

# apprenticeship FRAMEWORK

## Community Development

### 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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# Community Development

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# Framework information

## Information on the Issuing Authority for this framework:

### Learning and Skills Improvement Service

The Apprenticeship sector for occupations in community learning and development, further education, higher education, teaching support, libraries, archives and information services, work-based learning and development (also includes records and information management services).

Issue number: 1	<b>This framework includes:</b>
Framework ID: FR03533	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 01/09/2018	<b>This framework is for use in: Wales</b>

### Short description

This framework has been designed as a nationally recognised training programme that offers a route of entry into the Community Development sector in Wales. It is appropriate for those striving to work in the, private, public, voluntary and community sector.

The Framework requires the successful completion of a number of components, including a nationally recognised qualification, which is independently assessed and certificated. Successful completers will have the knowledge and skills that are applicable to their role and be able to operate as an effective employee in the Community Development sector.

NOTE: This qualification is due for review on or before September 2016. All centres should contact Agored Cymru [bdteam@agored.cymru](mailto:bdteam@agored.cymru) directly re the status of these qualifications before recruiting Apprentices.

# Contact information

## Proposer of this framework

Joint ETS has proposed and developed this framework with the support and involvement of employers, practitioners and other key stakeholders that represent the interest of the Community Development workforce in Wales.

Steering group membership for this development included: CD Cymru, Communities First, ETS Wales, University of South Wales and Agored Cymru. Framework development process included drafting of documents for Steering group review, online consultation amongst employers, stakeholders and practitioners in Wales. Review and revision of framework using analysis of consultation outcomes.

## Developer of this framework

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## Contact Details

Who is making this revision | N/A |

Your organisation | Skills for Justice |

Your email address: | lsisia@skillsforjustice.com |

# Revising a framework

## Why this framework is being revised

| N/A |

## Summary of changes made to this framework

| N/A |

## Qualifications removed

| N/A |

## Qualifications added

| N/A |

## Qualifications that have been extended

| N/A |

# Purpose of this framework

## Summary of the purpose of the framework

This framework has been designed as a high quality, nationally recognised training programme that offers an entry route into the workforce for the Community Development sector in Wales.

The Community Development National Occupational Standards 2015 give the following overview of the purpose of Community Development:

"Community development enables people to work collectively to bring about positive social change.

This long term process starts from people's own experience and enables communities\* to work together to:

- Identify their own needs and actions
- Take collective action using their strengths and resources
- Develop their confidence, skills and knowledge
- Challenge unequal power relationships
- Promote social justice, equality and inclusion

in order to improve the quality of their own lives, the communities in which they live and societies of which they are a part."

\*Communities refer to those that can be defined by geography, identity or interest.

Apprenticeship routes have been developed to provide flexible access routes to community development and as part of a coherent development route for community development workers. In particular:

- There is some concern that there is a lack of engagement with under-represented groups.
- Employers are keen to recruit local people into working with communities and see the Apprenticeship as a valuable route that can support this.
- The Apprenticeship Framework will benefit learners by offering a range of opportunities to progress in the sector, for example to higher level qualifications and degrees in community development.

The Apprenticeship Framework will benefit employers by encouraging interest in the sector from a potentially more diverse workforce, enabling employers to play a key role in the development of individuals; tailor their learning programmes to meet specific organisational needs, and ensure the right skills are available to support the changing work environment.

The apprenticeships will benefit learners by offering a range of opportunities to progress in community development work, whether as for example community or outreach workers or in community based settings for health or housing services using community development processes and approaches. It can also offer progression into a wide range of related roles and occupations as

well as to higher level qualifications.

### **Aims and objectives of this framework (Wales)**

The aim of the framework is to contribute to meeting the recruitment and development needs of the sector in Wales, to encourage more entrants and to provide a workforce development route for the community development sector, including those from minority groups.

The objectives of the framework are to:

- Ensure a skilled and qualified workforce including volunteers are equipped with the knowledge, skills and understanding as expressed in the National Occupational Standards used in the qualifications to meet the diverse and evolving needs of communities;
- Provide the basis for developing a wide range of transferable skills, as well as contribute towards addressing specific skills gaps in community development;
- Help bring about a more diverse workforce which reflects the community it serves, including the promotion of Welsh culture and use of the Welsh language;
- Encourage more entrants into the community development sector from all groups;
- Provide clear pathways for career progression within community development work and wider sectors of the UK economy once the apprenticeship has been completed;
- Contribute towards meeting the skills priorities in Wales;
- Provide an accessible and flexible learning programme to match the learning and work needs of a diverse workforce; Encourage a more diverse workforce which reflects the communities it serves.

# Entry conditions for this framework

Since the Foundation Apprenticeship and Apprenticeship may involve working with children/young people and/or vulnerable adults all new entrants should be prepared to undergo a check through the Disclosure and Barring Service (DBS). Centres must ensure that all statutory requirements concerning working with children/young people and/or vulnerable adults are complied with.

All new entrants to the Apprenticeship must be at least 16 years of age.

All new entrants to the Foundation Apprenticeship and Apprenticeship must be fully aware of the purpose of community development. It is therefore advisable for new entrants to seek careers advice and gather information about community development prior to their enrolment. It would also be advantageous for new entrants to have undertaken some form of voluntary work in a community setting such as fundraising, school bake sales, volunteering prior to enrolling on the programme; this is preferred but is not a prerequisite for the Foundation Apprenticeship nor the Apprenticeship.

There are no specific qualification requirements for entry onto the Foundation Apprenticeship or the Apprenticeship. However, an initial assessment of the learner's suitability for entry should be undertaken by an appropriately qualified person, prior to enrolment. This will:

- Determine the learner's potential to develop the appropriate numeracy, literacy and digital literacy skills to cope with the demands of the Foundation Apprenticeship and/or Apprenticeship framework;
- Ensure that they are:
  - o Motivated to succeed in completing the Foundation Apprenticeship and/or Apprenticeship;
  - o Willing to learn and apply what they have learnt in the workplace;
  - o Willing and able to communicate effectively with a range of people; and
  - o Committed to equality and diversity
- Encourage learners to be aware of the National Occupational Standards for community development (2015)
- Assess their potential to recognise and adhere to the values of community development and in particular:
  - o Recognise the importance of integrity in all personal and social interactions and respect the rights of young people within the United Nations Convention on the Rights of the Child (UNCRC);
  - o Commit to an ethos of continuous professional development (the professional worker as reflective practitioner), leading to improvement in professional practice; and
  - o Work collaboratively providing the context for community development practice and critical engagement in the development of that context.



# Level 2

Title for this framework at level 2

## Foundation Apprenticeship in Community Development

Pathways for the framework at level 2:

Pathway 1: Foundation Apprenticeship in Community Development

# Level 2, Pathway 1: Foundation Apprenticeship in Community Development

## Description of this pathway

Total minimum credit value for this pathway: **45** credits

- Combined qualification - 24 Credits
- Transferable skills - 18 Credits (Essential Skills Wales)
- Employee rights and responsibilities (ERR) - 3 credits

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

There are no additional requirements for the Foundation Apprenticeship other than the general entry conditions.

Job title(s)	Job role(s)
Community Development Support Worker	Roles may be undertaken in a variety of sectors including community development, housing, health, homelessness or play. The roles and activities of the worker will be similar in each case and usually be carried out under direction of a supervisor.
Community Development Officer. The term “engagement”, “participation”, “liaison”, or “involvement” may be included as part of the title	Officer roles may be undertaken in a variety of work sectors including community development, housing, health, homelessness or play and related to project based or ongoing services

# 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 2 Certificate in Community Development (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/6068/2	Agored Cymru	24	174	N/A

## Relationship between competence and knowledge qualifications

Apprentices are required to complete the above qualification as part of the Foundation Apprenticeship.

The qualification has been designed to offer great flexibility to the learner. To be awarded this qualification a learner must achieve a minimum of 24 credits, 15 of which are mandatory and 9 optional. Completion of the 24 credits from the mandatory and optional structure will achieve a minimum of 10 knowledge credits and 10 competence credits.

Competence and knowledge have been integrated within these qualifications and are assessed separately – they consider knowledge, skills and the practical application of those knowledge and skills by the learner. A summary of which units of the qualifications relate primarily to competence, which units relate primarily to knowledge, and which contain learning outcomes

that address both competence and knowledge is as follows.

### **Mandatory Units**

- L/503/4865– The purpose and process of community development (2 knowledge credits)
- R/503/4866 – Development of community groups (2 knowledge credits)
- Y/503/4867- Social inequality and the diversity within communities (2 knowledge credits)
- R/504/0635 - Work within community groups (3 competence credits)
- Y/504/0636 - Reflect on community development practice (3 competence credits)
- D/504/0637 - Identify community needs (2 competence and 1 knowledge credits)

### **Optional Units**

- H/504/0655 – Monitoring and evaluation (4 competence and 2 knowledge credits)
- T/504/0675 – Support community-based research (2 competence and 4 knowledge credits)
- A/504/0676 - Identify community resources (2 competence and 1 knowledge credits)
- H/504/0638 - Supporting community events (2 competence and 1 knowledge credits)
- K/504/0639 – Publicity for community groups (1 competence and 2 knowledge credits)
- D/504/0640 – Understand partnership working in communities (3 knowledge credits)
- H/504/0641 – Contribute to community partnership working (2 competence and 1 knowledge credits)
- K/504/0642 – Plan a community project (2 competence and 1 knowledge credits)
- M/504/0643 – Implement and review community projects (2 competence and 1 knowledge credits)
- T/504/0644 – Understanding and influencing local decision-making (1 knowledge and 2 competence credits)
- A/504/0645 – Support sustainable communities (3 competence and 3 knowledge credits)
- F/504/0646 – Support environmental action in communities (4 competence and 2 knowledge credits)
- J/504/0647 – Learning through community activities (2 competence and 1 knowledge credits)
- L/504/0648 – Support community campaigns (2 competence and 1 knowledge credits)
- R/504/0649 – Plan community campaigns (2 competence and 1 knowledge credits)

The Level 2 Certificate in Community Development contains mandatory and optional units. Assessors should offer guidance to Foundation Apprentices to ensure they select optional units that are most suitable for their role, needs and circumstances.

NOTE: This qualification is due for review on or before September 2016. The level of uptake of the qualifications will form part of the decision making process to review or withdraw these qualifications. All centres should contact Agored Cymru [bdteam@agored.cymru](mailto:bdteam@agored.cymru) directly re the status of these qualifications before recruiting Apprentices. |

# 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**

If YES, please state the grade/level required for **Digital Literacy (ICT)** and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

# Progression routes into and from this pathway

There are no formal entry requirements or pre-determined entry routes for the Foundation Apprenticeship. There is considerable flexibility for learners to progress into the Foundation Apprenticeship via a number of different routes, which may include any of the following:

- Any relevant previous work, training or volunteering in the community development sector;
- Recognition of the development of skills and knowledge against the Community Development National Occupational Standards;
- Academic qualifications;
- Vocational qualifications;
- Adult Skills Build and Pathways to Apprenticeships;
- Intermediate labour market programmes; and
- Jobs Growth Wales.

## Progression routes from the Foundation Apprenticeship

The Foundation Apprenticeship provides individuals with a sound knowledge base that can support them in undertaking further learning and development of their careers in community development and related areas, including vertical progression to more specialised training at level 3.

Specific progression opportunities include:

- Level 3 qualifications in Community Development (including the Level 3 Apprenticeship in Community Development) and:
- Level 3 qualifications in Advice and Guidance.

The Foundation Apprenticeship also fits within a framework that supports progression, via relevant level 3 qualifications, through to higher level courses and/or Higher Education opportunities, including professional degrees and postgraduate qualifications in community development.

In addition, the Foundation Apprenticeship provides opportunities to progress through a range of other occupational pathways, including lateral progression to other level 2 qualifications in areas such as health and housing.

## 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

An ERR workbook has been developed to enable Foundation Apprentices to record evidence of ERR against each of the nine national required outcomes. Foundation Apprentices should complete the ERR workbook as part of their induction and throughout the programme under the supervision and guidance of their assessor/manager. A copy of the workbook can be downloaded from Agored Cymru [www.agored.cymru](http://www.agored.cymru) or ETS Wales [www.etswales.org.uk](http://www.etswales.org.uk)

The following guidelines for achievement of ERR should be observed:

Assessment of ERR, using the workbook, should be designed to be manageable for both Foundation Apprentices and training providers

- The induction process will be an important way of meeting some of the ERR requirements and for planning how other requirements can be met during the programme
- Formative assessment of ERR may be used to provide feedback on a Foundation Apprentice's performance during the programme; and
- Summative assessment must be used to determine overall achievement of ERR.

Once the workbook has been completed, the declaration from the workbook must be signed and dated by the Foundation Apprentice and their employer to confirm that all nine outcomes have been successfully achieved.

ERR may be assessed through the following Award which has 24 GLH and is worth 3 credits:

- 600/7776/1 Agored Cymru Level 2 Award in Employment Rights and Responsibilities (QCF).

Additionally, ERR may be assessed through the following unit which has 24 GLH and is worth 3 credits:

- R/602/2954 Understand employment responsibilities and rights in health, social care or children and young people's settings

Foundation Apprentices will need to achieve either the ERR unit or the workbook in order to qualify for their apprenticeship completion certificate.

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# Level 3

Title for this framework at level 3

## Apprenticeship in Community Development

Pathways for the framework at level 3:

Pathway 1: Apprenticeship in Community Development

# Level 3, Pathway 1: Apprenticeship in Community Development

## Description of this pathway

Apprenticeship in Community Development: **48** credits

- Combined Qualification - 27 Credits
- Transferable Skills - 18 Credits (Essential Skills Wales)
- Employee rights and responsibilities (ERR) - 3 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)
Community Development Worker	Community development roles may be undertaken in a variety of work sectors including community development, housing, health, homelessness or play. The roles and activities of the Community Development Worker will be similar in each case.
Community Development Coordinator. The job title may include the titles of specific themes falling within the individual's responsibility.	Coordinator roles may be undertaken in a variety of work sectors including community development, housing, health, homelessness or play and be related to project based or ongoing services.
Community Development Manager. The title may include the term "cluster" or be reflective of the range of areas the individual manages.	Manager roles may be undertaken within a variety of work sectors including community development, housing, health, homelessness or play; they may take place across a range of related services; and may be related to project based or ongoing services.

# 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 Certificate in Community Development (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/6007/4	Agored Cymru	27	150-171	N/A

## Relationship between competence and knowledge qualifications

Apprentices are required to complete the above qualification as part of the Apprenticeship.

Competence and knowledge have been integrated within this qualification and are assessed separately – assessing the knowledge, skills and practical application of those knowledge and skills by the learner. The learner must achieve 27 credits to be awarded the qualification. 18 credits must come from the mandatory units and 9 credits from the optional units. By completion of the mandatory and optional units to achieve 27 credits, candidates will complete a minimum of 10 knowledge credits and 10 competence credits.

Candidates who have already achieved competence and/or knowledge qualifications before entry to the Apprenticeship must select options which will equip them with new skills and learning

A summary of which units of the qualifications relate primarily to competence, which units relate primarily to knowledge, and which contain learning outcomes that address both competence and knowledge is as follows:

### **Mandatory units**

- D/503/4868 - Community development values and process (3 knowledge credits)
- D/503/4871 - Social inequality, injustice and diversity in communities (3 knowledge credits)
- Y/503/4870 - Community group dynamics (3 knowledge credits)
- J/504/0650 - Community group development (3 competence credits)
- R/504/0652 - Reflective community development practice (3 competence credits)
- Y/504/0653 - Determine community needs (2 competence and 1 knowledge credits)
- D/504/0654 - Monitoring and evaluation (4 competence and 2 knowledge credits)
- M/504/0657 - Conduct community-led research (2 competence and 4 knowledge credits)
- T/504/0658 - Develop community resources (4 competence and 2 knowledge credits)
- A/504/0659 - Organising community events (4 competence and 2 knowledge credits)
- M/504/0660 - Support community representation (2 competence and 4 knowledge credits)
- F/604/0677 - Publicity and marketing for community organisations (3 competence and 3 knowledge credits)
- T/504/0661 - Understand partnership working in communities (3 knowledge credits)
- A/504/0662 - Develop and maintain community partnerships (2 competence and 1 knowledge credits)
- J/504/0664 - Planning of community projects (2 competence and 1 knowledge credits)
- L/504/0665 - Implement and review community projects (3 competence credits)
- L/504/0634 - Understanding and influencing local decision-making (3 competence and 6 knowledge credits)
- Y/504/0667 - Develop sustainable communities (3 competence and 3 knowledge credits)
- Y/504/0670 - Engage communities in environmental action (4 competence and 2 knowledge credits)
- D/504/0671 - Support community development learning (2 competence and 1 knowledge credits)
- H/504/0672 - Plan community campaigns (2 competence and 1 knowledge credits)
- K/504/0673 - Implement and review community campaigns (2 competence and 1 knowledge credits)
- M/504/0674 - Developing formal voluntary or community organisations (6 competence and 3 knowledge credits)

The Level 3 Certificate in Community Development (QCF) contains mandatory and optional units. Assessors should offer guidance to apprentices to ensure they select optional units that are most suitable for their role, needs and circumstances. Competence and knowledge have been integrated within this qualification but must be assessed separately.

NOTE: This qualification is due for review on or before September 2016. The level of uptake of the qualifications will form part of the decision making process to review or withdraw these

qualifications. All centres should contact Agored Cymru [bdteam@agored.cymru](mailto:bdteam@agored.cymru) directly re the status of these qualifications before recruiting Apprentices.



# 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**

If YES, please state the grade/level required for **Digital Literacy (ICT)** and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

# Progression routes into and from this pathway

There are no formal entry requirements or pre-determined entry routes for the Apprenticeship. However, it is expected that all learners enrolling onto the Apprenticeship will have some previous experience of community development, which may have been gained through voluntary work or other employment settings, including the Foundation Apprenticeship in Community Development (at level 2). This experience may or may not be combined with evidence of achievement in:

- Academic qualifications;
- Recognition of the development of skills and knowledge against the Community Development National Occupational Standards;
- Vocational qualifications;
- Adult Skills Build and Pathways to Apprenticeships; and
- Intermediate labour market programmes.

## Progression routes from the Apprenticeship

The Apprenticeship provides individuals with a sound knowledge base that can support them in undertaking further learning and development of their careers in Community Development and related areas.

Whilst there are currently no level 4 qualifications in Community Development, the Apprenticeship does offer progression to a range of higher level qualifications in this and other sectors, including Level 4 qualifications, Higher Apprenticeships, Foundation degrees and professional degrees.

The Apprenticeship also fits within a framework that supports progression through to higher level courses and/or Higher Education opportunities, including professional degrees and postgraduate qualifications in community development.

In addition, the Apprenticeship provides opportunities to progress through a range of other occupational pathways, including lateral progression to other level 3 qualifications.

## 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

An ERR workbook to enable apprentices to record evidence of ERR against each of the nine national required outcomes. Apprentices should complete the ERR workbook as part of their induction and throughout the programme under the supervision and guidance of their assessor/manager. A copy of the workbook can be downloaded from Agored Cymru [www.agored.cymru](http://www.agored.cymru) or ETS Wales [www.etswales.org.uk](http://www.etswales.org.uk)

The following guidelines for achievement of ERR should be observed:

Assessment of ERR, using the workbook, should be designed to be manageable for both apprentices and training providers

- The induction process will be an important way of meeting some of the ERR requirements and for planning how other requirements can be met during the programme
- Formative assessment of ERR may be used to provide feedback on an apprentice's performance during the programme; and
- Summative assessment must be used to determine overall achievement of ERR.

Once the workbook has been completed, the declaration from the workbook must be signed and dated by the Apprentice and their employer to confirm that all nine outcomes have been successfully achieved.

ERR may be assessed through the following Award which has 24 GLH and is worth 3 credits:

- 600/7776/1 Agored Cymru Level 2 Award in Employment Rights and Responsibilities (QCF).

Additionally, ERR may be assessed through the following unit which has 24 GLH and is worth 3 credits:

- R/602/2954 Understand employment responsibilities and rights in health, social care or children and young people's settings

... Community Development (Wales)  
..... level 3  
..... Pathway 1

Apprentices will need to achieve either the ERR unit or the workbook in order to qualify for their apprenticeship completion certificate

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

# How equality and diversity will be met

Community Development values and celebrates the contributions made by different individuals, groups and communities and is committed to their support and promotion. Education and training for community development is committed to eliminating discrimination, to advancing equality of opportunity for all involved and to fostering good relations between diverse groups. Effective community development can play a part to redress disadvantage and discrimination within local communities and promote community development as a career of choice.

Apprenticeships are seen as a vital route to encourage greater a diversity of individuals into the sector and so the framework has been designed to support this:

- Entry conditions to the framework have been made flexible
- Mentoring has been included to offer additional support and increase retention of apprentices; and
- Equality and diversity training is an integral part of the apprentices' learning programme in relation to ERR.

Where lack of literacy and numeracy qualification are identified as a barrier to employment, support through the apprenticeship training model to secure qualifications can be used to remove this barrier.

The National Occupational Standards (NOS) and qualifications on which this framework is based were developed with the sector to ensure access for as wide a range of learners as possible.

The principles of equality and diversity relate to all those systems that have the potential to discriminate against apprentices at any point during the programme – from recruitment and selection and induction, through to successful completion.

Training providers and employers **MUST** comply with relevant legislation, such as the Equality Act 2010 (including the new Public Sector Equality Duties) to ensure that applicants are not discriminated against in terms of entry to, and promotion within, the sector, using the 9 protected characteristics of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

There is a need to provide flexible access routes to the community development sector as part of a coherent route for community development practitioner development opportunities. A key priority will be to use the framework to help promote community development as a career option to diverse groups that may have traditionally not been attracted to this area of work, and to encourage participation from a wider range of learner groups. Flexible entry conditions will also help to attract applicants from under-represented groups, therefore opening up the potential of a more diverse workforce.

The principles of equality and diversity relate to all those systems and procedures, which have the potential to discriminate against apprentices at any point during the programme – from recruitment, selection, and induction, through to successful completion and assessment. It is expected that all partners involved in the delivery of the Apprenticeship – providers, assessment centres and employers:

- will promote and support equality and diversity and have an equality and diversity policy or mission statement in place;
- will have an open recruitment process which is available to all applicants, regardless of age, disability, race or ethnic origin, gender or gender identity, religion or belief and sexual orientation;
- must be able to demonstrate that there are no discriminatory practices in place regarding selection and employment.

# On and off the job training

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

Off the job training is defined as time away from normal work duties. This may include any activity where an Apprentice receives any form of instruction whether by direct or indirect study, tuition assessment or progress reviews.

-For the Foundation Apprenticeship, the amount of off-the-job training is 255 learning hours (LH) out of a total of 416 LH

-For the Apprenticeship, the amount of off-the-job training is 264 LH out of a total of 416 LH.

On-the-job training is defined as skills, knowledge and competence gained within normal work duties.

-For the Foundation Apprenticeship, the amount of on-the-job training should be 161 LH out of a total of 416 LH

-For the Apprenticeship, the amount of on-the-job training is 152 LH out of a total of 416 LH.

Training hours should be delivered during contracted working hours under an Apprenticeship Agreement, or during a qualifying period of up to 5 years ending on the date of application for a certificate (5 years is recommended, but a shorter/longer timescale can be set); Where job roles are part time, the timescales for framework achievement will be extended so that the correct number of on and off the job training hours are achieved.

On and off the job training hours:

- must be planned, reviewed and evaluated jointly between the apprentice and tutor, teacher, mentor or manager;
- must allow training support via a tutor, teacher, mentor or manager;
- are delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring; feedback and assessment; collaborative/networked learning with peers; guided study

## Off-the-job training

### Foundation Apprenticeship

- A minimum of 416 LH must be completed to complete the apprenticeship
- The total off-the-job LH is at least 255.

The 255 LH off-the-job consists of:

- Level 2 Certificate in Community Development (QCF) (31 LH)
- Level 1 Essential Communication Skills (knowledge component) (60 LH)



- Level 1 Essential Application of Number Skills (knowledge component) (60 LH)
- Level 1 Essential Digital Literacy Skills (knowledge component) (60 LH)
- Completion of the ERR workbook and/or Unit (24 LH)
- In-company training, e.g. health and safety (10 LH)
- Mentoring, support and coaching throughout the programme (10 LH)

Note: the 31 LH off-the-job LH associated with the Level 2 qualifications were identified through a mapping exercise carried out as part of the qualification development process.

## **Apprenticeship**

- A minimum of 416 LH must be completed to complete the apprenticeship.
- The total off-the-job LH is at least 264

### Apprenticeship

The 264 off-the-job learning hours consists of:

- Level 3 Certificate in Community Development (knowledge component) (132 LH)
- Level 2 Essential Communication Skills in (knowledge component) (60 LH)
- Level 2 Essential Application of Number Skills (knowledge component) (60 LH)
- Level 2 Essential Digital Literacy Skills (knowledge component) (60 LH)
- Completion of the ERR workbook and/or Unit (24 LH)
- In-company training, e.g. health and safety (10 LH)
- Mentoring, support and coaching throughout the programme (10 LH)

Training hours delivered under an apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice. The amount of off the job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of hours for this framework can be verified for apprenticeship certification.

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

### **Previous attainment**

Where a learner enters an apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievements within the QCF, or through recording of exemptions for certificated learning outside the QCF. For apprentices who have already achieved the relevant qualifications, they must have been certificated within 3 years of applying for the Foundation Apprenticeship Certificate.

### **Previous experience**

Where a learner enters an apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised. To count towards apprenticeship certification, previous experience must be recorded using QCF Recognition of Prior Learning (RPL) procedures and the hours recorded may then count towards the off the job hours required to complete the apprenticeship.

For apprentices with prior uncertificated learning experience, the off the job learning must have been acquired within 3 years preceding the date of application for the Foundation Apprenticeship certificate.

## Planning and delivery

Off the job training needs to:

- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- Allow access as and when required either to a tutor, teacher, mentor or manager;
- Be delivered during contracted working hours;
- Be delivered through one or more of the following methods: individual and group teaching; e-learning; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study; and induction.

We would expect the training to be recorded in the company's training records and logs, although we would not need to see these. Signed confirmation stating that the hours have been completed may need to be declared in line with ACW certification requirements which can be checked via <https://acwcerts.co.uk/web/>

## On-the-job training

### Foundation Apprenticeship

- A minimum of 416 LH must be completed to achieve the apprenticeship
- The total on-the-job hours is at least 161 LH
- The average of this apprenticeship is 14 months.

### Apprenticeship

- A minimum of 416 LH must be completed to achieve the apprenticeship
- The total on-the-job hours is at least 152 LH when taking the Level 3 Certificate in Community Development (QCF).
- The average of this apprenticeship is 16 months

### Foundation Apprenticeship

The 161 on the job hours consists of:

- Level 2 Certificate in Community Development (QCF) (competence component) (141 LH)
- Induction and in-company training (competence component) (10 LH)
- Mentoring (10 LH)

### Apprenticeship

The 152 on the job training hours consist of:

- Level 3 Certificate in Community Development (QCF) (competence component) (132 LH)
- Induction and in-company training (competence component) (10 LH)
- Mentoring (10 LH)

These hours may vary depending on the previous experience and attainment of the apprentice.

Where a learner enters an apprenticeship agreement having previously attained or acquired the appropriate competences or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or RPL procedures (as for off the job above). The amount of on the job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, providing the total number of on the job hours for this framework can be verified for apprenticeship certification.

Apprentices who commence training under a new apprenticeship agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim 50% or more hours towards the on-the-job framework total through prior learning acquired from previous full time education, employment or other vocational programmes, then the apprentice's learning programme should include 'customisation'.

Training providers are encouraged to identify additional on the job training programmes that help to customise previous learning to the new workplace. Customisation programmes may include selecting appropriate additional unit(s) from QCF qualifications or relevant units recognised as Quality Assured Lifelong Learning (QALL) through a CQFW recognised body, follow Essential Skills Wales at a higher level than that specified in the framework, or include other competency based qualifications/units relevant to the workplace.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within the 3 years preceding the date of application for the apprenticeship completion certificate.

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

Job roles within Community Development require a thorough level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience. Evidence of this must be formally recorded, either in a diary, workbook or portfolio, or be verified by attendance records. The evidence needs to be checked and signed by the assessor and employer

#### Provision of evidence

There is considerable flexibility for apprentices to include different types of evidence within their diary, log book or portfolio. The following are examples of the type of evidence that can be included:

- Certificates of learning records
- Evidence of attendance at training courses/meetings/workshops etc
- Evidence of work and learning undertaken (such as photos, DVDs, direct quotes from service users)
- Witness statements and supervision records (including fieldwork supervision)
- Records of practical assessments/observation
- Personal and reflective statement

- Case studies, tasks or assignments
- Work products
- Documentary evidence of private study
- Evaluation reports
- Community research.

We would expect the training to be recorded in the company's training records and logs, although we would not need to see these. Signed confirmation that the hours have been completed may need to be declared in line with ACW certification requirements which can be checked via <https://acwcerts.co.uk/web/>

#### Certification

Successful apprentices will receive an apprenticeship completion certificate. This is separate from and in addition to those certificates awarded for the achievement of the individual components of the framework.

Providers are responsible for claiming the apprenticeship completion certificate through Apprenticeship Certificates Wales (ACW) <https://acwcerts.co.uk> and for providing evidence of completion of the mandatory outcomes.

All requests for completion certificates will be subject to quality assurance checks. Prior to applying for an apprenticeship completion certificate, the sufficiency, validity and reliability of all evidence must be checked and signed off by the employer and provider. The evidence, which must include records of hours, must then be submitted electronically through ACW. An apprenticeship completion certificate will be issued on receipt of evidence to show that all of the components have been successfully achieved. Providers will then be responsible for ensuring that the apprentices receive the completion certificate.

An apprenticeship completion certificate will only be issued where it is clear that these requirements (or alternative completion conditions) have been met and the evidence relating to this is both clear and unambiguous.

# 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

Although not a mandatory requirement for the Foundation or Apprenticeship, learners should be encouraged to achieve the Wider Key Skill "Improving own learning and performance" as part of their apprenticeship programme as these skills are intrinsic to community development and transferable to a wide range of different job roles.

Where adopted, assessment of the Wider Key Skills should be designed to be manageable for both apprentices and training providers, with sufficient planning of opportunities identified during induction and at each subsequent stage of the programme.

Assessors should adopt a holistic approach to assessment of the Wider Key Skills, taking account of the evidence that will be generated for the Level 2 Certificate and Level 3 Certificate in Community Development. It may therefore be helpful to map the Wider Key Skills to the Level 2 Certificate and Level 3 Certificate in Community Development to show where opportunities for generating evidence of Wider Key Skills are most likely to occur.

Improving own learning and performance at the levels indicated are an optional requirement for these apprenticeship frameworks:

**Foundation Apprenticeship** - Improving own learning and performance at Level 1  
**Apprenticeship** - Improving own learning and performance at Level 2

## Working with others

Although not a mandatory requirement for the Foundation or Apprenticeship, learners should be encouraged to achieve the Wider Key Skill "Working with others" as part of their apprenticeship programme as these skills are intrinsic to community development and transferable to a wide range of different job roles.

Where adopted, assessment of the Wider Key Skills should be designed to be manageable for both apprentices and training providers, with sufficient planning of

opportunities identified during induction and at each subsequent stage of the programme.

Assessors should adopt a holistic approach to assessment of the Wider Key Skills, taking account of the evidence that will be generated for the Level 2 Certificate and Level 3 Certificate in Community Development. It may therefore be helpful to map the Wider Key Skills to the Level 2 Certificate and Level 3 Certificate in Community Development to show where opportunities for generating evidence of Wider Key Skills are most likely to occur.

Working with others at the levels indicated are an optional requirement for these apprenticeship frameworks:

**Foundation Apprenticeship** - Working with others at Level 1

**Apprenticeship** - Working with others at Level 2 |

## **Problem solving**

Although not a mandatory requirement for the Foundation or Apprenticeship, learners should be encouraged to achieve the Wider Key Skill "Problem solving" as part of their apprenticeship programme as these skills are intrinsic to community development and transferable to a wide range of different job roles.

Where adopted, assessment of the Wider Key Skills should be designed to be manageable for both apprentices and training providers, with sufficient planning of opportunities identified during induction and at each subsequent stage of the programme.

Assessors should adopt a holistic approach to assessment of the Wider Key Skills, taking account of the evidence that will be generated for the Level 2 Certificate and Level 3 Certificate in Community Development. It may therefore be helpful to map the Wider Key Skills to the Level 2 Certificate and Level 3 Certificate in Community Development to show where opportunities for generating evidence of Wider Key Skills are most likely to occur.

Problem solving at the levels indicated are an optional requirement for these apprenticeship frameworks:

**Foundation Apprenticeship** - Problem solving at Level 1

**Apprenticeship** - Problem solving at Level 2 |

# apprenticeship FRAMEWORK

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