

# 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?

Please use this link to see if this is the latest issued version of this framework:

[afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03414](http://afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03414)

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# CHANGES TO REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 14TH 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 2016. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

## Alternatives for Essential Skill qualifications

**Foundation apprenticeships (Level 2):** Where Essential Skills qualifications are specified in a foundation apprenticeship framework (Level 2), the apprenticeship framework must specify as a Welsh certificate requirement, the acceptance of one of the following recognised proxy qualifications.

For Communication:

- a. GCSE or iGCSE qualification in English language or literature to at least grade G (Level 1 equivalent); or
- b. O Level qualification in English language or literature to at least grade E; or
- c. A/AS Level qualification in English language or literature to at least grade E; or
- d. SCQF Level 4 – Communication Core Skills (Oral communication and written communication); or
- e. SQA National 4 English; or
- f. Functional Skills or Key Skills literacy qualifications in English provided the proxy qualification(s) attained are at Level 1 or above.

For Application of Number:

- a. GCSE or iGCSE qualification in Mathematics to at least grade G (Level 1 equivalent); or
- b. O Level qualification in Mathematics to at least grade E; or
- c. A/AS Level qualification in Mathematics to at least grade E; or
- d. SCQF Level 4 – Numeracy Core Skill (Graphical Information and using number); or
- e. SQA National 4 Mathematics ; or
- f. Functional Skills or Key Skills numeracy qualifications in Mathematics provided the proxy qualification(s) attained are at Level 1 or above.

**Apprenticeships (Level 3):** Where Essential Skills qualifications are specified in an apprenticeship framework (Level 3), the apprenticeship framework must specify as a Welsh certificate requirement, the acceptance of one of the following recognised proxy qualifications.

For Communication:

- a. GCSE or iGCSE qualification in English language or literature to at least grade C (Level 2 equivalent); or
- b. O Level Qualification in English language or literature to at least grade C; or
- c. A/AS Level qualification in English or literature to at least grade E; or
- d. SCQF Level 5 – Communication Core Skills (Oral communication and written communication); or
- e. SQA National 5 English; or
- f. Functional Skills or Key Skills literacy qualifications in English provided the proxy qualification(s) attained is at Level 2 or above.

For Application of Number:

- a. GCSE or iGCSE qualification in Mathematics to at least grade C (Level 2 equivalent); or
- b. O Level Qualification in Mathematics to at least grade C; or
- c. A/AS Level qualification in Mathematics to at least grade E; or
- d. SCQF Level 5 – Numeracy Core Skill (Graphical information and using number); or
- e. SQA National 5 Mathematics; or
- f. Functional Skills or Key Skills numeracy qualifications in Mathematics provided the proxy qualification(s) attained are at Level 2 or above.

**Higher Apprenticeships (Levels 4-7):** Essential Skills requirements are as for an apprenticeship frameworks at Level 3.

# CHANGES TO REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 14TH OCTOBER 2016

## Employer Rights and Responsibilities (ERR)

The final modification to SASW is to Employer Rights and Responsibilities (ERR) which is no longer compulsory in frameworks. Please refer to the Employer Rights and Responsibilities section within the framework document to confirm specific requirements.

## Additional Information

It should be noted that SASW has also been modified to reflect existing improvements to Essential Skills Wales Qualifications. These improvements to ESW qualifications were signalled by the revised names:

- Essential Skills Wales Communication is now Essential Communication Skills (still 6 credits in size)
- Essential Skills Wales Application of Number Skills is now Essential Application of Number Skills (still 6 credits in size)
- Essential Skills Wales Information Communication Technology Skills is now Essential Digital Literacy Skills (still 6 credits in size)

Whilst there have been some amendments to the content of ESW qualifications, the most significant change has been to the assessment methodology for these qualifications.

From 1 January 2016, all new starts have had to follow the revised Essential Skill qualifications.

The updated version of SASW, and guidance documents, can be accessed here:

<http://gov.wales/topics/educationandskills/skillsandtraining/apprenticeships/providers/?lang=en&dgd>

Over the coming months, the Essential Skills section within AFO will be amended to reflect the SASW modifications and all current frameworks will be updated and reissued to incorporate these changes. In the meantime, if you are in any doubt as to the requirements of any framework then please contact the relevant Issuing Authority.

# Digital Learning Design (Wales)

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# Framework summary

## Digital Learning Design

### Advanced Level Apprenticeship in Digital Learning Design

#### Pathways for this framework at level 3 include:

##### Pathway 1: Digital Learning Design

**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 in Digital Learning Design

**This pathway also contains information on:**

- Employee rights and responsibilities
- Essential skills

# Framework information

## Information on the Publishing 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: 1	<b>This framework includes:</b>
Framework ID: FR03414	Level 3
Date this framework is to be reviewed by: 31/05/2017	This framework is for use in: <b>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

Name: Sarah Highes  
Organisation: Creative & Cultural Skills  
Organisation type: Sector Skills Council  
Job title: Head of Skills Academy, Wales  
Phone: 0292 044 4195  
Email: sarah.hughes@ccskills.org.uk  
Postal address: Creative & Cultural Skills  
The Backstage Centre  
Creative & Cultural Skills  
1 Caspian Point  
Pierhead Street  
Cardiff Bay  
Cardiff  
CF10 4DQ  
Website: [www.ccskills.org.uk](http://www.ccskills.org.uk)

## Issuing Authority's contact details

Issued by: Creative and Cultural Skills  
Issuer contact name: Dawn Hillier

Issuer phone: 07876 865 838

Issuer email: dawn.hillier@ccskills.org.uk

# 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 this 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

### 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

## Knowledge qualifications available to this pathway

N/A

## 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	N/A

## 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

# Transferable skills (Wales)

## Essential skills (Wales)

	Minimum level	Credit value
Communication	2	6
Application of numbers	2	6
IT	2	6

# Progression routes into and from this pathway

## Progression into the Advanced Level Apprenticeship

This can be from a variety of routes including:

- GCSE, Welsh Baccaulaureate Qualification Intermediate
- GCE As and A Level, Welsh Baccaulaureate 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:**

*(no information)*

# Employee rights and responsibilities

## Delivery and assessment of ERR

All Apprentices MUST receive an induction to the workplace and to the Apprenticeship programme.

ERR will be covered through an ERR workbook which will ensure that the Apprentice knows and understands each of the nine national outcomes for ERR as follows:

- the range of employer and employee statutory rights and responsibilities under employment law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Equality Act 2010, other relevant equalities legislation and health and safety, together with the duties of employers.
- procedures and documentation which recognises and protects their relationship with their employer, including health and safety and equality and diversity training as part of the apprenticeship.
- the range of sources and information and advice available to them on their employment rights and responsibilities, including Access to Work and Additional Learning Support
- the role played by their occupation in their organisation and industry.
- has an informed view of the types of career pathways that are open to them.
- the types of representative bodies and understands their relevance to their industry and organisation and the main roles and responsibilities.
- where and how to get information and advice on their industry, occupation, training and career.
- can describe and work within their organisation's principles and codes of practice.
- can recognise and form a view on issues of public concern that affect their organisation and industry.

The ERR workbook can be downloaded from

<http://ccskills.org.uk/supporters/employer-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook>

Education providers should ensure that evidence of achievement of either the ERR workbook sign off sheet or a certificate for a relevant qualification are maintained for audit purposes.

From 1st March 2014, providers should use Version 3 of the ACE Apprentice Declaration and Authorisation form as part of the certification request process. This can be downloaded directly from ACE: <http://acecerts.co.uk/>

*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.

# On and off the job training (Wales)

## 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 ERR and 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 ERR and induction
- 45 hours for mentoring apprentices (minimum of one hour a week)

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.
- ERR sign off sheet from the workbook
- Education providers should retain the ERR workbook sign off sheet as evidence of achievement

## 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
- achievement of ERR requirements
- 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 (Wales)

## Improving own learning and performance

Whilst employers consulted did not feel that this Wider Key Skill should be mandatory, the evidence for achievement of these Skills would naturally occur as part of the achievement of the competence, knowledge and Essential Skills Wales qualifications.

Providers are encouraged to introduce these Wider Key Skills as part of induction so that apprentices learn to recognise when they are achieving these Skills and can claim these at a future date if they wis

## Working with others

Whilst employers consulted did not feel that this Wider Key Skill should be mandatory, the evidence for achievement of these Skills would naturally occur as part of the achievement of the competence, knowledge and Essential Skills Wales qualifications.

Providers are encouraged to introduce these Wider Key Skills as part of induction so that apprentices learn to recognise when they are achieving these Skills and can claim these at a future date if they wish.

## Problem solving

Whilst employers consulted did not feel that this Wider Key Skill should be mandatory, the evidence for achievement of these Skills would naturally occur as part of the achievement of the competence, knowledge and Essential Skills Wales qualifications.

Providers are encouraged to introduce these Wider Key Skills as part of induction so that apprentices learn to recognise when they are achieving these Skills and can claim these at a future date if they wish.

# Additional employer requirements

None.

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For more information visit  
[www.afo.sscalliance.org](http://www.afo.sscalliance.org)