprenticeship is made up of a range of applied learning topics that will provide apprentices with the skills and knowledge required to become competent in digital learning design as part of their chosen job role. The framework includes the appropriate balance of technical, organisational and learning facilitation knowledge and skills designed to ensure apprentices have an appropriate set of skills to operate in today's digitally enabled online learning environments for a wide range of contexts.

Digital learning design is a key enabling skill that supports education, training, learning and development for public and private sector organisations of all sizes across many sectors for Wales. Including digital and telecommunications, retail, healthcare, food and drink, financial services, engineering and manufacturing, agriculture, construction and building services.

## Aims and objectives of this framework (Wales)

The aim of this framework is to address the need for skilled digital learning designers by creating a new apprenticeship framework for Wales to train current and new entrants in digital learning design and facilitation for staff in the FE, HE and training provider sectors and for employers in-house digital learning and development staff within large and small organisations across private and public sectors. This will create a dedicated training and development route for digital learning designers to develop the mix of skills and knowledge required to deliver learning through digital and online channels. This unique framework will deliver the blend of skills and knowledge required to increase Wales skills base and keep up to date through CPD 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:

- adult learners who are employed in learning or development, such as teachers, lecturers, development managers, human resources officers, assessors, trainers, teaching assistants and wish to improve their digital learning design skills.
- adult learners who wish to become digital designers or digital facilitators, or those who wish to move into the education or development sectors.
- adult learners who wish to enhance their work-related delivery skills.
- young people, aged over the age of 16 who wish to gain a qualification in digital learning design.

Applicants may have prior experience or qualifications in digital technologies but this is not mandatory as training providers and employers will deliver programmes of training based on approved up to date qualifications tailored to meet individual needs, recognising prior qualifications and experience.

# Level 3

Title for this framework at level 3

## 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

This pathway covers all job roles in the Information Security sector.

This framework requires a minimum of 61 credits (including Essential Skills Wales):

Combined Competence and Knowledge Qualification - 49 credits

Essential Skills Wales, Communication - 6 credits

Essential Skills Wales, Application of Number - 6  
credits Essential Skills Wales, ICT - 6 credits

## 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 / E-learning Designer	Working within a team to build and deliver digital learning content using digital authoring tools and pre-designed templates. Work with colleagues on testing content provisioning, navigation and accessibility for learners. Facilitate online learning.
Digital Learning Practitioner	Supporting the creation and implementation of online courses, including re-imagining classroom courses for the digital world, to be delivered through a virtual learning environment. Assist with delivery, monitoring and maintenance of a virtual learning environment.
Learning Experience Designer	Creating an engaging, inclusive and accessible range of digital learning experiences using digital learning technologies for a variety of stakeholders.

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

B1 – Level 3 Diploma for Digital Learning Practitioners					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	C00/4514/7	Agored Cymru	61	610	X.

## Relationship between competence and knowledge qualifications

N/a as this is a combined qualification containing both the knowledge and the competence aspects.

# 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**

<b>Communication</b>	<b>Min.Level 2</b>
<b>Application of Number</b>	<b>Min.Level 2</b>
<b>IT/Digital Literacy</b>	<b>Min.Level 2</b>

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.

## 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)

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 directly from school or college with the suggested level of academic qualifications 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

Or as career development in an appropriate role with suitable qualifications or recognition of prior learning and experience.

## Progression from the Apprenticeship

The Level 3 Apprenticeship programme offers successful apprentices the opportunity to further progress in their studies and go on to undertake a related degree programme. Apprentices can also progress within their job role and pursue their learning by undertaking additional technical, business or managerial level training and qualifications.

Apprentices who complete this Level 3 apprenticeship programme can progress within their career to take on team leader or senior level learning and development 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 ]

[

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# How equality and diversity will be met

The Digital Learning Design Framework offers no barriers to entry and is intended 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.

It is expected that employers and training providers will comply with current Equality legislation to ensure that applicants are not discriminated against in terms of entry to, and progression within the sector, using the protected characteristics.

The average digital designer is male, white and 38 years old. Women in design are under-represented at all levels of the digital 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.

## ETHNICITY AND DISABILITY

The digital technologies industry is one of the most ethnically diverse industries in the UK, with 13 per cent of the workforce coming from Black, Asian and Minority Ethnic backgrounds compared to nine per cent across the whole economy.

There is significant provision for individuals with disabilities throughout the digital technology 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.

In order to counteract some of these issues, awareness of digital technology careers is being raised through:

- New updated digital technology GCSE and A-level courses in Wales promote the uptake of digital technology careers to all and are designed to be inclusive.
- Digital Technology Apprenticeships offer new routes into digital technology roles based on ability and potential rather than academic track record or social background and contacts.
- Digital Technology Apprenticeships are a key skills strategy in

Wales seen and 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 are flexible 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

|

# On and off the job training

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

The minimum total number of training hours which each apprentice must receive for level 3 is 610 hours (inclusive of Essential Skills Wales).

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

Training hours are delivered during contracted working hours under an Apprenticeship Agreement, or must have been completed no more than three years prior to commencing the apprenticeship.

On and off the job training hours:

- must be planned, reviewed and evaluated jointly between the apprentice and tutor, trainer, mentor or manager;
- must allow training support via a tutor, teacher, mentor or manager;
- may be delivered through one or more of the following methods: individual and group teaching, e- learning, distance learning,

## Off-the-job training

Off-the-job training are those learning activities undertaken away from normal work duties.

The minimum required is: 285 hours at level 3 (including Essential Skills Wales);

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, traoiner, 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, 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

Off-the-job learning will be required for the Apprentice to achieve the designated units of the combined Diploma qualification and necessary underpinning knowledge for all units. This may involve a combination of day release, block release, web-based learning, mentoring and coaching.

## On-the-job training

Total minimum on-the-job GLH

Level 3

- A minimum of 347 GLH for the Diploma

## 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

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 qualification contained in the framework reflects the overall design of an apprenticeship, containing some units which are designed to be delivered off-the-job and competence based units which are designed to be delivered on-the-job.

Wherever possible, the competences should be assessed holistically in the workplace, ensuring that any knowledge elements in the units are learned in the work and organisational context. This can be recorded by any suitable means including, for example, portfolios of work, performance reviews and work logs/diaries

The discrete knowledge units must be taught 'off-the-job' and assessed using assignments or tests in order to ensure the apprentice has gained an appreciation of the wider impact of Information Security in business and society and understands the underpinning theory and principles required for their role.

An Apprentice can plan and review their use of predefined or commonly used tools and techniques for complex and non-routine activities. As a result of reviewing their work, they will be able to devise solutions in the use of these in order to improve productivity for themselves and others.

Through coaching on-the-job, they will develop transferable skills and techniques for self-help and in turn be prepared to offer support and advice to others.

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. |

# 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:

<div>Enter Qualification Names</div>
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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)