

Apprenticeship Framework in Information, Advice and Guidance Related Services (Wales)

Draft Version 0.3

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Information, Advice and Guidance Related Services (Wales)

Information on the Issuing Authority for this Framework

The Learning and Skills Improvement Service

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

Issue number: TBC

Framework ID: TBC

Date this framework is to be reviewed by: TBC

This framework includes: Apprenticeship (level 3) and Higher Apprenticeship (level 4)

This framework is for use in: Wales

Short description

This Framework has been developed to support those who are employed in the information, advice and guidance related services sector in Wales. It is aimed at those working with a wide range of clients and agencies, including but not limited to support agencies and other forms of social support organisations. The Framework draws on all of the skill areas required to develop professionals that are capable of delivering high quality information, advice and guidance. It also allows individuals to develop in a particular role, widen their skills to move into other roles within the sector, and aid vertical progression into management positions.

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 providing information, advice and guidance related services.

Developer of this framework

Name: TBC

Organisation: LSIS

Organisation type:

Job title: TBC

Phone: TBC

E-mail: TBC

Postal address: TBC

Website address: TBC

Issuing Authority's contact details:

Issued by: TBC
Issuer contact name: TBC
Issuer Phone: TBC
Issuer e-mail: TBC

Revising a framework

Contact details

Who is making this revision: TBC
Your organisation: TBC
Your e-mail address: TBC

Why this framework is being revised

N/A

Summary of changes made to this framework

N/A

Qualifications removed

N/A

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of the Framework

Summary of the purpose of the Framework

There is a wide and diverse range of organisations in Wales that employ individuals to provide information, advice and guidance related services including but not limited to local authorities, careers advice services, voluntary sector organisations, student services, prisons and probation services, and government departments.

Within these organisations there is an equally wide and diverse range of occupational areas and/or job roles that involve providing information, advice and/or guidance to members of the public or to other members of staff within an organization. This includes for example, job roles within learndirect services, visitor centres, customer/client services, help-lines, citizen advice, employment related services, Jobcentres, careers guidance and so on. In fact, there are now an increasing number of organisations giving advice and guidance in specialist areas such as careers, educational choices, money management, pensions, housing, debt, benefits and consumer advice, as well as various types of social support.

In addition, many people work in roles where they may not even be aware they are offering an advice and guidance service, or for whom advice and guidance is only part of their role. For example, those working within an HR department, police, teachers, doctors, nurses, carers, fitness coaches, training coaches, and training advisers - the list is endless. In addition, the number of call centres, which also offer advice and guidance continue to grow to meet increased consumer demand

It is therefore clear that the demand for highly skilled advice and guidance practitioners will continue to increase. In Wales, other key drivers that are likely to affect future demand for skilled workers in this sector in future include:

- Education for Sustainable Development and Global Citizenship (ESDGC)
- Welsh Government policies
- Extending Entitlement - Supporting Young People 11-25 in Wales
- New ways of offering Information, Advice and Guidance through modern technology
- Demographic changes
- The expansion of Europe and related issues such as employment and language
- Short term impact of large events, such as the Olympics and Paralympics

This Framework aims to help the sector meet this growing demand by formally recognising the professionalism of the sector and to assist in the improvement of productivity, performance and customer satisfaction, by providing employers with a toolkit from which they can deliver relevant teaching and learning that is appropriate to their evolving business needs and/or contractual requirements.

The Framework is built around employer-led qualifications that have been designed to accommodate the core knowledge and skills required by all information, advice and guidance related services sector employees, whilst also offering flexibility for individuals to tailor provision to meet their own particular needs and circumstances. The Framework also offers a choice of pathways, thereby enabling individuals to focus on areas that relate specifically to their particular job roles and/or their career aspirations.

The Framework will provide apprentices with a sound foundation for further learning and development of their careers. Career paths lead to higher levels of expertise and professionalism and can lead to careers in management within the sector, as well as offering progression to higher level qualifications, including Foundation Degrees and ultimately to full time or part time Degrees. With a sound basis for listening and communicating, apprentices could also progress into other related areas such as coaching and mentoring, the counselling profession and customer relations.

By the end of the Apprenticeship employers will have an employee who is competent at the level required, who understands their organisation's values, systems and procedures, and who has developed the skills to become a valuable individual and team member. Some apprentices will also demonstrate that they have the potential to progress to management positions though all apprentices should, on completion, be able to enhance the individual and collective contributions to the short term and long-term success of their organisation.

Aims and objectives of this Framework

The aim of this Framework is to define minimum competence levels, raise the status of professionalism of the information, advice and guidance related services sector in Wales, increase the productivity and performance of practitioners, improve delivery standards, and promote positive progressions.

The objectives of the Framework are to:

- Provide practitioners with the skills required when supporting a diverse customer group with a variety of specialist and on occasion multiple and/or complex needs;
- Contribute towards addressing specific skills needs in the Information, Advice and Guidance Related Services sector in Wales, in order to provide a high performing, professional range of services;
- Help bring about a more diverse workforce, which reflects the community it serves through the introduction of an Apprenticeship which is accessible to all people undertaking roles in the sector;
- Provide a range of skills which are portable across different practitioner roles in the sector;
- Offer progression into higher level jobs or higher education;
- Encourage employees to develop their problem solving skills; and
- Help to promote Welsh culture and the use of the Welsh language in providing information, advice and guidance related services.

Entry conditions for this Framework

The Apprenticeship will suit an individual who enjoys assisting others to achieve their potential, who is driven by performing well against agreed targets, and who wishes to work collaboratively with customers and employers to meet their needs.

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 Apprenticeship should be undertaken prior to their enrolment. This should aim to:

- Ensure they have the appropriate level of maturity and personal attributes for the roles they will be required to undertake;
- Determine their potential to develop the appropriate numeracy, literacy and ICT skills to cope with the demands of the Framework;
- Ensure that they are:
 - Motivated to succeed in completing the Apprenticeship;
 - Willing to learn and apply what they have learnt in the workplace;
 - Willing and able to communicate effectively with a range of people; and
 - Committed to equality and diversity;
- Assess their potential to:
 - Recognise the importance of integrity in all personal and social interactions and respect the human rights of all people;
 - Be committed to an ethos of continuous professional development (the professional worker as reflective practitioner), leading to improvement in professional practice; and
 - Be committed to work collaboratively with customers and clients to meet their needs in providing information, advice and guidance.

If the Apprenticeship involves Regulated Activity new entrants will be required to undergo a criminal records bureau (CRB) check.

Level 3, Pathway 1: Advice and Guidance

Description of this pathway

This pathway is for those who provide advice and guidance to customers and clients in a broad range of settings, including full and part-time workers, paid and voluntary workers, permanent or temporary workers, as well as day or night workers.

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

- **XX** credits from the Level 3 **... TBC** (QCF);
- 18 credits from Essential Skills Wales qualifications in Communication, Application of Number, and Information and Communication Technology (ICT)

Entry requirements for this pathway

There are no additional entry requirements for this pathway.

Job titles and roles

Job Titles	Job Roles
Family Support Officers	Responsible for assisting families who are experiencing problems, including practical help and emotional support, with the aim of ensuring children remain with their families rather than being taken into care.
Employment Liaison Officers	Responsible for establishing and maintaining working relationships with employers for the purpose of developing job opportunities for a range of different employment contracts, including sourcing sector-specific vacancies and managing recruitment processes.
Project/Support Workers/Officers	Responsible for interacting with clients in a range of settings, using a range of media, and engaging clients to achieve appropriate outcomes
Job Coach/Learning Coach	Responsible for one to one with individuals to identify needs, strengths/weaknesses and job/career aspirations in order to help achieve a positive employment outcome; or development plan leading to a positive employment outcome
Tutor	Responsible for facilitating learning with groups and individuals in generic and/or specialist skills
Job Broker/Employer Engagement	Responsible for employer liaison which generates opportunities to gain and sustain employment
Customer Liaison	Responsible for initial screening and developing relationships with customers

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 ... Qualification still under development				
No.	QAN	Awarding organisation	Credit value	GLH
B1a	TBC	Agored Cymru	TBC	TBC

Notes on competence and knowledge qualifications (if any)

To complete the Level 3 ... TBC (B1), apprentices must complete.....

To include information about how knowledge and skills are apportioned and how the minimum credits will be achieved.

Competence and knowledge must be assessed separately.

Transferable skills (Wales)

Apprentices are required to achieve the following Essential Skills Wales qualifications to the minimum level shown:

Essential Skills Wales	Minimum level	Credit value
Communication	3	6
Application of Number	2	6
ICT	1	6

For further information about Essential Skills Wales, visit [Essential Skills Wales](#).

Proxies and exemptions relating to Essential Skills Wales

Key Skills qualifications in the relevant skill and at the correct level will satisfy the requirement for Essential Skills Wales. This should be taken into consideration as part of the initial assessment.

There are no other proxies, exemptions or relaxation allowances for Essential Skills Wales.

Progression routes into and from this pathway

Progression routes into this pathway

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

- Entry from full time education;
- Returners to work;

- Direct employer recruitment, including via the Apprenticeship Matching Service;
- Foundation Apprenticeships such as customer service, business administration, contact centre operations, sales and telesales etc;
- From roles in customer service, business and administration, advice and guidance, contact centres, sales, learning and development, recruitment, etc; and
- Other government funded employability programmes.

Progression routes from this pathway

This pathway allows apprentices to develop their career in a direction that suits them and their employer. Due to this flexibility there are a number of options open to apprentices on achievement of this pathway. These are described below:

Jobs roles in the following areas:

- Social support;
- Employment within the voluntary sector;
- Employment related services;
- Careers information advice & guidance;
- Training; and
- Management and team leading.

Further training and qualifications including:

- Level 4 qualifications in Advice and Guidance, Career Information and Advice and Employment Related Services;
- Other level 3/4 qualifications in areas such as customer service, management, business & administration, coaching and counselling;
- Higher Apprenticeships in: Information, Advice and Guidance Related Services; Management & Leadership (after gaining experience at a middle management level); Customer Service; Business & Administration, etc; and
- Foundation degrees in relevant vocational areas.

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. It must be assessed and clearly evidenced. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR.

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.

Providers must ensure that each of the nine outcomes above have been covered during induction and/or throughout the apprenticeship programme.

How to meet the requirements for ERR

This section may need amending - subject to the provision of an ERR unit within new qualifications.

ERR must be assessed and clearly evidenced. The Learning and Skills Improvement Service (LSIS) has developed an *Induction (ERR) Workbook* to enable apprentices to record evidence of each of the nine outcomes. This workbook, or a similar centre devised alternative workbook (which must cover all of the criteria above), must be completed by apprentices as part of the Apprenticeship framework.

The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager. A declaration must then be signed and dated by the apprentice and their employer to confirm that the apprentice has covered the target areas and criteria above.

Evidence of achievement of ERR

Evidence of achievement of ERR will be provided by ONE of the following:

- A. Completion of the ERR unit within the Level 3 Certificate... (to be confirmed);
OR
- B. Signing the declaration on page **XX** of the LSIS *Induction (ERR) Workbook*. For a copy of the workbook please see the following link: **TBC**
OR
- C. Signing a centre devised declaration. Any centre devised assessment for ERR may require prior recognition from the Apprenticeship Certifying Authority.

The declaration must be returned to the Certifying Authority when making an application for an Apprenticeship certificate.

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. 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.

Level 3, Pathway 2: Employment Related Services

Description of this pathway

This pathway is suitable for individuals that are working in the employment related services sector and especially those who help people seeking employment, including welfare to work, recruitment agencies, career guidance and other pre-employment services.

The total minimum number of credits that an apprentice must attain for this pathway is 55. This is made up as follows:

- 37 credits from the Level 3 Diploma in Employment Related Services (QCF); and
- 18 credits from Essential Skills Wales qualifications in Communication, Application of Number, and Information and Communication Technology (ICT).

Entry requirements for this pathway

There are no additional entry requirements for this pathway.

Job titles and roles

Job Titles	Job Roles
Personal Adviser/Job Coach	Responsible for one to one with individuals to identify needs, strengths/weaknesses and job/career aspirations in order to help achieve a positive employment outcome; or development plan leading to a positive employment outcome
Tutor	Responsible for working with groups to improve employability skills, for example, job search, interview techniques etc
Job Broker/Employer Engagement	Responsible for employer liaison which generates opportunities to gain and sustain employment
Customer Liaison	Responsible for initial screening and developing relationships with customers and employers to gain and sustain employment

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications that are available to this pathway

B1 - Level 3 Diploma in Employment Related Services				
No.	QAN	Awarding organisation	Credit value	GLH
B1a	600/2091/X	EDI	37	159
B1b	600/5193/0	OCR	37	159

Notes on competence and knowledge qualifications (if any)

To achieve the Level 3 Diploma in Employment Related Services (B1) apprentices must complete 4 mandatory units totalling 20 credits and optional units to a minimum of 17 credits to give an overall minimum total of 37 credits.

Split between knowledge and competence

The following mandatory units total 11 knowledge credits:

- M/503/2400: Understand the Employment Related Services Sector – 5 credits
- K/602/1597: Providing Excellent Customer Service – 6 credits

The remaining mandatory and optional units total a minimum of 26 credits and relate to competence.

Competence and knowledge must be assessed separately.

Transferable skills (Wales)

Apprentices are required to achieve the following Essential Skills Wales qualifications to the minimum level shown:

Essential Skills Wales	Minimum level	Credit value
Communication	3	6
Application of Number	2	6
ICT	1	6

For further information about Essential Skills Wales, visit [Essential Skills Wales](#).

Proxies and exemptions relating to Essential Skills Wales

Key Skills qualifications in the relevant skill and at the correct level will satisfy the requirement for Essential Skills Wales. This should be taken into consideration as part of the initial assessment.

There are no other proxies, exemptions or relaxation allowances for Essential Skills Wales.

Progression routes into and from this pathway

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

- Entry from full time education;
- Returners to work;
- Direct employer recruitment, including via the Apprenticeship Matching Service;
- Foundation Apprenticeships such as customer service, business administration, contact centre operations, sales and telesales etc;

- From roles in customer service, business and administration, advice and guidance, contact centres, sales, learning and development, recruitment etc; and
- Other government funded employability programmes.

Progression routes from this pathway

This pathway allows apprentices to develop their career in a direction that suits them and their employer. Due to this flexibility there are a number of options open to apprentices on achievement of this framework. These are described below:

Jobs roles in the following areas:

- Social support;
- Employment in the voluntary sector;
- Employment related services;
- Careers information advice & guidance;
- Training; and
- Management and team leading.

Further training and qualifications including:

- Level 4 qualifications in Advice and Guidance, Career Information and Advice and Employment Related Services;
- Other level 3/4 qualifications in areas such as customer service, management, business & administration, coaching and counselling;
- Higher Apprenticeships in: Information, Advice and Guidance Related Services; Management & Leadership (after gaining experience at a middle management level); Customer Service; Business & Administration, etc; and
- Foundation degrees in relevant vocational areas.

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. It must be assessed and clearly evidenced. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR.

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.

Providers must ensure that each of the nine outcomes above have been covered during induction and/or throughout the apprenticeship programme.

How to meet the requirements for ERR

ERR must be assessed and clearly evidenced. The Learning and Skills Improvement Service (LSIS) has developed an *Induction (ERR) Workbook* to enable apprentices to record evidence of each of the nine outcomes. This workbook, or a similar centre devised alternative workbook (which must cover all of the criteria above), must be completed by apprentices as part of the Apprenticeship framework.

The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager. A declaration must then be signed and dated by the apprentice and their employer to confirm that the apprentice has covered the target areas and criteria above.

Evidence of achievement of ERR

Evidence of achievement of ERR will be provided by EITHER:

A. Signing the declaration on page **TBC** of the LSIS *Induction (ERR) Workbook*. For a copy of the workbook please see the following link: **TBC**

OR

B. Signing a centre devised declaration. Any centre devised assessment for ERR may require prior recognition from the Apprenticeship Certifying Authority.

The declaration must be returned to the Certifying Authority when making an application for an Apprenticeship certificate.

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. 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.

Level 4, Pathway 1: Advice and Guidance

Description of this pathway

This pathway is suitable for experience practitioners, particularly in guidance and formal advocacy. Apprentices might have some management and training responsibilities. In addition, they could be creators of information, advice and guidance and are likely to have more dynamic relationships with other organisations.

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

- **TBC** credits from the Level 4 ...**TBC**; and
- 18 credits from Essential Skills Wales qualifications in Communication, Application of Number, and Information and Communication Technology (ICT).

Entry requirements for this pathway

There are no additional entry requirements for this pathway.

Job titles and roles

Job Titles	Job Roles
Family Support Officers	Responsible for assisting families who are experiencing problems, including practical help and emotional support, with the aim of ensuring children remain with their families rather than being taken into care. May include some management or supervision.
Employment Liaison Officers	Responsible for establishing and maintaining working relationships with employers for the purpose of developing job opportunities for a range of different employment contracts, including sourcing sector-specific vacancies and managing recruitment processes. May include some management or supervision.
Project Workers/Co-ordinators	Responsible for interacting with clients in a range of settings, using a range of media, and engaging clients to achieve appropriate outcomes. May include some management or supervision.
Job Coach/Learning Coach	Responsible for one to one with individuals to identify needs, strengths/weaknesses and job/career aspirations in order to help achieve a positive employment outcome; or development plan leading to a positive employment outcome. May include some management or supervision.
Tutor	Responsible for facilitating learning with groups and individuals in generic and/or specialist skills. May include some management or supervision.
Job Broker/Employer Engagement	Responsible for employer liaison which generates opportunities to gain and sustain employment. May include some management or supervision.
Customer Liaison	Responsible for initial screening and developing relationships with customers. May include some management or supervision.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications that are available to this pathway

B1 - Level 4 ...Qualification still under development				
No.	QAN	Awarding organisation	Credit value	GLH
B1a	TBC	Agored Cymru	TBC	TBC

Notes on competence and knowledge qualifications (if any)

To complete the Level 4 ... TBC (B1), apprentices must complete...

To include information about how knowledge and skills are apportioned and how the minimum credits will be achieved.

Competence and knowledge must be assessed separately.

Transferable skills (Wales)

Apprentices are required to achieve the following Essential Skills Wales qualifications to the minimum level shown:

Essential Skills Wales	Minimum level	Credit value
Communication	3	6
Application of Number	2	6
ICT	1	6

For further information about Essential Skills Wales, visit [Essential Skills Wales](#).

Proxies and exemptions relating to Essential Skills Wales

Key Skills qualifications in the relevant skill and at the correct level will satisfy the requirement for Essential Skills Wales. This should be taken into consideration as part of the initial assessment.

There are no other proxies, exemptions or relaxation allowances for Essential Skills Wales.

Progression routes into and from this pathway

Progression routes into this pathway

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

- Entry from full time education;
- Returners to work;
- Apprenticeship (level 3) in Information, Advice and Guidance Related Services;

- Other Apprenticeships (at level 3) in areas such as customer service, business administration, and contact centre operations;
- From roles within the sector such as personal adviser, job coach, tutor, job broker, employer engagement consultant and other practitioner roles; and
- From roles in customer service, business and administration, advice and guidance, contact centres, sales, learning and development, recruitment etc.

Progression routes from this pathway

This pathway allows apprentices to develop their career in a direction that suits them and their employer. Due to this flexibility there are a number of options open to apprentices on achievement of this pathway. These are described below:

Jobs roles in the following areas:

- Social support;
- Employment in the voluntary sector;
- Employment related services;
- Careers information advice & guidance;
- Learning and development; and
- Management and team leading.

Strategic development roles in the following areas:

- Policy and governance;
- Business development;
- Consultancy; and
- Contract management/development.

Further training and qualifications including:

- Higher Apprenticeships such as management & leadership (after gaining experience at a middle management level);
- Qualifications at level 5 and above in areas such as advice & guidance, leadership and management etc;
- Foundation and undergraduate degrees such as management & leadership, business studies etc; and
- Careers guidance qualifications.

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. It must be assessed and clearly evidenced. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR.

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.

Providers must ensure that each of the nine outcomes above have been covered during induction and/or throughout the apprenticeship programme.

How to meet the requirements for ERR

This section may need amending, subject to the provision of an ERR unit within the new qualifications.

ERR must be assessed and clearly evidenced. The Learning and Skills Improvement Service (LSIS) has developed an *Induction (ERR) Workbook* to enable apprentices to record evidence of each of the nine outcomes. This workbook, or a similar centre devised alternative workbook (which must cover all of the criteria above), must be completed by apprentices as part of the Apprenticeship framework.

The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager. A declaration must then be signed and dated by the apprentice and their employer to confirm that the apprentice has covered the target areas and criteria above.

Evidence of achievement of ERR

Evidence of achievement of ERR will be provided by ONE of the following:

- A. Completion of the ERR unit within the Level 3 Certificate... (to be confirmed);
OR
- B. Signing the declaration on page XX of the LSIS *Induction (ERR) Workbook*. For a copy of the workbook please see the following link: [TBC](#)
OR
- C. Signing a centre devised declaration. Any centre devised assessment for ERR may require prior recognition from the Apprenticeship Certifying Authority.

The declaration must be returned to the Certifying Authority when making an application for an Apprenticeship certificate.

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. 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.

DRAFT

Level 4, Pathway 2: Employment Related Services

Description of this pathway

This pathway is suitable for individuals that are working in the employment related services sector and especially those who help people seeking employment, including welfare to work, recruitment agencies, national government departments, career guidance and other pre-employment services.

The total minimum number of credits that an apprentice must attain for this pathway is 55. This is made up as follows:

- 37 credits from the Level 4 Diploma in Employment Related Services (QCF); and
- 18 credits from Essential Skills Wales in Communication and Application of Number, and Information and Communication Technology (ICT).

Entry requirements for this pathway

There are no additional entry requirements for this pathway. However, the following will give an indication of the qualifications/experience that employers will expect learners to have at this level:

- 2 x A levels (voluntary work with people desirable) plus GCSE Maths and English (C or above) or equivalent qualifications; OR
- 1 x level 3 vocational qualification (e.g. an NVQ); OR
- 2 years experience in a role within the sector.

Job titles and roles

Job Titles	Job Roles
Senior Personal Adviser/Senior Job Coach	Responsible for the service development and delivery by a team of client advisers, leading to a sustained employment outcome for each client. They will have a specific caseload of challenging or strategically important clients plus line management and QA responsibilities for their team.
Senior Tutor/Tutor Co-ordinator	Responsible for group-based delivery of employability skills by a team of tutors. They will deal with more challenging or strategically important groups. They may also have some line management responsibility and quality assurance responsibilities.
Employer Engagement Co-ordinator/Senior Job Broker/Senior Engagement Consultant	Responsible for employer liaison generating opportunities to gain and sustain employment. They often manage relationships with larger employers whilst also having line management and quality assurance responsibilities for their team.
Stakeholder/Partnership Co-ordinator (Advanced Practitioner)	Accountable for interpreting a unique range of employment related service contracts to inform and develop operational plans to sustain employment outcomes. Also maintains relationships with key/relevant stakeholders and ensures communication between internal teams and external stakeholders.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications that are available to this pathway

B1 - Level 3 Diploma in Employment Related Services				
No.	QAN	Awarding organisation	Credit value	GLH
B1a	600/4904/2	EDI	37	134

Notes on competence and knowledge qualifications (if any)

To achieve the Level 4 Diploma in Employment Related Services (B1) apprentices must complete 3 mandatory units totalling 15 credits. A minimum of 6 credits must be achieved from the optional unit group B and a minimum of 16 credits must be achieved from the optional group C. This means that the minimum number of credits a learner will achieve is 37.

Split between knowledge and competence

The following unit from mandatory group A totals 5 knowledge credits:

- M/503/2400: Understand the Employment Related Services Sector – 5 credits

A further minimum of 6 knowledge credits will be achieved from mandatory optional group B. This means that a minimum of 11 knowledge credits will be achieved as part of this pathway.

The remaining units from mandatory group A and optional group C total a minimum of 26 credits that relate to competence.

Competence and knowledge must be assessed separately.

Transferable skills (Wales)

Apprentices are required to achieve the following Essential Skills Wales qualifications to the minimum level shown:

Essential Skills Wales	Minimum level	Credit value
Communication	3	6
Application of Number	2	6
ICT	1	6

For further information about Essential Skills Wales, visit [Essential Skills Wales](#).

Proxies and exemptions relating to Essential Skills Wales

Key Skills qualifications in the relevant skill and at the correct level achieved prior to 31st August 2011 will satisfy the requirement for Essential Skills Wales. This should be taken into consideration as part of the initial assessment.

There are no other proxies, exemptions or relaxation allowances for Essential Skills Wales.

Progression routes into and from this pathway

Progression routes into this pathway

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

- Entry from full time education;
- From unemployment and returners to work (subject to appropriate skills and experience);
- Level 3 Apprenticeship in Information, Advice and Guidance Related Services (any pathway), customer service, business administration, contact centre operations, sales and telesales etc;
- From roles within the sector such as personnel adviser, job coach tutor, tutor, job broker, employer engagement consultant and other practitioner roles; and
- From roles in customer service, business and administration, advice and guidance, contact centres, sales, learning and development, recruitment etc.

Progression routes from this pathway

This pathway allows apprentices to develop their career in a direction that suits them and their employer. Due to this flexibility there are a number of options open to apprentices on achievement of this pathway. These are described below:

Jobs in the following areas:

- Employment related services;
- Careers information advice & guidance;
- Learning and development; and
- Management and team leading.

Strategic development roles in the following areas:

- Policy and governance;
- Business development;
- Consultancy; and
- Contract management/development.

Further training and qualifications including:

- Higher Level Apprenticeships such as management & leadership (after gaining experience at a middle management level);
- Qualifications above level 5 in areas such as advice & guidance, leadership and management etc;
- Foundation and undergraduate degrees such as management & leadership, business studies etc; and
- Careers guidance qualifications.

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. It must be assessed and clearly evidenced. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR.

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.

Providers must ensure that each of the nine outcomes above have been covered during induction and/or throughout the apprenticeship programme.

How to meet the requirements for ERR

ERR must be assessed and clearly evidenced. The Learning and Skills Improvement Service (LSIS) has developed an *Induction (ERR) Workbook* to enable apprentices to record evidence of each of the nine outcomes. This workbook, or a similar centre devised alternative workbook (which must cover all of the criteria above), must be completed by apprentices as part of the Apprenticeship framework.

The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager. A declaration must then be signed and dated by the apprentice and their employer to confirm that the apprentice has covered the target areas and criteria above.

Evidence of achievement of ERR

Evidence of achievement of ERR will be provided by EITHER:

- A. Signing the declaration on page **XX** of the LSIS *Induction (ERR) Workbook*. For a copy of the workbook please see the following link: **TBC**

OR

- B. Signing a centre devised declaration. Any centre devised assessment for ERR may require prior recognition from the Apprenticeship Certifying Authority.

The declaration must be returned to the Certifying Authority when making an application for an Apprenticeship certificate.

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. 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.

DRAFT

Level 4, Pathway 3: Career Information and Advice

Description of this pathway

This pathway is specifically for those who provide careers information, advice and guidance to clients in all age groups.

The total minimum number of credits that an apprentice must attain for this pathway is 63. This is made up as follows:

- 45 credits from the Level 4 Diploma in Career Information and Advice (QCF); and
- 18 credits from Essential Skills Wales in Communication, Application of Number, and Information and Communication Technology (ICT).

Entry requirements for this pathway

There are no additional entry requirements for this pathway.

Job titles and roles

Job Titles	Job Roles
Careers Assistant	Responsible for providing impartial information, advice and guidance to clients on learning, training and career opportunities.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications that are available to this pathway

B1 - Level 4 Diploma in Career Information and Advice				
No.	QAN	Awarding organisation	Credit value	GLH
B1a	600/1104/X	City and Guilds	45	280
B1b	600/0805/2	OCR	45	280
B1c	600/4379/9	SFEDI Awards	45	280

Notes on competence and knowledge qualifications (if any)

To complete the Level 4 NVQ Diploma in Career Information and Advice (B1), apprentices must complete 5 mandatory units totalling 30 credits and optional units to a minimum of 15 credits to give an overall minimum total of 45 credits.

For the Apprenticeship, apprentices must complete the following unit, either as part of the 15 credits that make up the selected optional units, or in addition to these units:

- Y/502/8440: Source, evaluate and use labour market information with clients

Split between knowledge and competence

Competence and knowledge is combined within the units of the Level 4 Diploma in Career Information and Advice. 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, the 5 mandatory units provide 10 competence credits and 20 knowledge credits, thereby meeting the minimum requirements for the apprenticeship. The apportionment within the mandatory units has been calculated as follows:

- [A/502/8401](#): Career choice theories and concepts to support clients (0 competence credits and 6 knowledge credits)
- [J/502/8417](#): Interview clients to determine their need for career information, advice and guidance
- [L/502/8418](#): Meeting the career-related information needs of clients (3 competence credits and 3 knowledge credits)
- [F/601/4882](#): Preparing to work in the career information, advice and guidance sector (4 competence credits and 2 knowledge credits)
- [R/601/4885](#): Reflecting on practice and continuous professional development (3 competence credits and 3 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.

Transferable skills (Wales)

Apprentices are required to achieve the following Essential Skills Wales qualifications to the minimum level shown:

Essential Skills Wales	Minimum level	Credit value
Communication	3	6
Application of Number	2	6
ICT	1	6

For further information about Essential Skills Wales, visit [Essential Skills Wales](#).

Proxies and exemptions relating to Essential Skills Wales

Key Skills qualifications in the relevant skill and at the correct level will satisfy the requirement for Essential Skills Wales. This should be taken into consideration as part of the initial assessment.

There are no other proxies, exemptions or relaxation allowances for Essential Skills Wales.

Progression routes into and from this pathway

Progression routes into this pathway

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

- Entry from full time education;
- Returners to work;
- Apprenticeship (level 3) in Information, Advice and Guidance Related Services;
- Other Apprenticeships (at level 3) in areas such as customer service, business administration, and contact centre operations;
- From any roles that involve providing career information or other advice and guidance, such as careers assistant, personal adviser, job coach, tutor, job broker, employer engagement consultant and other roles; and
- From other roles in customer service, business and administration, contact centres, sales, learning and development, recruitment etc.

Progression routes from this pathway

This pathway allows apprentices to develop their career in a direction that suits them and their employer. Due to this flexibility there are a number of options open to apprentices on achievement of this pathway. These are described below:

Jobs roles in the following areas:

- Careers information advice & guidance;
- Employment related services;
- Learning and development support;
- Management and team leading within the careers information advice and guidance sector;
- Probation service/working with vulnerable groups;
- Social support in the public, private and voluntary sector; and
- Self employment as a registered practitioner.

Strategic development roles in areas such as:

- Policy, governance and service management;
- Business development; and
- Contract management/development.

Further training and qualifications including:

- Level 6 Diploma in Career Guidance and Development (and other relevant careers guidance qualifications);
- Other qualifications at level 5 and above, such as advice & guidance, leadership and management etc;
- Higher Apprenticeships in areas such as management & leadership ;
- Foundation and undergraduate degrees such as management & leadership, business studies etc; and
- Teaching qualifications, such as PGCE.

Further information about working in the careers information and advice sector can be obtained from:

- The Institute of Career Guidance: <http://www.icg-uk.org/>
- The Careers Professional Alliance: <http://www.cparegister.org>

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. It must be assessed and clearly evidenced. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR.

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.

Providers must ensure that each of the nine outcomes above have been covered during induction and/or throughout the apprenticeship programme.

How to meet the requirements for ERR

ERR must be assessed and clearly evidenced. The Learning and Skills Improvement Service (LSIS) has developed an *Induction (ERR) Workbook* to enable apprentices to record evidence of each of the nine outcomes. This workbook, or a similar centre devised alternative workbook (which must cover all of the criteria above), must be completed by apprentices as part of the Apprenticeship framework.

The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager. A declaration must then be signed and dated by the apprentice and their employer to confirm that the apprentice has covered the target areas and criteria above.

Evidence of achievement of ERR

Evidence of achievement of ERR will be provided by EITHER:

A. Signing the declaration on page **XX** of the LSIS *Induction (ERR) Workbook*. For a copy of the workbook please see the following link: **TBC**

OR

B. Signing a centre devised declaration. Any centre devised assessment for ERR may require prior recognition from the Apprenticeship Certifying Authority.

The declaration must be returned to the Certifying Authority when making an application for an Apprenticeship certificate.

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. 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.

Additional information relevant to all levels and pathways

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, in that:

- Entry conditions to this framework have been made flexible;
- Mentoring has been included to offer additional support and increase retention of apprentices; and
- Equality and diversity is embedded into all components of the Framework.

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 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 on-going monitoring of registrations and completions.

On and off-the-job training (Wales)

Summary of on and off the job training

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

- Pathway 1 – Advice and Guidance: **TBC**
- Pathway 2 – Employment Related Services: 384

For the Higher Apprenticeship (level 4) the total amount of on and off the job training for each pathway is as follows:

- Pathway 1 – Advice and Guidance: **TBC**

- Pathway 2 – Employment Related Services: 369
- Pathway 3 – Career Information and Advice: 430

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.

Apprenticeship (level 3)

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

Pathway 1: Advice and Guidance

TBC off the job training hours (from a total of **TBC**) must be completed, which should consist of:

- **XX hours for Level 3 ...: TBC (knowledge component);**
- 30 hours for Essential Skills Wales in Communication at level 3 (proportion to be delivered as part of off the job training);
- 30 hours for Essential Skills Wales in Application of Number at level 2 (proportion to be delivered as part of off the job training);
- 30 hours for Essential Skills Wales in ICT at level 1 (proportion to be delivered as part of off the job training); and
- 45 hours for induction, completion of ERR, appraisals/reviews and mentoring throughout the Apprenticeship programme.

Pathway 2: Employment Related Services

208 off-the-job training hours (from a total of 384) must be completed, which should consist of:

- 73 hours for the Level 3 Diploma in Employment Related Services (knowledge component);
- 30 hours for Essential Skills Wales in Communication at level 2 (proportion to be delivered as part of off the job training);
- 30 hours for Essential Skills Wales in Application of Number at level 2 (proportion to be delivered as part of off the job training);
- 30 hours for Essential Skills Wales in ICT at level 1 (proportion to be delivered as part of off the job training); and
- 45 hours for induction, completion of ERR, appraisals/reviews and mentoring throughout the Apprenticeship programme.

Higher Apprenticeship (level 4)

For the Higher Apprenticeship (level 4), the amount of off the job training for each pathway is as follows:

Pathway 1: Advice and Guidance

TBC off the job training hours (from a total of **TBC**) must be completed, which should consist of:

- **XX hours for the Level 4 ...: TBC (knowledge component);**
- 30 hours for Essential Skills Wales in Communication at level 3 (proportion to be delivered as part of off the job training);

- 30 hours for Essential Skills Wales in Application of Number at level 2 (proportion to be delivered as part of off the job training);
- 30 hours for Essential Skills Wales in ICT at level 1 (proportion to be delivered as part of off the job training); and
- 45 hours for induction, completion of ERR, appraisals/reviews and mentoring throughout the Apprenticeship programme.

Pathway 2: Employment Related Services

188 off the job training hours (from a total of 359) must be completed, which should consist of:

- 53 hours for the Level 4 Diploma in Employment Related Services (knowledge component);
- 30 hours for Essential Skills Wales in Communication at level 2 (proportion to be delivered as part of off the job training);
- 30 hours for Essential Skills Wales in Application of Number at level 2 (proportion to be delivered as part of off the job learning);
- 30 hours for Essential Skills Wales in ICT at level 1 (proportion to be delivered as part of off the job learning); and
- 45 hours for induction, completion of ERR, appraisals/reviews and mentoring throughout the Apprenticeship programme.

Pathway 3: Career Information and Guidance

314 off the job training hours (from a total of 505) must be completed, which should consist of:

- 179 hours for the Level 4 Diploma in Career Information and Guidance (knowledge component);
- 30 hours for Essential Skills Wales in Communication at level 2 (proportion to be delivered as part of off the job-learning);
- 30 hours for Essential Skills Wales in Application of Number at level 1 (proportion to be delivered as part of off the job learning);
- 30 hours for Essential Skills Wales in ICT at level 1 (proportion to be delivered as part of off the job learning); and
- 45 hours for induction, completion of ERR, appraisals/reviews and mentoring throughout the Apprenticeship programme: 45

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; 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

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

Apprenticeship (level 3)

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

Pathway 1: Advice and Guidance

TBC on the job training hours (from a total of **TBC**) must be completed, which should consist of:

- **XX hours for the Level 3 ... TBC (competence component);**
- 30 hours for Essential Skills Wales in Communication at level 3 (proportion to be delivered on the job);
- 30 hours for Essential Skills Wales in Application of Number at level 2 (proportion to be delivered on the job); and
- 30 hours for Essential Skills Wales in ICT at level 1 (proportion to be delivered on the job).

Pathway 2: Employment Related Services

176 on the job training hours (from a total of 384) must be completed, which should consist of:

- 86 hours for the Level 3 Diploma in Employment Related Services (competence component);
- 30 hours for Essential Skills Wales in Communication at level 2 (proportion to be delivered on the job);
- 30 hours for Essential Skills Wales in Application of Number at level 2 (proportion to be delivered on the job); and
- 30 hours for Essential Skills Wales in ICT at level 1 (proportion to be delivered on the job).

Higher Apprenticeship (level 4)

For the Higher Apprenticeship (level 4), the amount of on the job training for each pathway is as follows:

Pathway 1: Advice and Guidance

XXX on the job training hours (from a total of TBC) must be completed, which should consist of:

- XX hours for the Level 4 ... TBC (competence component);
- 30 hours for Essential Skills Wales in Communication at level 3 (proportion to be delivered on the job);
- 30 hours for Essential Skills Wales in Application of Number at level 2 (proportion to be delivered on the job); and
- 30 hours for Essential Skills Wales in ICT at level 1 (proportion to be delivered on the job).

Pathway 2: Employment Related Services

171 on the job training hours (from a total of 359) must be completed, which should consist of:

- 81 hours for the Level 4 Diploma in Employment Related Services (competence component);
- 30 hours for Essential Skills Wales in Communication at level 3 (proportion to be delivered on the job);
- 30 hours for Essential Skills Wales in Application of Number at level 2 (proportion to be delivered on the job); and
- 30 hours for Essential Skills Wales in ICT at level 1 (proportion to be delivered on the job).

Pathway 3: Career Information and Guidance

191 on-the-job training hours (from a total of 505) must be completed, which should consist of:

- 101 hours for the Level 4 Diploma in Career Information and Guidance (competence component);
- 30 hours for Essential Skills Wales in Communication at level 2 (proportion to be delivered on the job);
- 30 hours for Essential Skills Wales in Application of Number at level 2 (proportion to be delivered on the job); and
- 30 hours for Essential Skills Wales in ICT at level 1 (proportion to be delivered 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.

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. the relevant qualifications, Essential Skills Wales etc.

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 certificate 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 (Wales)

Although not a mandatory requirement for the Apprenticeship (level 3) or Higher Apprenticeship (level 4), 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 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 the levels indicated is an 'optional' requirement for these apprenticeship frameworks:

- Apprenticeship (level 3): Improving own learning and performance at level 2 (6 credits);
- Higher Apprenticeship (level 4): 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:

- Apprenticeship (level 3): Working with others at level 2 (6 credits);
- Higher Apprenticeship (level 4): Working with others at level 2 (6 credits).

Problem solving

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

- Apprenticeship (level 3): Problems solving at level 2 (6 credits);
- Higher Apprenticeship (level 4): Problems solving at level 2 (6 credits).

Additional employer requirements

There are no additional employer requirements for either the Apprenticeship (level 3) or the Higher Apprenticeship (level 4).