

apprenticeship FRAMEWORK

Learning and 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

Issue date: 12 February 2018

Published By

LSIS

Apprenticeship Certification
Wales

<https://acwcerts.co.uk/web/>

Document Status:

Issued

Learning and Development

Contents

Contents

Framework information	4
Information on the Issuing Authority for this framework:	4
Short description	4
Contact information	5
Proposer of this framework	5
Revising a framework	6
Why this framework is being revised	6
Summary of changes made to this framework	6
Qualifications removed	6
Qualifications added	6
Qualifications that have been extended	6
Purpose of this framework	7
Summary of the purpose of the framework	7
Aims and objectives of this framework (Wales)	7
Entry conditions for this framework	8
Level 3, Pathway 1: Apprenticeship in Learning and Development	11
Entry requirements for this pathway in addition to the framework entry requirements	11
Qualifications	13
Competence qualifications available to this pathway	13
Knowledge qualifications available to this pathway	13
Combined qualifications available to this pathway	13
Relationship between competence and knowledge qualifications	13
Essential Skills	15
Communication	15
Application of Number	15
Inclusion of Digital Literacy (ICT)	16
Digital Literacy (ICT)	16
Progression routes into and from this pathway	17
UCAS points for this pathway:	17
Employee rights and responsibilities	18

Delivery and assessment 18

How equality and diversity will be met..... 19

On and off the job training..... 20

 Off-the-job training..... 20

 On-the-job training 21

Wider key skills assessment and recognition 24

 Improving own learning and performance 24

 Working with others..... 24

 Problem solving..... 24

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: 7	This framework includes:
Framework ID: FR04241	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: 28/02/2022	This framework is for use in: Wales

Short description

This Apprenticeship Framework is to ensure the maintenance of a high quality programme providing steps on the progression ladder for those pursuing a career in learning and development.

Apprentices could be working in a paid position within an organisation, facilitating learning or could also be working on their own or as part of a wider team delivering or organising learning in a variety of settings including the workplace and training establishments. The framework is relevant for employers and providers in the private, public and third sectors and for those involved in the delivery of funded and commercial learning. The qualifications within the framework is independently assessed and certificated and is designed to add value, ensuring that successful completers have the job skills and knowledge applicable to their role, and the underlying skills to be able to operate as an effective employee.

Contact information

Proposer of this framework

Skills for Health has proposed and developed this framework with the full support and involvement of employers, Learning and Development practitioners and other key stakeholders that represent the interests of the Learning and Development workforce

Developer of this framework

Name: [Lucy Blinko](#)

Organisation: [Skills for Health](#)

Organisation Type: [Sector Skills Council](#)

Job Title: [Manager Qualifications Apprenticeships and NOS Developments](#)

Phone: [0207 388 8800](#)

Email: qualifications@skillsforhealth.org.uk

Postal address: [Skills for Health
4th Floor,
1 Temple
Way,
Bristol,
BS2
0BY](#)

Website: www.skillsforhealth.org.uk

Issuing Authority's contact details

Issued by: [Learning and Skills Improvement Service](#)

Issuer contact name: [Contact Name](#)

Issuer contact phone: [0114 284 1930](#)

Issuer Email: lsisia@skillsforjustice.com

Contact Details

Who is making this revision Name

Your organisation Skills for Justice

Your email address: lsisia@skillsforjustice.com

Revising a framework

Why this framework is being revised

To add new qualification offered by Agored Cymru

Summary of changes made to this framework

To add new qualification offered by Agored Cymru

Qualifications removed

N/A

Qualifications added

601/2595/0 Agored Cymru Level 3 Certificate in Learning and Development

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

This apprenticeship is about helping people learn new skills whilst building on and improving existing ones so that they can do their jobs more effectively.

Some trainers are employed within an organisation to run training programmes for new recruits, and/or to assess the needs of existing staff and work with them to develop their skills. There are also consultancy companies that offer specialised training programmes, for example computer skills or management techniques.

As an apprentice you could be training people or helping out with administration (training companies are just like any other business, with phones to be answered and bookings to be made). Your area of expertise will depend on your employer – but it would be sensible to go for a specialism that interests you. Whether working one-to-one or with a big group of people, you'll need confidence, patience and creativity.

The 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, tailoring their learning programmes to meet specific organisational needs, and ensuring the right skills are available to support the changing work environment.

Aims and objectives of this framework (Wales)

The aims of this framework are to allow employers to tap into the talents and skills of the wider population and encourage more entrants with appropriate work experience and an interest in developing others into the learning and development sector.

The objectives of this framework are to:

- Widen entry routes into and progression routes through the learning and development sector;
- Support the establishment of a more diverse workforce which reflects the communities served by the sector, including the promotion and use of the Welsh language;
- Contribute towards addressing specific skills gaps in the Learning and Development sector;

Provide clear pathways for career progression within learning and development; and Contribute towards meeting skills priorities in Wales, as set out in 'Skills that Work for Wales'.

Entry conditions for this framework

Since the Apprenticeship may involve working with children/young people and/or vulnerable adults, entrants must be willing to undergo a criminal records bureau (CRB) check.

Centres must ensure that all statutory requirements concerning working with minors are complied with.

New entrants for the Apprenticeship must have:

- Vocational competence in an area of their choice; and
- Access to a learning environment.

It would also be advantageous for entrants to have successfully completed any of the following:

- The Welsh Baccaulaureate, GCSEs in English and Mathematics, or equivalent level literacy and numeracy awards;
- Foundation learning programmes of study; or
- Any relevant previous work or training in areas related to learning and development.

Entrants to this apprenticeship will also need to be:

- Motivated to succeed in completing the apprenticeship;
- Well organised;
- Flexible and adaptable;
- Willing to learn and apply what they have learnt in the workplace;
- Willing and able to communicate effectively with a range of people; and
- Numerate, literate and able to use ICT.

Identification of learning needs

As part of the induction process an assessment should be undertaken with the apprentice to identify their specific learning needs and/or prior experience or achievement, in order to prevent duplication of learning and tailor the programme to meet their specific requirements. It is suggested that a planned approach is taken as follows:

- The learner undertakes an initial self-assessment to identify previous learning and achievement and potential sources of evidence; and
- A meeting is held between the learner and the assessor or mentor as part of the induction process, in order to review the learner's self-assessment, identify relevant sources of prior learning and achievement, and agree how this should be collected and presented.

Where appropriate, evidence of prior learning and achievement should be customised to show how it is authentic and relevant to the apprentice's current role, for example, by the addition of a personal statement, witness statements, and records of professional discussion.

In all cases, Recognition of Prior Learning (RPL) relating to the achievement of qualifications (and their component units) within the Framework must comply with the RPL or Accreditation of Prior Learning and Achievement (APL/A) policy published by the awarding organisation.

Level 3

Title for this framework at level 3

Apprenticeship in Learning & Development

Pathways for the framework at level 3:

Pathway 1: Apprenticeship in Learning and Development

Level 3, Pathway 1: Apprenticeship in Learning and Development

Description of this pathway

This pathway is to ensure the maintenance of a high quality programme providing steps on the progression ladder for those pursuing a career in the area of learning and development. Apprentices could be working in a paid position within an organisation, facilitating learning or could also be working on their own or as part of a wider team delivering or organising learning in a variety of settings including the workplace and training establishments.

The framework is relevant for employers and providers in the private, public and third sectors and for those involved in the delivery of funded and commercial learning. The qualification included in the pathway is independently assessed and certificated and are designed to add value, ensuring that successful completers have the job skills and knowledge applicable to their role, and the underlying skills to be able to operate as an effective employee.

The framework is made up of 48 credits comprising of:

- 30 credits from the Level 3 Certificate in Learning and Development;
- 18 credits from Essential Skills Wales in Communication, Application of Number and Digital Literacy.

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

There are no additional specific entry requirements for the framework other than those already stated.

Job title(s)	Job role(s)
Training Development Officer	Plan and prepare learning and development programmes
Training Officer	Plan and deliver learning and development programmes
Learning Centre Supervisor	Develop and produce learning and development resources to support the needs of learners
Assessor/Verifier	Assess and verify learner achievement
Work Based Learning Coordinator	Provide information and advice to learners
Learning and Development Adviser	Advise and facilitate learning and development across a range of learner needs
Skills Trainer/Instructor	Deliver skills programmes
Learning and Assessment Advisor	Advise and facilitate learning and assessment across a range of learner needs

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 Learning and Development

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/2407/0	Pearson Edexcel	30	120-166	N/A
B1b	600/2746/0	City & Guilds	30	120-166	N/A
B1c	600/3051/3	VTCT	30	120-166	N/A
B1d	600/8390/6	SFJ Awards	30	120-166	N/A
B1e	601/2595/0	Agored Cymru	30	143	N/A

Relationship between competence and knowledge qualifications

All of the above qualifications are identical in structure and content although supporting guidance will vary from one awarding organisation to another. Competence and knowledge

have been integrated within this qualification but are assessed separately. To be awarded this qualification the learner must achieve a minimum of 30 credits, 12 of which are mandatory and 18 optional. A summary of which units of the qualification relate primarily to competence, which units relate primarily to knowledge and those that address both competence and knowledge is as follows:

- Understanding the principles and practices of learning and development (6 Knowledge credits)
- Reflect on and improve own practice in learning and development (4 Competence and 2 Knowledge credits)
- Facilitate learning and development in groups (4 Competence and 2 Knowledge credits)
- Facilitate learning and development for individuals (4 Competence and 2 Knowledge credits)
- Identify individual learning and development needs (2 Competence and 1 Knowledge credits)
- Plan and prepare specific learning and development opportunities (6 Competence credits)
- Develop and prepare resources for learning and development (4 Competence and 2 Knowledge credits)
- Engage learners in the learning and development process (3 Competence and 3 Knowledge credits)
- Evaluate and improve learning and development provision (3 Competence and 3 Knowledge credits)
- Understanding the principles and practices of assessment (3 Knowledge credits)
- Assess occupational competence in the work environment (6 Competence credits)
- Assess vocational skills, knowledge and understanding (6 Competence credits)
- Provide information and advice to learners and employers (2 Competence and 1 Knowledge credits)
- Engage with employers to develop and support learning provision (3 Competence and 3 Knowledge credits)
- Understanding the employing organisation (3 Knowledge credits)

The Level 3 Certificate in Learning and Development 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.

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 the Apprenticeship

Learners may progress into the framework through a number of routes including:

- Relevant previous work experience and training, or volunteering;
- Vocational qualifications (including Apprenticeships); and
- Academic qualifications (e.g. The Welsh Bacculaureate*, GCSEs and A Levels).

*Apprentices who have completed the Welsh Bacculaureate may be able to count this towards the completion of the Apprenticeship via RPL. The Welsh Bacculaureate has equivalences as follows:

- Foundation Diploma D-G grades at GCSE, NVQ level 1 or equivalent
- Intermediate Diploma A-C grades at GCSE, NVQ level 2 or equivalent
- Advanced Diploma GCE A level standard, NVQ level 3 or equivalent

Progression routes out of the Apprenticeship

The framework provides a sound basis for people to undertake further learning and development of their careers in the Learning and Development sector. Progression could be to higher level courses and qualifications or more senior roles, including into other areas such as management, wider HR, finance and project management.

Examples of higher level courses and/or Higher Education opportunities may include (but are not limited to) professional degrees and other awards in the learning and development sector, and professional qualifications and awards of other bodies such as the Chartered Institute of Personnel and Development (CIPD).

It is expected that almost all apprentices will advance their career through further development and progression and that opportunities exist across all sectors of industry to achieve this.

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

| N/A |

|

|

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

How equality and diversity will be met

The learning and development sector values and celebrates the contributions made by different individuals, groups and communities and is committed to their support and promotion.

Education and training in learning and development is committed to eliminating discrimination, to advancing equality of opportunity for all involved and to fostering good relations between diverse groups.

There are some key issues around recruitment and retention within the learning and development sector. More specifically, the sector is under-represented by ethnic minority groups. A key priority will therefore be to use the Apprenticeship Framework to help promote L&D 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. It is expected that all partners involved in the delivery of the Apprenticeship – providers, assessment centres and employers:

- Must demonstrate a commitment to equality and diversity and have an equality and diversity policy or mission statement in place;
- There should be 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 or who meet the stated selection criteria; and
- Employers and providers must be able to demonstrate that there are no discriminatory practices in place regarding selection and employment.

Data and other information will be collected to monitor the impact of the Apprenticeships in relation to equality and diversity, and to take action to redress any potential imbalance in the profile of individuals that are being recruited to the Apprenticeship programme, or which can inform the development of case studies to promote good practice.

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, tuition, assessment or progress reviews. For this apprenticeship, the amount of off-the-job training is 149 LH out of a total LH of 320.

On-the-job training is defined as skills, knowledge and competence gained within normal work duties. For this framework, the amount of on-the-job training should be 171 LH out of the total LH of 320.

Off-the-job training

- A minimum of 320 LH must be completed to complete the apprenticeship;
- The total off-the-job LH is at least 149; and
- The average duration of this framework is 14 months.

How this requirement will be met

The 149 off-the-job learning hours consists of:

- Level 3 Certificate in Learning and Development (knowledge component) (39 LH)
- Essential Communication Skills (knowledge component) (30 LH)
- Essential Application of Number Skills (knowledge component) (30 LH)
- Essential Digital Literacy Skills (knowledge component) (30 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 off-the-job hours can be verified for apprenticeship certification.

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 credit transfer for achievements within the regulated qualifications, or through recording of exemptions for certificated learning outside of regulated qualifications. For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years of applying for the 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 the awarding organisation's 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 learning experience which has not been certificated, the off-the-job learning must have been acquired within 2 years of application for the Apprenticeship Certificate or the apprentice must have been continuously employed in the relevant job role in the industry for 1 year.

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 during contracted working hours; and
- Be delivered through any of the following methods or other suitable 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, workbook or portfolio or be verified by attendance records. The evidence needs to be checked and signed by the assessor and employer subject to the quality systems in place. |

On-the-job training

- 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.

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:

There are no additional employer requirements for this apprenticeship.

Individual employers may require learners to attend supplementary training, such as in the essentials of first aid or health and safety, providing this is relevant and necessary in helping a learner carry out their role in the organisation. However, this will not be a mandatory requirement for achieving an apprenticeship completion certificate.

Improving own learning and performance

Although not a mandatory requirement for the Apprenticeship, learners should be encouraged to achieve the Wider Key Skills as part of their apprenticeship programmes as these skills are intrinsic to youth work and transferable to a wide range of different job roles. 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 3 Certificate in Learning and Development. Improving own learning and performance at the level indicated is an 'optional' requirement for this framework: Improving own learning and performance at Level 2; 6 credits

Working with others

Working with others at the levels indicated are an 'optional' requirement for this apprenticeship framework: Working with others at Level 2; 6 credits

Problem solving

Problem solving at the levels indicated are an 'optional' requirement for this apprenticeship Problem solving at Level 2; 6 credits

apprenticeship FRAMEWORK

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