

apprenticeship FRAMEWORK

Supporting Teaching and Learning in Schools

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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Supporting Teaching and Learning in Schools

Contents

Contents

Framework information	3
Contact information	4
Revising a framework	5
Purpose of this framework	6
Entry conditions for this framework.....	8
Level 2: Foundation Apprenticeship in Supporting Teaching and Learning in Schools	9
Pathway 1: Supporting Teaching and Learning in Schools (Foundation)	10
Level 3: Apprenticeship in Supporting Teaching and Learning in Schools	20
Pathway 1: Supporting Teaching and Learning in Schools (Apprenticeship)	21
Equality and diversity.....	31
On and off the job training.....	34
Wider key skills assessment and recognition	39

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: 5	This framework includes:
Framework ID: FR04210	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: 31/12/2019	This framework is for use in: Wales

Short description

Appropriately trained and deployed staff, supporting teaching and learning in schools, play a crucial role in supporting pupils, parents and colleagues. Employers have helped to design these revised apprenticeships to support the increasing demand for trained support staff in schools, attract new people to the sector, up skill the workforce and replace those who leave or retire.

The Foundation Apprenticeship (level 2) is applicable to staff in learning support roles, whose responsibilities at work are closely supervised. The Apprenticeship (level 3) is applicable to staff in learning support roles, whose require competence across a range of responsibilities, including more specialist functions.

Contact information

Proposer of this framework

This framework for Wales has been developed at the request of the Welsh Government in order to promote high standards in supporting teaching and learning within schools in Wales.

Developer of this framework

Name:

Organisation:

Organisation Type:

Job Title:

Phone:

Email:

Postal address:

Website:

Issuing Authority's contact details

Issued by:

Issuer contact name:

Issuer contact phone:

Issuer Email:

Contact Details

Who is making this revision Name

Your organisation Skills for Justice

Your email address: Isisia@skillsforjustice.com

Revising a framework

Why this framework is being revised

to update qualification information in each pathway

Summary of changes made to this framework

To update qualification information by removing expired qualifications and adding new as appropriate

Qualifications removed

501/1496/7 Ascentis Level 2 Certificate in Supporting Teaching and Learning Schools

600/6205/8 IQ Level 2 Certificate in Supporting Teaching and Learning in Schools

501/1719/1 Ascentis Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

Qualifications added

601/1521/8 Signature Level 3 Certificate in Supporting Teaching and learning in Schools with Specialism for Deaf Learners

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

The number of support staff (full time equivalent) in Wales has risen steadily since 1997; from 8,261 to 20,409 in 2009/10. The number of teachers (full time equivalent) in nursery, primary, secondary and special schools in Wales has remained steady with 25,154 in 1997 and 25,286 in 2009/10. The number of support staff as a percentage of the workforce in Wales has therefore risen quickly from 24.7% in 1997 to 44.7% in 2009/10 and indications are that the number of support staff in Wales will continue to rise in the future.

The increase in workforce numbers together with the age profile of the current workforce means there will be an ongoing demand for learning support staff in schools that have the skills needed to operate effectively within the sector.

The apprenticeships present an ideal opportunity to attract potential recruits into the school workforce and will help schools in succession planning. The apprenticeships are therefore becoming increasingly popular. The number of apprenticeships in Supporting Teaching and Learning in Schools (previously titled Teaching Assistant Apprenticeships) that have been completed and certificated over the last 5 years has increased by over 500%, from just 71 in 2006, to 359 in 2010. Take up of the apprenticeships in Wales is anticipated to continue to increase to meet the growing demand for learning support staff in Wales.

The National Occupational Standards (NOS) in Supporting Teaching and Learning in Schools, on which these frameworks are based, were developed to reflect changes in support staff roles following workforce reform and now cover the full range of roles and responsibilities that learning support staff in schools may perform. The NOS, along with the new QCF qualifications for supporting teaching and learning in schools (which now form part of this framework), apply to anyone who provides direct support for teaching and learning in any type of school – primary (including foundation stage/phase), secondary or special, or pupil referral units.

NB: Whilst the Training Development Agency for Schools (TDA) in England does not have a remit for apprenticeships in Wales, in the absence of an equivalent sector body in Wales, TDA guidance has been referenced in the framework guidance, where it is appropriate and relevant.

Aims and objectives of this framework (Wales)

This framework has been designed to support the improvement of teaching and learning in schools.

The objectives of the Framework are to:

1. Attract more applications into supporting teaching and learning in schools, including those from under-represented groups;

2. 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;
3. Ensure the supply of appropriately trained staff to support succession planning;
4. Contribute to increasing the number of existing staff qualified to levels 2 and 3;
5. Up skill and provide professional development opportunities for the supporting teaching and learning workforce in Wales;
6. Provide a standardised programme of learning and development, incorporating transferable skills that apply across the schools' workforce and the wider children's workforce; and
7. Provide clear pathways for career progression from level 2 to level 3 and beyond, both within the supporting teaching and learning sector and in wider sectors of the UK economy.

Entry conditions for this framework

Apprentices must be keen to work in the sector to support teaching and learning in schools. They should have attention to detail and be willing to work in a team environment, whilst also being willing to work using their own initiative when required.

The recruitment and selection of apprentices is primarily the responsibility of the employer. However, the following examples of relevant skills and attributes are offered as guidance to inform the recruitment and selection process:

- An interest in, and commitment to, working with children and/or young people;
- Ideally have some experience of working with children and young people;
- Ability to relate well to children, young people and adults;
- Motivated to succeed within the job;
- Willing to reflect on their own practice, learn and apply that learning in the workplace;
- Able to demonstrate that they have the potential to complete the qualifications which are part of the apprenticeship;
- Able to work independently and as a member of a team and communicate effectively with a range of people;
- An appropriate level of numeracy and literacy (in English or Welsh); and
- Willing to undergo a compulsory Criminal Records Bureau (CRB) check for suitability for working with children and young people

There is no specific requirement for individuals to achieve the level 2 Foundation Apprenticeship before embarking on the level 3 Apprenticeship. However, employers and learning providers will need to satisfy themselves that individuals embarking directly onto level 3 have the appropriate skills, experience and personal attributes for the level of work and study required

Level 2

Title for this framework at level 2

Foundation Apprenticeship in Supporting Teaching & Learning in Schools

Pathways for the framework at level 2:

Pathway 1: Supporting Teaching and Learning in Schools (Foundation)

Level 2, Pathway 1: Supporting Teaching and Learning in Schools (Foundation)

Description of this pathway

This pathway is applicable to all learning support staff whose responsibilities at work are limited in scope. Individuals will be working under close supervision of the class teacher, whose lesson planning and day-to-day direction will set the framework within which the individual works.

The pathway 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 in supporting teaching and learning in schools, including the underlying skills to operate as an effective employee in the sector.

The total minimum number of credits that an apprentice must attain for this pathway is 48. This is made up as follows:

- 30 credits from the Level 2 Certificate in Supporting Teaching and Learning in Schools; and
- 18 credits from Essential Skills Wales in Communication, Application of Number and IT

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

There are no additional entry requirements for this pathway.

Job title(s)	Job role(s)
Teaching Assistant	Under the direction of a teacher, contribute to preparing the classroom for learning activities and work with individual pupils and/or groups of pupils who require extra support
Classroom Assistant	Under the direction of a teacher, contribute to preparing the classroom for learning activities and work with individual pupils and/or groups of pupils who require extra support
Learning Support Assistant	Under the direction of a teacher, contribute to preparing the classroom for learning activities and work with individual pupils and/or groups of pupils who require extra support

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 Supporting Teaching and Learning in Schools

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/0031/2	CACHE	30	180-192	X.
B1b	501/1136/X	City & Guilds	30	180-192	X
B1c	501/1036/6	Pearson Edexcel	30	180-192	X
B1d	501/0432/9	OCR	30	180-192	X
B1e	601/2726/0	TQUK	30	180-192	X
B1f	601/6966/7	BIIAB	30	180-192	X

Relationship between competence and knowledge qualifications

Competence and knowledge has been combined within the Level 2 Certificate in Supporting Teaching and Learning in Schools (see Annex A). Achievement of the Level 2 Certificate is the minimum requirement for demonstrating the acquisition of sector specific knowledge and competence for the Foundation Apprenticeship.

Knowledge and competence has been defined as separate units within the Level 2 Certificate, thereby allowing knowledge and competence to be assessed independently.

The knowledge requirements are met by the achievement of four of the mandatory units (9 credits) and one of the units from optional group A (3 credits) giving a total of 12 credits for the knowledge component. NB: These units also make up the Level 2 Award in Support Work in Schools, which is embedded within the Level 2 Certificate. Therefore, apprentices who achieve the required number of credits from the knowledge units will also have the opportunity to achieve the Level 2 Award.

The competence requirements are met by the achievement of the remaining mandatory units of the Level 2 Certificate (15 credits) and a minimum of 3 credits from optional group B, giving a total of 18 credits for the competence component.

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:

Level 2 required

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 Foundation Apprenticeship

There are no formal entry requirements or pre-determined entry routes into 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 experience, training or volunteer work;
- Direct entry for existing staff in supporting teaching and learning roles;
- Direct entry from other areas of the children's workforce;
- Direct entry from another occupation;
- Returners to work;
- Academic qualifications (e.g. The Welsh Baccalaureate, GCSEs);
- Vocational qualifications (e.g. Foundation Learning programmes at Entry level and level 1);
- Steps to Employment and Traineeships.

Progression routes out of the Foundation Apprenticeship

Achievement of a Foundation Apprenticeship in Supporting Teaching and Learning in Schools will equip individuals with the skills and knowledge needed to fulfil this important and valued role within schools. Employment opportunities exist within primary (including foundation stage/phase), special and secondary schools in both the state and independent sector. It will also prepare the individual for further training, qualifications and career progression according to their career aspirations and available job opportunities.

There will be increasing opportunities for apprentices to take on a wider range of responsibilities. Opportunities also exist to move into other roles within the school workforce, e.g. learning mentors or ICT technicians; and to roles across the wider children's workforce

e.h. child care, play work or youth work.

Progression opportunities for those successfully completing a Foundation Apprenticeship in Supporting Teaching and Learning in Schools include:

- Level 3 Apprenticeship in Supporting Teaching and Learning in Schools for those who have potential and opportunity to work at this level;
- Level 3 qualifications in Supporting Teaching and Learning in Schools;
- Level 2 and 3 qualifications in Children's Care, Learning and Development, Play work or Youth work for those wishing to transfer to other areas of working with children and young people; and

- Level 2 Certificate for the Children’s and Young People’s Workforce;
- Level 3 Diploma for the Children’s and Young People’s Workforce, for those with appropriate experience.

There is now a clear career progression route from learning support roles in Wales to Higher Level Teaching Assistant (HLTA) status and foundation degrees. Those able to meet the initial teacher training (ITT) entry requirements can go on to achieve qualified teacher status (QTS). There are also opportunities to take on new roles such as cover supervision and examination invigilation. Career progression opportunities to and from other support roles in schools such as midday supervision, technician or learning mentor are also more readily available, as well as progression or transfer opportunities to work in other areas of the wider children’s workforce.

Foundation degrees are available in a wide range of subjects, and some may provide a suitable basis for the Registered Teacher Programme (RTP) that allows suitably employed candidates to complete their degree and qualify as a teacher at the same time. A number of foundation degrees are designed specifically for those supporting teaching and learning in schools.

Everyone working directly with children and young people will have some shared skills and expertise. The National Occupational Standards (NOS) and new QCF qualifications recognise these by having common expectations for carrying out similar roles in different situations. Transfer and progression across the wider children’s workforce is facilitated by common units of competence with QCF qualifications in Children’s care, learning and development, learning, development and support services, play work, youth work, health and social care and others.

The TDA in England has developed a comprehensive online guide to using NOS. This explains how the NOS for supporting teaching and learning in schools can be used for different occupational roles and to support career progression both within schools and across the wider children’s workforce.

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 requirement for all Apprentices. Apprentices must understand and be able to demonstrate their understanding of their rights and responsibilities as an employee, including equal opportunities and health and safety.

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

1. Knows and understands the range of employer and employee rights and responsibilities under Employment law and that employment rights can be affected by other legislation as well. This should include the apprentice's rights and responsibilities under the disability discrimination act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
2. Knows and understands the procedures and documentation in their organisation, which recognises and protects 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;
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, their relevance to the industry and the organisation, and their main roles and responsibilities;
7. Knows where and how to get information and advice on their industry, occupation, training and career;
8. Describes and works within their organisation's principles and codes of practice; and
9. Recognises and forms a view on issues of public concern that affect their organisation and industry.

Apprentices should complete an ERR workbook as part of their induction and throughout the programme so that this can be used to demonstrate their understanding of ERR. Providers may already have an ERR workbook that the apprentice can use. If an ERR workbook is required, an LSIS developed version is available for download from the Excellence Gateway website.

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. The Workbook checklist must be signed off by the assessor and employer when complete and submitted to LSIS as confirmation that the requirements for ERR have been satisfactorily achieved.

Opportunities for gathering some of the evidence to demonstrate the acquisition of knowledge and understanding of ERR, which can be recorded in the workbook, may occur naturally from off-the-job training that apprentices undertake in relation to the following units of the Level 2 Certificate in Supporting Teaching and Learning in Schools:

- T/601/3325 Schools as organisations
- A/601/3326 Schools as organisations

Aspects not covered in this way must be specifically addressed through a programme to be delivered by the employer and/or training provider.

Some aspects of the ERR requirements should be completed within three months of starting the apprenticeship to ensure that apprentices are safe to take on the appropriate level of responsibility for the pupils they support. These include, as a minimum, safeguarding/child protection, health and safety, data protection and confidentiality. Apprenticeship programmes should therefore be carefully planned to ensure coverage of these areas within the first few months.

Level 3

Title for this framework at level 3

Apprenticeship in Supporting Teaching and Learning in Schools

Pathways for the framework at level 3:

Pathway 1: Supporting Teaching and Learning in Schools (Apprenticeship)

Level 3, Pathway 1: Supporting Teaching and Learning in Schools (Apprenticeship)

Description of this pathway

This pathway is applicable to learning support staff with a working role which requires competence across a varied range of responsibilities. They will be working under the direction of the teacher who has overall responsibility for teaching and learning in the classroom but may have additional responsibilities, such as curriculum resources, cover supervision, extra-curricular activities and supporting pupils with additional needs. They will contribute to planning, implementing and evaluating learning activities and will work alongside the teacher to support whole class activities, as well as working on their own with individuals or groups of pupils.

The pathway 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 in supporting teaching and learning in schools, including the underlying skills to operate as an effective employee in the sector.

The total minimum number of credits that an apprentice must attain for this pathway is 62. This is made up as follows:

- 44 credits from the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools; and
- 18 credits from Essential Skills Wales in Communication, Application of Number and IT.

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

There are no additional entry requirements for this pathway.

Job title(s)	Job role(s)
Teaching/Classroom / Learning Support Assistant	Working under the direction of a teacher, contribute to preparing the classroom for learning activities and work with individual pupils and/or groups of pupils who require extra support. May be required to undertake specific roles and responsibilities and/or provide cover supervision (see below).
Special Needs Assistant	Working under the direction of a teacher, support individual pupils and/or groups of pupils with special needs.
Additional Learning Needs Assistant	Working under the direction of a teacher, support individual pupils and/or groups of pupils with additional learning needs.
Behaviour support assistant / coordinator	Working under the direction of a teacher, support, motivate and challenge pupils who are underachieving and help pupils overcome barriers caused by behavioural problems.
Pastoral / welfare support assistant	Working under the direction of a teacher, support, motivate and challenge pupils who are underachieving and help pupils overcome barriers to learning caused by social and emotional problems.
Bilingual Support Assistant (English or Welsh)	Working under the direction of a teacher, support, motivate and challenge pupils who do not have English or Welsh as their first language and help pupils overcome barriers to learning
Foundation phase assistant	Working under the direction of a teacher, look after the social and educational development of children from early infancy to seven years old, to include planning and supervising activities and keeping parents up-to-date with their child's progress.
Learning coach	Working under the direction of a teacher, support learners with the learning related aspects of their chosen pathway, focused on maximising the young person's ability to learn, to help their motivation to remain in learning and achieve qualifications.
Team leader	Lead a team of colleagues, supporting effective deployment and identifying opportunities for their training and development.
Cover Supervisor	Under guidance of teaching staff and within a system of supervision, implement work programmes with groups or individuals in or out of the classroom and supervise whole classes during short term absence of teachers.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 – Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/0476/7	CACHE	44	232-286	N/A
B1b	501/1394/X	City & Guilds	44	232-286	N/A
B1c	501/1208/9	Edexcel	44	232-286	N/A
B1d	501/0857/8	OCR	44	232-286	N/A
B1e	601/4423/3	TQUK	44	232-286	N/A
B1f	601/6967/9	BIIAB	44	232-286	N/A

B2 – Level 3 Certificate in Supporting Teaching and Learning in Schools with Specialism for Deaf Learners

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B2a	601/1521/8	Signature	36	360	N/A

Relationship between competence and knowledge qualifications

Competence and knowledge has been combined within the qualifications listed above. Achievement of the qualifications is the minimum requirement for demonstrating the acquisition of sector specific knowledge and competence for the Apprenticeship.

Knowledge and competence has been defined as separate units within the qualifications, thereby allowing knowledge and competence to be assessed independently.

The knowledge requirements are met by the achievement of four of the mandatory units, which amounts to a total of 12 credits. NB: These units also make up the Level 3 Award in Supporting Teaching and Learning in Schools, which is embedded within the Level 3 Diploma.

Therefore, apprentices who achieve the required number of credits from the knowledge units will also have the opportunity to achieve the Level 3 Award.

The competence requirements are met by the achievement of the remaining mandatory units of the Level 3 Diploma (20 credits) and a minimum of 12 credits from the optional groups, giving a total of 32 credits for the competence component.

To achieve the level 3 Certificate in Supporting Teaching and Learning in Schools with Specialism for Deaf Learners all 6 mandatory units

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

Progression into this pathway may be from a variety of routes including:

- Direct entry from another occupation;
- Direct entry for existing staff in specialist supporting teaching and learning roles;
- Direct entry from other areas of the children's workforce;
- Returners to work;
- Training and qualifications, such as:
 - Foundation Apprenticeship in Supporting Teaching and Learning in Schools (level 2)
 - Level 2 Certificate in Supporting Teaching and Learning in Schools
 - Level 2 Certificate in Supporting the Wider Curriculum in Schools
 - Academic qualifications (e.g. The Welsh Baccalaureate, GCSEs); and
 - Steps to Employment and Traineeships.

Progression routes out of the Apprenticeship

Achievement of an Apprenticeship in Supporting Teaching and Learning in Schools will equip individuals with the skills and knowledge needed to fulfil this important and valued role within schools. Employment opportunities exist within primary (including foundation stage/phase), special and secondary schools in both the state and independent sector. It will also prepare the individual for further training, qualifications and career progression according to their career aspirations and available job opportunities.

There will be increasing opportunities for apprentices to take on a wider range of responsibilities. Opportunities also exist to move into other roles within the school workforce, e.g. learning mentors or ICT technicians; and to roles across the wider children's workforce, e.g. child care, play work or youth work.

For those successfully completing an Apprenticeship in Supporting Teaching and Learning in Schools, progression opportunities include:

- Training and/or assessment for Higher Level Teaching Assistant (HLTA) status;
- Level 3 Diploma for the Children's and Young People's Workforce for those with appropriate experience;
- Level 4 qualifications in a relevant area;
- Foundation Degrees; and
- Those able to meet the initial teacher training (ITT) entry requirements can go on to achieve qualified teacher status (QTS)

There is now a clear career progression route from learning support roles in Wales to Higher

Level Teaching Assistant (HLTA) status and foundation degrees. Those able to meet the initial teacher training (ITT) entry requirements can go on to achieve qualified teacher status (QTS). There are also opportunities to take on new roles such as cover supervision and examination invigilation. Career progression opportunities to and from other support roles in schools such as midday supervision, technician or learning mentor are also more readily available, as well as progression or transfer opportunities to work in other areas of the wider children's workforce.

Foundation degrees are available in a wide range of subjects, and some may provide a suitable basis for the Registered Teacher Programme (RTP) that allows suitably employed candidates to complete their degree and qualify as a teacher at the same time. A number of foundation degrees are designed specifically for those supporting teaching and learning in schools.

Everyone working directly with children and young people will have some shared skills and expertise. The National Occupational Standards (NOS) and new QCF qualifications recognise these by having common expectations for carrying out similar roles in different situations. Transfer and progression across the wider children's workforce is facilitated by common units of competence with QCF qualifications in Children's care, learning and development, learning, development and support services, play work, youth work, health and social care and others.

The TDA in England has developed a comprehensive online guide to using NOS. This explains how the NOS for supporting teaching and learning in schools can be used for different occupational roles and to support career progression both within schools and across the wider children's workforce.

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 requirement for all Apprentices. Apprentices must understand and be able to demonstrate their understanding of their rights and responsibilities as an employee, including equal opportunities and health and safety.

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

1. Knows and understands the range of employer and employee rights and responsibilities under Employment law and that employment rights can be affected by other legislation as well. This should include the apprentice's rights and responsibilities under the disability discrimination act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
2. Knows and understands the procedures and documentation in their organisation, which recognises and protects 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;
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, their relevance to the industry and the organisation, and their main roles and responsibilities;
7. Knows where and how to get information and advice on their industry, occupation, training and career;
8. Describes and works within their organisation's principles and codes of practice; and
9. Recognises and forms a view on issues of public concern that affect their

organisation and industry.

Guidelines for achievement of ERR

Apprentices should complete an ERR workbook as part of their induction and throughout the programme so that this can be used to demonstrate their understanding of ERR. Providers may already have an ERR workbook that the apprentice can use. If an ERR workbook is required, an LSIS developed version is available for download from the Excellence Gateway website.

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. The Workbook checklist must be signed off by the assessor and employer when complete and submitted to LSIS as confirmation that the requirements for ERR have been satisfactorily achieved.

Opportunities for gathering some of the evidence to demonstrate the acquisition of knowledge and understanding of ERR, which can be recorded in the workbook, may occur naturally from off-the-job training that apprentices undertake in relation to the following units of the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools:

- T/601/3325 Schools as organisations
- A/601/3326 Schools as organisations

Aspects not covered in this way must be specifically addressed through a programme to be delivered by the employer and/or training provider.

Some aspects of the ERR requirements should be completed within three months of starting the apprenticeship to ensure that apprentices are safe to take on the appropriate level of responsibility for the pupils they support. These include, as a minimum, safeguarding/child protection, health and safety, data protection and confidentiality. Apprenticeship programmes should therefore be carefully planned to ensure coverage of these areas within the first few months.

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;
- The knowledge element of the combined qualifications at level 2 and level 3 include units relating to equality, diversity and inclusion, i.e.
- Foundation Apprenticeship (level 2): Equality, diversity and inclusion in work with children and young people (D/601/3321);
- Apprenticeship (level 3): Promote equality, diversity and inclusion in work with children and young people (M/601/4070); and
- 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.

Those employed to support teaching and learning in schools are predominantly white, female and in the 30+ age range. Implementation should actively seek to address diversity issues.

The National Occupational Standards (NOS) and QCF 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 8 protected characteristics of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race

- Religion or belief; and
- Sex or sexual orientation.

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

On and off the job training

Summary of on- and off-the-job training

A combined programme of on and off-the-job training must be completed as part of the apprenticeship and over an average period of:

- 12 months for the Foundation Apprenticeship; and
- 18 months for the Apprenticeship.

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 Foundation Apprenticeship, the amount of off the job training is 209 learning hours (LH) out of a total of 398 LH;
- For the Apprenticeship, the amount of off the job training is 211 LH out of a total of 455 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 is 184 LH out of a total of 398 LH;
- For the Apprenticeship, the amount of on-the-job training is 242 LH out of a total of 455 LH.

Off-the-job training

Foundation Apprenticeship

- A minimum of 398 LH must be completed to achieve the Foundation Apprenticeship;
- The total off-the-job LH for the Foundation Apprenticeship should be at least 209.

Apprenticeship

- A minimum of 455 LH must be completed to achieve the Apprenticeship;
- The total off-the-job LH for the Apprenticeship should be at least 211.

How this requirement will be met

Foundation Apprenticeship

The 209 off-the-job learning hours for the Foundation Apprenticeship consists of:

- Level 2 Certificate in Supporting Teaching and Learning in Schools (knowledge component) (80 LH);
- Essential Skills Wales in Communication at level 2 (proportion to be delivered as part of off-the-job-learning) (36 LH);
- Essential Skills Wales in Application of Number at level 1 (proportion to be delivered as part of off-the-job learning) (36 LH);
- Essential Skills Wales in ICT at level 1 (proportion to be delivered as part of off-the-job learning) (36 LH);

- Induction and completion of ERR (15 LH)
- Appraisals and/or reviews conducted in the 'off the job' training environment (6 LH).

Apprenticeship

The 211 off the job LH for the Apprenticeship consists of:

- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (knowledge component) (80 LH);
- Essential Skills Wales in Communication at level 2 ((proportion to be delivered as part of off the-job-learning) (36 LH);
- Essential Skills Wales in Application of Number at level 2 (proportion to be delivered as part of off-the-job learning) (36 LH);
- Essential Skills Wales in ICT at level 2 ((proportion to be delivered as part of off -the-job learning) (36 LH);
- Induction and completion of ERR (15 LH)
- Appraisals and/or reviews conducted in the 'off the job' training environment (8 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 Foundation 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 Foundation Apprenticeship.

For apprentices with prior uncertificated learning experience, the off-the-job learning must have been acquired within 3 years 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; and
- 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.

On-the-job training

Foundation Apprenticeship

- A minimum of 398 LH must be completed to achieve the Foundation Apprenticeship;
- The total on-the-job hours for the Foundation Apprenticeship should be at least 184 LH.

Apprenticeship

- A minimum of 455 LH must be completed to achieve the Apprenticeship;
- The total on-the-job hours for the Apprenticeship should be at least 242 LH.

How this requirement will be met

Foundation Apprenticeship

The 184 on-the-job hours for the Foundation Apprenticeship consist of:

- Level 2 Certificate in Supporting Teaching and Learning in Schools (competence component) (100 LH);
- Essential Skills Wales in Communication at level 2 (proportion to be delivered on-the-job) (24 LH);
- Essential Skills Wales in Application of Number at level 1 (proportion to be delivered on-the-job) (24 LH);
- Essential Skills Wales in ICT at level 1 ((proportion to be delivered on-the-job) (24 LH);
- Mentoring in the workplace (12 LH).

Apprenticeship

The 242 on the job hours for the Apprenticeship consist of:

- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (competence component) (152 LH);
- Essential Skills Wales in Communication at level 2 (proportion to be delivered on-the-job) (24 LH);
- Essential Skills Wales in Application of Number at level 2 (proportion to be delivered on-the-job) (24 LH);
- Essential Skills Wales in ICT at level 2 (proportion to be delivered on-the-job) (24 LH);
- Mentoring in the workplace (18 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 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 supporting teaching and learning 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.

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, e.g. QCF qualifications, Essential Skills Wales.

Completion certificates will be issued by LSIS.

Providers are responsible for claiming the apprenticeship completion certificate from LSIS 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 and in line with guidance and procedures published by LSIS.

An apprenticeship completion certificate will be issued by LSIS 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 certificates.

An apprenticeship completion certificates will be issued only 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

Improving own learning and performance

Although not a mandatory requirement for the Foundation Apprenticeship or Apprenticeship, learners have the opportunity to achieve the Wider Key Skills as part of their apprenticeship programme as these skills are intrinsic to learning support 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 2 Certificate in Supporting Teaching and Learning in Schools, or the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools. 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 at the levels indicated is an 'optional' requirement for these apprenticeship frameworks:

- Foundation Apprenticeship: Improving own learning and performance at level 1 (6 credits);
- Apprenticeship: 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 these apprenticeship frameworks:

- Foundation Apprenticeship: Working with others at level 1 (6 credits);
- Apprenticeship: Working with others at level 2 (6 credits).

Problem solving

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

- Foundation Apprenticeship: Working with others at level 1 (6 credits);
- Apprenticeship: Working with others at level 2 (6 credits).
- Foundation Apprenticeship: Problems solving at level 1 (6 credits);
- Apprenticeship: Problems solving at level 2 (6 credits).

apprenticeship FRAMEWORK

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