

apprenticeship FRAMEWORK

Learning Support

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

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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: 4	This framework includes:
Framework ID: FR04214	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: 31/12/2019	This framework is for use in: Wales

Short description

The Apprenticeship is relevant to Learning Support practitioners who work in a range of learning contexts, including general and specialist learning support roles relating to disabled learners, deaf learners and learners who need help with literacy, language and numeracy. It will support the professionalism of the learning support workforce and enable wider recognition of the valuable role that Learning Support practitioners bring to supporting the diverse range of learner requirements in further education, skills and lifelong learning contexts. It will also enable progression within the learning support workforce, to more senior roles, and to higher level training and qualifications.

Contact information

Proposer of this framework

LSIS has proposed and developed this Framework with the full support and involvement of employers, Learning Support practitioners and other key stakeholders that represent the interests of the learning support workforce.

Developer of this framework

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Issued by: Learning and Skills Improvement Service

Issuer contact name: Contact Name

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Contact Details

Who is making this revision |Name|

Your organisation |Learning and Skills Improvement Service|

Your email address: |lsisia@skillsforjustice.com|

Revising a framework

Why this framework is being revised

|To remove qualifications that no longer available in Wales. With qualifications no longer available
Pathway 2 and 3 are also no longer available|

Summary of changes made to this framework

|To remove expired and invalid qualifications which removes pathways 2 and 3|

Qualifications removed

|600/7985/X City & Guilds Level 3 Certificate in Supporting Literacy, Language and Numeracy
Learning|

600/7907/1 City & Guilds Level 3 Certificate in Supporting Disabled Learners

600/7993/9 City & Guilds Level 3 Certificate in Communication Support for Deaf Learners
|

Qualifications added

|N/A|

Qualifications that have been extended

|N/A|

Purpose of this framework

Summary of the purpose of the framework

Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with essential skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs. On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

Learning Support

The contribution that Learning Support practitioners make to learner achievement is being increasingly recognised and valued by employers. This Apprenticeship framework has therefore been designed as a high quality, nationally recognised training programme that offers a route of entry to learning support occupations in Wales, and to encourage continuing professional development.

The Framework, which is underpinned by the National Occupational Standards for Learning Support Staff, is relevant to practitioners who support a diverse range of learner requirements in further education, skills and lifelong learning contexts. This includes general learning support roles, as well as more specialist roles that support disabled learners, deaf learners and learners who need support with literacy, language and numeracy.

Working under the direction of a person leading the learning, Learning Support practitioners contribute to the provision of learning opportunities that promote the achievement and progression of learners by:

- Providing learning support for individuals and/or groups
- Working with others to provide learning support
- Promoting learner independence and self-determination
- Promoting inclusion and participation.

The Framework will support the professionalism of the learning support workforce and enable wider recognition of the skills and knowledge that Learning Support practitioners bring to teaching and learning, especially in engaging, supporting and enabling learners.

The Framework will benefit apprentices by offering opportunities for them to progress within learning support. It can also offer progression into a wider range of related roles and occupations, as well as to higher level qualifications.

The Framework will benefit employers by supporting them to recruit a more diverse workforce. It will also enable employers to play a key role in the development of individuals, tailoring their learning programmes to meet specific organisational needs, and ensuring the right skills are available to support the changing work environment.

Pathways within the Framework have been developed to meet the needs of different practitioners that undertake either a general learning support role, or a learning support role that focuses on learners with particular needs. The pathways are as follows:

- Supporting Learning (general pathway)
- Supporting Literacy, Language and Numeracy Learning
- Supporting Disabled Learners
- Communication Support for Deaf Learners.

Apprentices will select and complete the pathway that is most relevant to the role they undertake.

Aims and objectives of this framework (Wales)

The aim of the Framework is to contribute towards meeting the skills priorities of employers by providing individuals with the knowledge and professional competences they need to work effectively to support learning.

The objectives of the Framework are to:

- Ensure a highly skilled and qualified workforce that is equipped with the knowledge, skills and understanding to meet the diverse and evolving needs of learners
- Provide a framework for the development of a wide range of transferable skills, as well as addressing specific skills gaps in the learning support workforce
- Ensure professional standards are upheld to provide equity in professional standing in the learning support workforce, especially when working with the teaching team and other professionals
- Provide an accessible and flexible learning programme to match the learning and work needs of a diverse workforce
- Provide clear pathways for career progression within learning support and into a wider range of related roles and occupation
- Contribute towards meeting wider skills priorities for Wales
- Encourage a more diverse workforce which reflects the community it serves, by encouraging more entrants into the learning support workforce from under-represented groups, including under-represented minority groups

Help to promote Welsh culture and the use of the Welsh language, as appropriate, in providing learning support.

Entry conditions for this framework

To encourage diversity in the workforce there are no formal entry conditions for this framework. However, an initial assessment of each learner's suitability for entry to the Framework should be undertaken prior to their enrolment. This should aim to:

- Determine and select the most appropriate pathway within the Framework, which aligns to their learning support role and career aspirations
- Ensure they have any particular entry requirements that have been specified for each of the pathways
- Ensure they have appropriate communication, numeracy and ICT skills (to at least level 1) and the potential to develop and improve these skills as part of the Apprenticeship programme, taking into consideration any specific entry requirements for their chosen pathway
- Identifying any other relevant prior learning and experience that should be considered in order to tailor apprentices' Individual Learning Plans – for instance, apprentices who have already achieved relevant qualifications or units before entry to the Apprenticeship should be encouraged to select options that will equip them with new skills and learning
- Establish whether they have the appropriate level of maturity and the personal attributes and values that are conducive to learning support work, particularly in regard to safeguarding learners and observing boundaries and professional working practices
- Ensure that they are:
 - Motivated to succeed in completing the Apprenticeship
 - Willing to learn and apply what they have learnt in the workplace
 - Committed to continuing professional development
 - Willing and able to communicate effectively with a range of people
 - Committed to equality and diversity.

If the Apprenticeship involves Regulated Activity new entrants will be required to undergo a Criminal Records Bureau (CRB) check.

Level 3

Title for this framework at level 3

Learning Support

Pathways for the framework at level 3:

Pathway 1: Supporting Learning

Pathway 2: Supporting Literacy, Language and Numeracy Learning - NO LONGER AVAILABLE TO NEW STARTS FROM 31/10/2017

Pathway 3: Supporting Disabled Learners NO LONGER AVAILABLE TO NEW STARTS FROM 31/10/2017

Pathway 4: Communication Support for Deaf Learners

Level 3, Pathway 1: Supporting Learning

Description of this pathway

For practitioners working with learners who have a range of learning needs - minimum of 48 credits which is made up as follows:

- Combined competence/knowledge qualification - 30 credits
- Level 2 Essential Skills in Communication - 6 credits
- Level 2 Essential Skills in Application of Number - 6 credits
- Level 2 Essential Skills in Information and Communication Technology - 6 credits

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

Apprentices are required to be practising in a learning support role.

Job title(s)	Job role(s)
Learning Support Practitioner (General)	Working under guidance and within an agreed system of supervision, contribute to the provision of learning opportunities that promote and enable the achievement and progression of learners with different needs and/or in different settings.

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 Supporting Learning					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/7977/0	City & Guilds	30	150	N/A

Relationship between competence and knowledge qualifications

To achieve the Level 3 Certificate in Supporting Learning (B1) apprentices must achieve 6 credits from Group A, 18 credits from Group B and 6 credits from Group C, giving a total of 30 credits. At least 18 credits must be at level 3 or above.

Split between knowledge and competence

Competence and knowledge is combined within the units of the Level 3 Certificate in Supporting Learning. Credits for competence, or knowledge have been apportioned for each unit, depending on the proportion of competence and knowledge learning outcomes they contain. Based on this apportionment, achievement of the mandatory units will provide 10 competence credits and 14 knowledge credits, thereby meeting the minimum requirements for an Apprenticeship.

The apportionment of competence and knowledge within the mandatory units is calculated as follows:

- Preparing to Support Learning (level 2) (R/504/0067), OR Preparing to Support Learning (level 3) (L/504/0066) - 2 competence credits and 4 knowledge credits
- Learning Support in Lifelong Learning Contexts (K/504/0110) - 4 competence credits and 2 knowledge credits
- Principles of Learning Support (R/504/0120) - 0 competence credits and 6 knowledge credits
- Supporting Learning (D/504/0072) - 4 competence credits and 2 knowledge credits.

The remainder of competence and knowledge credits are achieved by completing the appropriate number and combination of optional units.

Competence and knowledge must be assessed separately.

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

Progression routes into this pathway

There is considerable flexibility for learners to progress into this pathway via a number of different routes, which may include any of the following:

- Any relevant previous work, training or volunteering in learning support
- Academic qualifications (e.g. GCSEs, A levels, Welsh Baccalaureate)
- Foundation learning programmes
- Pathways to Apprenticeships programmes
- Vocational qualifications (e.g. Level 2 Award in Preparing to Support Learning; Level 2 Award in Learning Support; Level 2 Award in Literacy, Language, Numeracy and ICT Awareness; Level 2 Award in Supporting Adults and Young People with Essential Skills; and Level 3 Certificate in Health and Social Care)
- Foundation Apprenticeships, such as Supporting Teaching and Learning
- Unemployment and returners to work with previous relevant experience
- From roles in related areas, e.g. Teaching Assistants in schools, social care, health services, teaching and other employment which provides the appropriate transferable skills.

Progression routes from this pathway

This pathway provides individuals with a sound knowledge base that can support them in undertaking further learning and development of their careers in learning support, including vertical progression to more specialised training at level 4. Specific progression opportunities include:

Jobs in the following areas:

- Learning Support Practitioner
- Senior Learning Support Practitioner
- More specialist learning support roles
- Learning Coach
- First line management (dependent on experience).

Further training and qualifications, including:

- Other specialist learning support qualifications

- Higher level qualifications in learning coaching, job coaching and mentoring
- Level 4 qualifications in learning and development
- Level 3 and 4 qualifications in advice and guidance
- Level 5 teaching qualifications
- Foundation Degrees in learning support/inclusive learning
- Other relevant HE courses
- Level 3 and 4 management/first line management 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

The nine required national outcomes for ERR are, that an apprentice:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health and Safety legislation, together with the responsibilities and duties of employers
2. Knows and understands the procedures and documentation in their organisation, which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. Understands the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill, trade or

occupation, and their main roles and responsibilities

7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. Recognises and forms a view on issues of public concern that affect their organisation and industry.

The Learning and Skills Improvement Service (LSIS) has developed an Induction (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.

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
- Summative assessment must be used to determine overall achievement of ERR.

Once the workbook has been completed the declaration on page 41 of the workbook must be signed and dated by the apprentice and their employer to confirm that all nine outcomes have been successfully achieved.

Level 3, Pathway 2: Supporting Literacy, Language and Numeracy Learning - NO LONGER AVAILABLE TO NEW STARTS FROM 31/10/2017

Description of this pathway

N/A

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

N/A

Job title(s)	Job role(s)
N/A	N/A

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

N/A

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** ☐

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** ☐

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** ☐

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

N/A

UCAS points for this pathway:

N/A

Employee rights and responsibilities

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

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

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

Delivery and assessment

Framework Developer to complete with relevant info

Level 3, Pathway 3: Supporting Disabled Learners NO LONGER AVAILABLE TO NEW STARTS FROM 31/10/2017

Description of this pathway

N/A

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

N/A

Job title(s)	Job role(s)
N/A	N/A

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

N/A

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** ☐

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** ☐

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** ☐

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

N/A

UCAS points for this pathway:

N/A

Employee rights and responsibilities

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

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

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

Delivery and assessment

Framework Developer to complete with relevant info

Level 3, Pathway 4: Communication Support for Deaf Learners

Description of this pathway

For practitioners providing communication support for deaf learners – minimum 54 credits which is made up as follows:

- Combined competence/knowledge qualification - 36 credits
- Level 2 Essential Skills in Communication - 6 credits
- Level 2 Essential Skills in Application of Number - 6 credits
- Level 2 Essential Skills in Information and Communication Technology - 6 credits

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

Apprentices are required to be at least 19 years of age and be practising in a learning support role with deaf learners.

Apprentices are also required to evidence a minimum of level 2 skills in British Sign Language (BSL) and level 2 skills in English. Apprentices who do not have level 3 BSL are strongly recommended to achieve this as part of their Apprenticeship programme, or shortly after.

Job title(s)	Job role(s)
Learning Support Practitioner (Communication for Deaf Learners)	Working under guidance and within an agreed system of supervision, contribute to the provision of learning opportunities that promote and enable the achievement and progression of deaf learners.

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 Communication Support for Deaf Learners x.					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/6485/4	Signature	36	190	N/A

Relationship between competence and knowledge qualifications

To achieve the Level 3 Certificate in Communication Support for Deaf Learners (B1) apprentices must achieve 24 credits from Group M1 and 12 credits from Group M2, giving a total of 36 credits.

Split between knowledge and competence

Competence and knowledge is combined within the units of the Level 3 Communication Support for Deaf Learners. Credits for competence, or knowledge have been apportioned for each unit, depending on the proportion of competence and knowledge learning outcomes they contain. Based on this apportionment, achievement of the mandatory units will provide 13 competence credits and 23 knowledge credits, thereby meeting the minimum requirements for

an Apprenticeship.

The apportionment of competence and knowledge within the mandatory units is calculated as follows:

- Preparing to Support Learning (L/504/0066) - 2 competence credits and 4 knowledge credits
- Learning Support in Lifelong Learning Contexts: Communication Support for Deaf Learners (H/504/2986) - 4 competence credits and 2 knowledge credits
- Principles of Learning Support: Communication Support for Deaf Learners (K/504/2987) - 0 competence credits and 6 knowledge credits
- Supporting Learning: Communication Support for Deaf Learners (M/504/2988) - 4 competence credits and 2 knowledge credits
- Supporting Bi-Lingual Access (Y/601/9361) - 0 competence credits and 3 knowledge credits
- Clear Speech and Note-taking (D/601/9362) - 0 competence credits and 3 knowledge credits
- Access English for Deaf and Deafblind People (H/601/9363) - 0 competence credits and 3 knowledge credits
- Reflective Journal (K/601/9364) - 3 competence credits and 0 knowledge credits.

Competence and knowledge must be assessed separately.

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

Progression routes into this pathway

There is considerable flexibility for learners to progress into this pathway via a number of different routes, which may include any of the following:

- Any relevant previous work, training or volunteering in learning support
- Academic qualifications (e.g. GCSEs, A levels, Welsh Baccalaureate)
- Foundation learning programmes
- Pathways to Apprenticeships programmes
- Vocational qualifications (e.g. Level 2 Award in Preparing to Support Learning; Level 2 Award in Learning Support; Level 2 Award in Literacy, Language, Numeracy and ICT Awareness; Level 2 Award in Supporting Adults and Young People with Essential Skills; and Level 3 Certificate in Health and Social Care)
- Foundation Apprenticeships, such as Supporting Teaching and Learning
- Unemployment and returners to work with previous relevant experience
- From roles in related areas, e.g. Teaching Assistants in schools, social care, health services, teaching and other employment which provides the appropriate transferable skills.

Progression routes from this pathway

This pathway provides individuals with a sound knowledge base that can support them in undertaking further learning and development of their careers in learning support, including vertical progression to more specialised training at level 4. Specific progression opportunities include:

Jobs in the following areas:

- Learning Support Practitioner
- Senior Learning Support Practitioner
- Educational Interpreter
- Other specialist learning support roles
- Learning Coach
- First line management (dependent on experience)

Further training and qualifications, including:

... Learning Support - Non Statutory (Wales)
..... level 3
..... Pathway 4

- Other specialist learning support qualifications
- Higher level qualifications in learning coaching, job coaching and mentoring
- Level 4 qualifications in learning and development
- Level 3 and 4 qualifications in advice and guidance
- Level 5 teaching qualifications
- Foundation Degrees in learning support/inclusive learning
- Other relevant HE courses
- Level 3 and 4 management/first line management 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

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships and so must be assessed and clearly evidenced.

The nine required national outcomes for ERR are, that an apprentice:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under Employment law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health and Safety legislation, together with the responsibilities and duties of employers
2. Knows and understands the procedures and documentation in their organisation, which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. Understands the role played by their occupation within their organisation and industry;
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. Recognises and forms a view on issues of public concern that affect their organisation and industry.

The Learning and Skills Improvement Service (LSIS) has developed an Induction (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.

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
- Summative assessment must be used to determine overall achievement of ERR.

Once the workbook has been completed the declaration on page 41 of the workbook must be signed and dated by the apprentice and their employer to confirm that all nine outcomes have been successfully achieved



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

How equality and diversity will be met

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

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

Where lack of literacy and numeracy qualifications are identified as a barrier to employment, support through the Apprenticeship training model to secure qualifications removes this barrier.

The National Occupational Standards (NOS) and qualifications on which these frameworks are based were developed with the sector to ensure access for as wide a selection 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.

LSIS will take steps to address any barriers to take up as part of on-going monitoring of registrations and completions

On and off the job training

Summary of on- and off-the-job training

For the Apprenticeship (level 3) on-the-job and off-the-job training must be delivered within contracted working hours, whilst working under an Apprenticeship Agreement. The total amount of on and off-the-job training hours for each pathway is as follows:

- Pathway 1: Supporting Learning – 355 hours
- Pathway 2: Supporting Literacy, Language and Numeracy Learning – 385 hours
- Pathway 3: Supporting Disabled Learners – 385 hours
- Pathway 4: Communication Support for deaf Learners – 395 hours.

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, tuition, assessment or progress reviews.

For the Apprenticeship (level 3), the amount of off-the-job training hours for each pathway is as follows:

- Pathway 1: Supporting Learning - 235 hours
- Pathway 2: Supporting Literacy, Language and Numeracy Learning - 255 hours
- Pathway 3: Supporting Disabled Learners - 255 hours
- Pathway 4: Communication Support for Deaf Learners - 265 hours.

How this requirement will be met

Off-the-job training hours for each pathway of the Apprenticeship (level 3) are made up as follows:

- Pathway 1: Supporting Learning - 120 hours for the knowledge component of the Level 3 Certificate in Supporting Learning, plus 115 hours for the other components (see below)
- Pathway 2: Supporting Literacy, Language and Numeracy Learning - 140 hours for the knowledge component of the Level 3 Certificate in Supporting Literacy, Language and Numeracy, plus 115 hours for the other components (see below)
- Pathway 3: Supporting Disabled Learners - 140 hours for the knowledge component of the Level 3 Certificate in Supporting Disabled Learners, plus 115 hours for the other components (see below)
- Pathway 4: Communication Support for Deaf Learners - 150 hours for the knowledge component of the Level 3 Certificate in Communication Support for Deaf Learners, plus 115 hours for the other components (see below).

The 115 off-the-job training hours that relate to the other components for each pathway of the Apprenticeship (level 3) are made up as follows:

- 30 hours for Level 2 Essential Skills in Communication (proportion to be completed off-the-job)
- 30 hours for Level 2 Essential Skills in Application of Number (proportion to be completed off-the-job)
- 30 hours for Level 2 Essential Skills in Information and Communication Technology (proportion to be completed off-the-job)

-15 hours for induction and ERR

-10 hours for mentoring and appraisals undertaken throughout the Apprenticeship programme.

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 off-the-job hours for this framework can be verified for Apprenticeship certification.

Previous attainment

Where a learner enters an Apprenticeship Agreement having previously attained parts or all of the relevant QCF 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 of the QCF.

For apprentices who have already achieved the relevant QCF qualifications, they must have been certificated within 5 years preceding the date of application for the Apprenticeship completion 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 Apprenticeship completion 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 by the apprentice either to a tutor, teacher, mentor or manager
- 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.

Off-the-job training must be formally recorded, either in a diary, log book or portfolio, or be verified by attendance records. The evidence needs to be checked and signed by the assessor and employer.

Evidence of off-the-job training

Evidence of off-the-job training will include:

- A certificate evidencing achievement of the relevant Level 3 competence qualification
- Certificates evidencing achievement of Level 2 Essential Skills in Communication, Application of

Number and ICT

- Completion of a declaration which confirms that the requirements for ERR have been met (please see the section on ERR for more details)
- Coaching and mentoring record, log, or diary – evidence not required for certification.

The evidence must accompany the application for an Apprenticeship completion certificate, which must be submitted electronically and in line with guidance and procedures published by Apprenticeship Certificates Wales (ACW).

On-the-job training

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

On-the-job training hours for each pathway of the Apprenticeship (level 3) are made up as follows:

- Pathway 1: Supporting Learning - 120 hours
- Pathway 2: Supporting Literacy, Language and Numeracy Learning - 130 hours
- Pathway 3: Supporting Disabled Learners - 130 hours

Pathway 4: Communication Support for Deaf Learners - 130 hours

How this requirement will be met

On-the-job training hours for each pathway of the Apprenticeship (level 3) is made up as follows:

- Pathway 1: Supporting Learning - 30 hours for the competence component of the Level 3 Certificate in Supporting Learning, plus 90 hours for the other components (see below)
- Pathway 2: Supporting Literacy, Language and Numeracy Learning - 40 hours for the competence component of the Level 3 Certificate in Supporting Literacy, Language and Numeracy, plus 90 hours for the other components (see below)
- Pathway 3: Supporting Disabled Learners - 40 hours for the competence component of the Level 3 Certificate in Supporting Disabled Learners, plus 90 hours for the other components (see below)
- Pathway 4: Communication Support for Deaf Learners - 40 hours for the competence component of the Level 3 Certificate in Communication Support for Deaf Learners, plus 90 hours for the other components (see below).

The 90 on-the-job training hours that relate to the other components for each pathway of the Apprenticeship (level 3) are made up as follows:

- 30 hours for Essential Skills Wales in Communication at level 2 (proportion to be completed on-the-job)
- 30 hours for Essential Skills Wales in Application of Number at level 2 (proportion to be completed on-the-job)

- 30 hours for Essential Skills Wales in ICT at level 2 (proportion to be completed on-the-job).

These hours may vary depending on 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.

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 at a higher level than that specified in the Framework, or include one or more Wider Key Skills or other competency-based qualifications/units relevant to the workplace.

For apprentices who have already achieved the relevant QCF qualifications, they must have been certificated within the 5 years preceding the date of application for the Apprenticeship completion certificate.

Job roles within the Advice and Guidance sector 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, log book or portfolio, or be verified by attendance records. The evidence needs to be checked and signed by the assessor and employer.

Evidence of on-the-job training

Evidence of on-the-job training will include:

- A certificate evidencing achievement of the relevant Level 3 competence qualification
- Certificates evidencing achievement of Level 2 Essential Skills in Communication, Application of Number and ICT;

The evidence must accompany the application for an Apprenticeship completion certificate, which must be submitted electronically and in line with guidance and procedures published by Apprenticeship Certificates Wales (ACW).

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.

- A minimum of 320 LH must be completed to complete the apprenticeship;
- The total on-the-job LH is at least 171; and
- The average duration of this framework is 14 months.

How this requirement will be met

The 171 on-the-job learning hours consists of:

- Level 3 Certificate in Learning and Development (competence component) (81 LH)
- Essential Communication Skills (competence component) (30 LH)
- Essential Application of Number Skills (competence component) (30 LH)
- Essential Digital Literacy Skills (competence component) (30 LH)

These hours may vary depending on previous experience and attainment of the apprentice. Where a learner enters an Apprenticeship Agreement having previously attained or acquired the appropriate competence, this prior learning needs to be recognised and documented using the relevant credit transfer 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 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 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 customise the learning to the new workplace. Customisation programmes may include selecting appropriate additional unit(s) from regulated qualifications or relevant units recognised as Quality Assured Lifelong Learning (QALL) through the Qualifications and Credit Framework for Wales (CQFW), follow Essential Skills at a higher level than that specified in the framework, or include one or more Wider Key Skills or 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 5 years preceding the date of application for the Apprenticeship Certificate, or have been continuously employed within the industry for 1 year.

Job roles within learning and 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 within the quality systems in place.

The provision of evidence of meeting the off and on-the-job learning hours

There is considerable flexibility for apprentices to include different types of evidence within their diary, log book or portfolio - awarding organisations will provide specific guidance on this. The following are examples of the type of evidence that can be included:

- Witness statements;
- Reflective statements;
- Audio or video recordings;
- Feedback from learners and/or clients; and
- Personal performance reviews.

Apprentices must also record on-the-job and off-the-job hours so that they can provide evidence of the currency of their working experience. Without this evidence a person who has gathered all the qualification components set out in the Framework could be awarded an apprenticeship certificate without ever having experienced a relevant length of employment and on-the-job grounding.

Certification

Successful apprentices will receive an Apprenticeship completion certificate. This is a separate form, and in addition to those certificates awarded for the achievement of the individual components of the Framework.

All Apprenticeship certificate applications should be made through Apprenticeship Certificates Wales: <http://acwcerts.co.uk/web>

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 providers.

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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:

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 competence and knowledge qualifications within each pathway of the Apprenticeship. It may therefore be helpful to map the Wider Key Skills to these qualifications to show where opportunities for generating evidence of Wider Key Skills are most likely to occur.

Improving own learning and performance

Improving Own Learning and Performance at level 2 (6 credits) is an 'optional' requirement for this framework:

- Apprenticeship (level 3): Improving own learning and performance at level 2 (6 credits).

Working with others

Working with others at the levels indicated is an 'optional' requirement for this framework:

- Apprenticeship (level 3): Working with others at level 2 (6 credits).

Problem solving

Problem solving at the levels indicated is an 'optional' requirement for this framework:

- Apprenticeship (level 3): Problems solving at level 2 (6 credits).

apprenticeship FRAMEWORK

For more information visit-
www.acwcerts.co.uk/framework_library