Apprenticeship Framework in Learning Support (England)

Draft Version 0.2

10th August 2012

Contents

Introduction to Apprenticeship in Learning support (England)

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: Advanced Apprenticeship (level 3)

This framework is for use in: England

Short description

The Apprenticeship is relevant to Learning Support Practitioners who work in a wide range of learning contexts. It will support the professionalism of the learning support workforce and enable wider recognition of the valuable role that practitioners bring to supporting a diverse range of learner requirements in further education, skills and lifelong learning contexts. The contribution that practitioners make to learner achievement is increasingly recognised by employers.

Contact information

Proposer of this framework

Learning and Skills Improvement Service

Developer of this framework

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Revising a framework

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

The contribution that learning support practitioners make to learner achievement is being increasingly recognised and valued by employers. This Apprenticeship Framework has therefore been designed as a high quality, nationally recognised training programme that offers a route of entry to learning support occupations in England.

The Framework, which is underpinned by the National Occupational Standards for Learning Support Staff, is relevant to practitioners who support a diverse range of learner requirements in further education, skills and lifelong learning contexts. Working under the direction of a person leading the learning, learning support practitioners contribute to the provision of learning opportunities that promote the achievement and progression of learners by:

- Providing learning support for individuals and/or groups;

- Working with others to provide learning support;

- Promoting learner independence and self-determination; and

- Promoting inclusion and participation.

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

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

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

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

- Supporting Learning (generalist pathway);
- Supporting Literacy, Language and Numeracy Learning;
- Supporting Disabled Learners; and
- Communication Support for D/deaf Learners.

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

Aims and objectives of the Framework

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

The objectives of the Framework are to:

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

Entry conditions for the Framework

An initial assessment of an individual's suitability for entry to the Framework should be undertaken prior to enrolment. This should aim to:

- Determine and select the most appropriate pathway within the Framework, which aligns to their learning support role and career aspirations;
- Ensure they have any specific entry requirements, as specified for each of the pathways;
- Determine whether they have the appropriate level of English, mathematics and ICT skills and/or the potential to develop these skills to cope with the demands of the Apprenticeship programme;

- Establish whether they have the appropriate personal attributes and values that are conducive to learning support work, particularly in regard to safeguarding learners and observing boundaries and professional working practices;

- Ensure that they are:

    o Motivated to succeed in completing the Apprenticeship;

    o Willing to learn and apply what they have learnt in the workplace;

    o Willing and able to communicate effectively with a range of people; and

    o Committed to equality and diversity;

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

Level 3, Pathway 1: Supporting Learning

Description of this pathway

This generalist pathway is relevant to practitioners who provide learning support to learners with different needs and in a range of contexts, and who do not require a specialist level of support.

The total minimum number of credits that an apprentice must attain for this pathway is 45. This is made up as follows:

- 30 credits from the Level 3 Certificate in Supporting Learning (QCF); and

- 15 credits from Functional Skills qualifications in English, Mathematics and ICT.

Entry requirements

There are no specific entry requirements for this pathway.

Job titles and roles

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

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 – Level 3 Certificate in Supporting Learning				
QAN	Awarding organisation	Credit value	GLH	UCAS points
B1a	TBC	30	150	N/A

Notes on competence and knowledge qualifications (if any)

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

Split between knowledge and competence

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

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

- Preparing to support learning (either level 2 or level 3) (2 competence credits and 4 knowledge credits);

- Learning support in lifelong learning contexts (4 competence credits and 2 knowledge credits);

- Principles of learning support (0 competence credits and 6 knowledge credits); and

- Supporting learning (4 competence credits and 2 knowledge credits).

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

Competence and knowledge must be assessed separately.

Transferable skills (England)

Functional Skills/GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit Value
Functional Skills qualification in English	2	5
GCSE qualification (with enhanced functional content) in English	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the apprenticeship or...*	2	5
GCSE qualification in English*	C	N/A
A level or AS level qualification in English Language*	E	N/A
A level or AS level qualification in English Literature*	E	N/A
A level or AS level qualification in English Language and Literature*E	E	N/A
GCSE or O level qualification in English Language**	A	N/A
A level or AS level qualification in English Language**	A	N/A
A level or AS level qualification in English Literature**	A	N/A
A level or AS level qualification in English Language and Literature**	A	N/A

*achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship

**achieved before September 2012, otherwise at any time prior to starting the apprenticeship

Mathematics	Minimum level or grade	Credit Value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the apprenticeship or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A level or AS level qualification in Mathematics*	E	N/A
A level or AS level qualification in Pure Mathematics*	E	N/A
A level or AS level qualification in Further Mathematics*	E	N/A
GCSE or O level qualification in Mathematics**	A	N/A
A level or AS level qualification in Mathematics**	A	N/A
A level or AS level qualification in Pure Mathematics**	A	N/A
A level or AS level qualification in Further Mathematics**	A	N/A

*achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship

**achieved before September 2012, otherwise at any time prior to starting the apprenticeship

ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit Value
Functional Skills qualification in Information and Communication Technology (ICT)	2	5
GCSE qualification (with enhanced functional content) in ICT	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the apprenticeship or...*	2	5
GCSE qualification in ICT*	C	N/A
A level or AS level qualification in ICT*	E	N/A
GCSE or O level qualification in ICT**	A	N/A
A level or AS level qualification in ICT**	A	N/A

*achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship

**achieved before September 2012, otherwise at any time prior to starting the apprenticeship

Inclusion of Information and Communication Technology (ICT)

ICT has been included within this framework as it is considered relevant to the effective performance in the job roles to which it relates.

Providing routes into and from this pathway

Progression routes into this pathway

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

- Any relevant previous work, training or volunteering in learning support;

- Academic qualifications (e.g. GCSEs; the Diploma in Society, Health and Development);

- Vocational qualifications (e.g. Level 2 Award in Preparing to Support Learning, Level 2 Award in Learning Support, Level 2 Award in Literacy, Language, Numeracy and ICT Awareness);

- Intermediate Apprenticeships, such as Supporting Teaching and Learning;

- Unemployment and returners to work with previous relevant experience; and

- From roles in related areas, e.g. Teaching Assistants in schools, social care, health services, teaching and other employment which provides the appropriate transferable skills.

Progression routes from this pathway

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

Jobs in the following areas:

- Learning Support Practitioner;

- Senior Learning Support Practitioner;

- Specialist learning support roles; and

- First line management (dependent on experience).

Further training and qualifications, including:

- Specialist learning support qualifications;

- Level 3 and 4 qualifications in teaching and training;

- Foundation Degree in Learning Support/Inclusive Learning;

- NVQ Level 4 in Learning Development and Support Services;

- Level 3 and 4 qualifications in information, advice and guidance related services;

- Level 4 qualifications in job coaching/mentoring

- Level 3 and 4 management/first line management 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

Achievement of ERR will be evidence 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.

Level 3, Pathway 2: Supporting Literacy, Language and Numeracy Learning

Description of this pathway

This pathway is relevant to practitioners who provide learning support to learners with specific needs in the area of literacy, language and numeracy.

The total minimum number of credits that an apprentice must attain for this pathway is 51. This is made up as follows:

- 36 credits from the Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning (QCF); and

- 15 credits from Functional Skills qualifications in English, Mathematics and ICT.

Entry requirements

Apprentices should be able to evidence appropriate skills in English and mathematics at level 2.

Job titles and roles

Job Titles	Job Roles
Learning Support Practitioner (Literacy, Language and Numeracy)	Working under guidance and within an agreed system of supervision, contribute to the provision of learning opportunities that promote the achievement and progression of learners, focusing on language, literacy and numeracy.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 – Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning				
QAN	Awarding organisation	Credit value	GLH	UCAS points
B1a	TBC	36	180	N/A

Notes on competence and knowledge qualifications (if any)

To achieve the Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning (B1) apprentices must achieve 6 credits from Group A and 30 credits from Group B, giving a total of 36 credits. At least 30 credits must be at level 3 or above.

Split between knowledge and competence

Competence and knowledge is combined within the units of the Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning. Credits for competence, or knowledge have been apportioned for each unit, depending on the proportion of competence and knowledge learning outcomes they contain. Based on this apportionment, achievement of the mandatory units will provide the 10 competence credits and 26 knowledge credits, thereby meeting the minimum requirements for an apprenticeship.

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

- Preparing to support learning (level 2 or level 3) (2 competence credits and 4 knowledge credits);

- Learning support in lifelong learning contexts: literacy, language and numeracy (4 competence credits and 2 knowledge credits);

- Principles of learning support: literacy, language and numeracy (0 competence credits and 6 knowledge credits);

- Supporting learning: literacy language and numeracy (4 competence credits and 2 knowledge credits);

- Knowledge and understanding for supporting literacy and language (0 competence credits and 6 knowledge credits); and

- Knowledge and understanding for supporting numeracy (0 competence credits and 6 knowledge credits).

Competence and knowledge must be assessed separately.

Transferable skills (England)

Functional Skills/GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit Value
Functional Skills qualification in English	2	5
GCSE qualification (with enhanced functional content) in English	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the apprenticeship or...*	2	5
GCSE qualification in English*	C	N/A
A level or AS level qualification in English Language*	E	N/A
A level or AS level qualification in English Literature*	E	N/A
A level or AS level qualification in English Language and Literature*E	E	N/A
GCSE or O level qualification in English Language**	A	N/A
A level or AS level qualification in English Language**	A	N/A
A level or AS level qualification in English Literature**	A	N/A
A level or AS level qualification in English Language and Literature**	A	N/A

*achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship

**achieved before September 2012, otherwise at any time prior to starting the apprenticeship

Mathematics	Minimum level or grade	Credit Value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the apprenticeship or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A level or AS level qualification in Mathematics*	E	N/A
A level or AS level qualification in Pure Mathematics*	E	N/A
A level or AS level qualification in Further Mathematics*	E	N/A
GCSE or O level qualification in Mathematics**	A	N/A
A level or AS level qualification in Mathematics**	A	N/A
A level or AS level qualification in Pure Mathematics**	A	N/A
A level or AS level qualification in Further Mathematics**	A	N/A

*achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship

**achieved before September 2012, otherwise at any time prior to starting the apprenticeship

ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit Value
Functional Skills qualification in Information and Communication Technology (ICT)	2	5
GCSE qualification (with enhanced functional content) in ICT	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the apprenticeship or...*	2	5
GCSE qualification in ICT*	C	N/A
A level or AS level qualification in ICT*	E	N/A
GCSE or O level qualification in ICT**	A	N/A
A level or AS level qualification in ICT**	A	N/A

*achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship

**achieved before September 2012, otherwise at any time prior to starting the apprenticeship

Inclusion of Information and Communication Technology (ICT)

ICT has been included within this framework as it is considered relevant to the effective performance in the job roles to which it relates.

Providing routes into and from this pathway

Progression routes into this pathway

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

- Any relevant previous work, training or volunteering in learning support;

- Academic qualifications (e.g. GCSEs; the Diploma in Society, Health and Development);

- Vocational qualifications (e.g. Level 2 Award in Preparing to Support Learning, Level 2 Award in Learning Support, Level 2 Award in Literacy, Language, Numeracy and ICT Awareness);

- Intermediate Apprenticeships, such as Supporting Teaching and Learning;

- Unemployment and returners to work with previous relevant experience; and

- From roles in related areas, e.g. Teaching Assistants in schools, social care, health services, teaching and other employment which provides the appropriate transferable skills.

Progression routes from this pathway

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

Jobs in the following areas:

- Learning Support Practitioner;

- Senior Learning Support Practitioner;

- Other specialist learning support roles; and

- First line management (dependent on experience).

Further training and qualifications, including:

- Other specialist learning support qualifications;

- Level 3 and 4 qualifications in teaching and training;

- Foundation Degree in Learning Support/Inclusive Learning;

- NVQ Level 4 in Learning Development and Support Services;

- Level 3 and 4 qualifications in information, advice and guidance related services;

- Level 4 qualifications in job coaching/mentoring

- Level 3 and 4 management/first line management 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

Achievement of ERR will be evidence 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.

Level 3, Pathway 3: Supporting Disabled Learners

Description of this pathway

This pathway in is relevant to practitioners who provide learning support to disabled learners in a range of contexts.

The total minimum number of credits that an apprentice must attain for this pathway is 51. This is made up as follows:

- 36 credits from the Level 3 Certificate in Supporting Disabled Learners (QCF); and

- 15 credits from Functional Skills qualifications in English, Mathematics and ICT.

Entry requirements

Trainees are required to be in a learning support role with disabled learners.

Job titles and roles

Job Titles	Job Roles
Learning Support Practitioner (Disabled Learners)	Working under guidance and within an agreed system of supervision, contribute to the provision of learning opportunities that promote the achievement and progression of disabled learners.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 – Level 3 Certificate in Supporting Disabled Learners				
QAN	Awarding organisation	Credit value	GLH	UCAS points
B1a	TBC	36	180	N/A

Notes on competence and knowledge qualifications (if any)

To achieve the Level 3 Certificate in Supporting Disabled Learners (B1) apprentices must achieve 6 credits from Group A, 24 credits from Group B and 6 credits from Group C, giving a total of 36 credits. At least 30 credits must be at level 3 or above.

Split between knowledge and competence

Competence and knowledge is combined within the units of the Level 3 Certificate in Supporting Disabled Learners. Credits for competence, or knowledge have been apportioned for each unit, depending on the proportion of competence and knowledge learning outcomes they contain. Based on this apportionment, achievement of the mandatory units will provide the 10 competence credits and 20 knowledge credits, thereby meeting the minimum requirements for an apprenticeship.

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

- Preparing to support learning (either level 2 or level 3) (2 competence credits and 4 knowledge credits);

- Learning support in lifelong learning contexts: disabled learner (4 competence credits and 2 knowledge credits);

- Principles of learning support: disabled learners (0 competence credits and 6 knowledge credits);

- Supporting learning: disabled learners (4 competence credits and 2 knowledge credits);

- Supporting disabled learners (0 competence credits and 6 knowledge credits); and

- Supporting learners with learning disabilities (3 competence credits and 3 knowledge credits).

Competence and knowledge must be assessed separately.

Transferable skills (England)

Functional Skills/GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications listed below in order to successfully complete their apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit Value
Functional Skills qualification in English	2	5
GCSE qualification (with enhanced functional content) in English	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the apprenticeship or...*	2	5
GCSE qualification in English*	C	N/A
A level or AS level qualification in English Language*	E	N/A
A level or AS level qualification in English Literature*	E	N/A
A level or AS level qualification in English Language and Literature*E	E	N/A
GCSE or O level qualification in English Language**	A	N/A
A level or AS level qualification in English Language**	A	N/A
A level or AS level qualification in English Literature**	A	N/A
A level or AS level qualification in English Language and Literature**	A	N/A

*achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship

**achieved before September 2012, otherwise at any time prior to starting the apprenticeship

Mathematics	Minimum level or grade	Credit Value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the apprenticeship or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A level or AS level qualification in Mathematics*	E	N/A
A level or AS level qualification in Pure Mathematics*	E	N/A
A level or AS level qualification in Further Mathematics*	E	N/A
GCSE or O level qualification in Mathematics**	A	N/A
A level or AS level qualification in Mathematics**	A	N/A
A level or AS level qualification in Pure Mathematics**	A	N/A
A level or AS level qualification in Further Mathematics**	A	N/A

*achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship

**achieved before September 2012, otherwise at any time prior to starting the apprenticeship

ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit Value
Functional Skills qualification in Information and Communication Technology (ICT)	2	5
GCSE qualification (with enhanced functional content) in ICT	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the apprenticeship or...*	2	5
GCSE qualification in ICT*	C	N/A
A level or AS level qualification in ICT*	E	N/A
GCSE or O level qualification in ICT**	A	N/A
A level or AS level qualification in ICT**	A	N/A

*achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship

**achieved before September 2012, otherwise at any time prior to starting the apprenticeship

Inclusion of Information and Communication Technology (ICT)

ICT has been included within this framework as it is considered relevant to the effective performance in the job roles to which it relates.

Providing routes into and from this pathway

Progression routes into this pathway

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

- Any relevant previous work, training or volunteering in learning support;

- Academic qualifications (e.g. GCSEs; the Diploma in Society, Health and Development);

- Vocational qualifications (e.g. Level 2 Award in Preparing to Support Learning, Level 2 Award in Learning Support, Level 2 Award in Literacy, Language, Numeracy and ICT Awareness);

- Intermediate Apprenticeships, such as Supporting Teaching and Learning;

- Unemployment and returners to work with previous relevant experience; and

- From roles in related areas, e.g. Teaching Assistants in schools, social care, health services, teaching and other employment which provides the appropriate transferable skills.

Progression routes from this pathway

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

Jobs in the following areas:

- Learning Support Practitioner;

- Senior Learning Support Practitioner;

- Other specialist learning support roles; and

- First line management (dependent on experience).

Further training and qualifications, including:

- Other specialist learning support qualifications;

- Level 3 and 4 qualifications in teaching and training;

- Foundation Degree in Learning Support/Inclusive Learning;

- NVQ Level 4 in Learning Development and Support Services;

- Level 3 and 4 qualifications in information, advice and guidance related services;

- Level 4 qualifications in job coaching/mentoring

- Level 3 and 4 management/first line management 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

Achievement of ERR will be evidence 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.

Level 3, Pathway 4: Communication Support for D/deaf Learners

Description of this pathway

This pathway in is relevant to practitioners who provide communication support for D/deaf learners.

The total minimum number of credits that an apprentice must attain for this pathway is 51. This is made up as follows:

- 36 credits from the Level 3 Certificate in Communications Support for D/deaf Learners (QCF); and

- 15 credits from Functional Skills qualifications in English, Mathematics and ICT.

Entry requirements

Entrants to this pathway are required to be at least 19 years of age.

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

Job titles and roles

Job Titles	Job Roles
Learning Support Assistant (Communication for D/deaf Learners)	Working under guidance and within an agreed system of supervision, contribute to the provision of learning opportunities that promote the achievement and progression of learners, focusing on communication with D/deaf learners.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 – Level 3 Certificate in Communication Support for D/deaf Learners				
QAN	Awarding organisation	Credit value	GLH	UCAS points
600/6485/4	Signature	36	190	N/A

Notes on competence and knowledge qualifications (if any)

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

Split between knowledge and competence

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

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

- Preparing to support learning (either level 2 or level 3) (2 competence credits and 4 knowledge credits);

- Learning support in lifelong learning contexts: communication support for D/deaf learners (4 competence credits and 2 knowledge credits);

- Principles of learning support: communication support for D/deaf learners (0 competence credits and 6 knowledge credits);

- Supporting learning: communication support for D/deaf learners (4 competence credits and 2 knowledge credits);

- Y/601/9361 - Supporting bi-lingual access (0 competence credits and 3 knowledge credits);

- D/601/9362 - Clear speech and note-taking (0 competence credits and 3 knowledge credits);

- H/601/9363 - Access English for deaf and deafblind people (0 competence credits and 3 knowledge credits); and

- K/601/9364 - Reflective journal (3 competence credits and 0 knowledge credits).

Competence and knowledge must be assessed separately.

Transferable skills (England)

Functional Skills/GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit Value
Functional Skills qualification in English	2	5
GCSE qualification (with enhanced functional content) in English	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the apprenticeship or...*	2	5
GCSE qualification in English*	C	N/A
A level or AS level qualification in English Language*	E	N/A
A level or AS level qualification in English Literature*	E	N/A
A level or AS level qualification in English Language and Literature*E	E	N/A
GCSE or O level qualification in English Language**	A	N/A
A level or AS level qualification in English Language**	A	N/A

	Minimum level or grade	Credit Value
A level or AS level qualification in English Literature**	A	N/A
A level or AS level qualification in English Language and Literature**	A	N/A

*achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship

**achieved before September 2012, otherwise at any time prior to starting the apprenticeship

Mathematics	Minimum level or grade	Credit Value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the apprenticeship or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A level or AS level qualification in Mathematics*	E	N/A
A level or AS level qualification in Pure Mathematics*	E	N/A
A level or AS level qualification in Further Mathematics*	E	N/A
GCSE or O level qualification in Mathematics**	A	N/A
A level or AS level qualification in Mathematics**	A	N/A
A level or AS level qualification in Pure Mathematics**	A	N/A
A level or AS level qualification in Further Mathematics**	A	N/A

*achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship

**achieved before September 2012, otherwise at any time prior to starting the apprenticeship

ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit Value
Functional Skills qualification in Information and Communication Technology (ICT)	2	5
GCSE qualification (with enhanced functional content) in ICT	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the apprenticeship or...*	2	5
GCSE qualification in ICT*	C	N/A
A level or AS level qualification in ICT*	E	N/A
GCSE or O level qualification in ICT**	A	N/A
A level or AS level qualification in ICT**	A	N/A

*achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship

**achieved before September 2012, otherwise at any time prior to starting the apprenticeship

Inclusion of Information and Communication Technology (ICT)

ICT has been included within this framework as it is considered relevant to the effective performance in the job roles to which it relates.

Providing routes into and from this pathway

Progression routes into this pathway

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

- Any relevant previous work, training or volunteering in learning support;

- Academic qualifications (e.g. GCSEs; the Diploma in Society, Health and Development);

- Vocational qualifications (e.g. Level 2 Award in Preparing to Support Learning, Level 2 Award in Learning Support, Level 2 Award in Literacy, Language, Numeracy and ICT Awareness);

- Intermediate Apprenticeships, such as Supporting Teaching and Learning;

- Unemployment and returners to work with previous relevant experience;

- From roles in related areas, e.g. Teaching Assistants in schools, social care, health services, teaching and other employment which provides the appropriate transferable skills.

Progression routes from this pathway

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

Jobs in the following areas:

- Learning Support Practitioner;

- Senior Learning Support Practitioner;

- Educational Interpreter;

- Other specialist learning support roles; and

- First line management (dependent on experience)

Further training and qualifications, including:

- Other specialist learning support qualifications;

- Level 3 and 4 qualifications in teaching and training;

- Foundation Degree in Learning Support/Inclusive Learning;

- NVQ Level 4 in Learning Development and Support Services;

- Level 3 and 4 qualifications in information, advice and guidance related services;

- Level 4 qualifications in job coaching/mentoring

- Level 3 and 4 management/first line management 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

Achievement of ERR will be evidence 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:

- 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 training is an integral part of the apprentice's learning programme in relation to ERR.

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

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

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

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

Total GLH for each pathway

The total minimum number of guided learning hours (GLH) and the minimum duration for each pathway of the Advanced Apprenticeship, which includes both on and off the job training is as follows:

- Pathway 1: Supporting Learning – 330 GLH to be completed within contracted working hours, over a minimum of 12 months;

- Pathway 2: Supporting Literacy, Language and Numeracy Learning – 360 GLH to be completed within contracted working hours, over a minimum of 12 months;

- Pathway 3: Supporting Disabled Learners – 360 GLH to be completed within contracted working hours, over a minimum of 12 months; and

- Pathway 4: Communication Support for D/deaf Learners – 370 GLH to be completed within contracted working hours, over a minimum of 12 months.

Minimum off the job guided learning hours

Off the job guided learning is made up of time that is allocated to direct teaching, plus any other structured learning time that is conducted away from normal work duties. Off the job learning may include any activity where an apprentice receives any form of instruction, tuition, assessment or progress reviews. Private study, coaching, mentoring, e-learning, distance learning or classroom training may count as off the job training.

For the Advanced Apprenticeship, an apprentice will need to complete a minimum number of GLH for each pathway, as shown below:

Pathway 1: Supporting Learning

300 off the job GLH (from a total of 330) must be completed, which should consist of:

- 120 GLH for the knowledge component of the Level 3 Certificate in Supporting Learning;

- 45 GLH for Level 2 Functional Skills in English (or alternative – see transferable skills section);

- 45 GLH for Level 2 Functional Skills in Maths (or alternative – see transferable skills section);

- 45 GLH for Level 2 Functional Skills in ICT (or alternative – see transferable skills section);

- 15 GLH for induction and ERR;

- 20 GLH for Personal Learning and Thinking Skills; and

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

Pathway 2: Supporting Literacy, Language and Numeracy Learning

320 off the job GLH (from a total of 360) must be completed, which should consist of:

- 140 GLH for the knowledge component of the Level 3 Certificate in Supporting Literacy, Language and Numeracy;

- 45 GLH for Level 2 Functional Skills in English (or alternative – see transferable skills section);

- 45 GLH for Level 2 Functional Skills in Maths (or alternative – see transferable skills section);

- 45 GLH for Level 2 Functional Skills in ICT (or alternative – see transferable skills section);

- 15 GLH for induction and ERR;

- 20 GLH for Personal Learning and Thinking Skills; and

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

Pathway 3: Supporting Disabled Learners

320 off the job GLH (from a total of 360) must be completed, which should consist of:

- 140 GLH for the knowledge component of the Level 3 Certificate in Supporting Disabled Learners;

- 45 GLH for Level 2 Functional Skills in English (or alternative – see transferable skills section);

- 45 GLH for Level 2 Functional Skills in Maths (or alternative – see transferable skills section);

- 45 GLH for Level 2 Functional Skills in ICT (or alternative – see transferable skills section);

- 15 GLH for induction and ERR;

- 20 GLH for Personal Learning and Thinking Skills; and

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

Pathway 4: Communication Support for D/deaf Learners

330 off the job GLH (from a total of 370) must be completed, which should consist of:

- 150 GLH for the knowledge component of the Level 3 Certificate in Communication Support for D/deaf Learners;

- 45 GLH for Level 2 Functional Skills in English (or alternative – see transferable skills section);

- 45 GLH for Level 2 Functional Skills in Maths (or alternative – see transferable skills section);

- 45 GLH for Level 2 Functional Skills in ICT (or alternative – see transferable skills section);

- 15 GLH for induction and ERR;

- 20 GLH for Personal Learning and Thinking Skills; and

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

GLH should:

- Achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;

- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;

- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;

- Be delivered during contracted working hours;

- 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; and guided study; and

- Be recorded, e.g. in a log book or diary.

Evidence of off the job GLH:

- Achievement of the minimum off the job GLH for the appropriate level 3 Certificate (depending on the pathway);

- Level 2 Functional Skills certificates for English, Maths and ICT (or alternative – see transferable skills section);

- Completion of a declaration which confirms that requirements for ERR have been met (please see the section on ERR for more details);

- Completion of a checklist which confirms that requirements for PLTS have been met (please see the section on PLTS for more details);

- Coaching and mentoring record, log or diary (not required for certification); and

- Providers will be responsible for ensuring that the minimum off the job GLH has been met.

On the job training

On the job training includes workplace activity where skills are being applied in the course of an apprentice's normal work duties.

For the Advanced Apprenticeship, an apprentice will need to complete a minimum number of GLH for each pathway, as shown below:

Pathway 1: Supporting Learning

30 GLH for the competence component of the Level 3 Certificate in Supporting Learning

Pathway 2: Supporting Literacy, Language and Numeracy Learning

40 GLH for the knowledge component of the Level 3 Certificate in Supporting Literacy, Language and Numeracy

Pathway 3: Supporting Disabled Learners

40 GLH for the knowledge component of the Level 3 Certificate in Supporting Disabled Learners

Pathway 4: Communication Support for D/deaf Learners

40 GLH for the knowledge component of the Level 3 Certificate in Communication Support for D/deaf Learners

On the job GLH should:

- Achieve clear and specific outcomes which contribute directly to the successful achievement of the Apprenticeship, which may include accredited and non-accredited elements of the framework;
- 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 and a tutor, teacher, mentor or manager;
- Be delivered during contracted working hours; and
- Be delivered through one or more of the following methods: individual and group teaching; coaching; mentoring; feedback and assessment; and collaborative/networked learning with peers; guided study.

Evidence for on the job GLH:

- Achievement of the minimum on the job GLH for the appropriate level 3 Certificate (depending on the pathway); and
- Assessor log, record or diary (not required for certification).

Personal Learning and Thinking Skills (PLTS)

Summary of Personal Learning and Thinking Skills

There are six Personal Learning and Thinking Skills (PLTS) that provide a framework for describing the qualities and skills needed for success in learning and life. Apprentices will need to demonstrate achievement of PLTS as part of their apprenticeship.

A summary of each of the six PLTS is provided below:

Creative thinking

Creative thinking involves

- Generating and exploring possibilities;
- Asking questions to extend thinking;

- Connecting own and others' ideas and experiences in inventive ways;

- Questioning own and others' assumptions;

- Trying out alternatives or new solutions and following ideas through; and

- Adapting ideas as circumstances change.

Independent enquiry

Independent enquiry involves:

- Identifying questions to answer and problems to resolve;

- Planning and carrying out research, appreciating the consequences of decisions;

- Exploring issues, events or problems from different perspectives;

- Analysing and evaluating information, judging its relevance and value;

- Considering the influence of circumstances, beliefs and feelings on decisions and events; and

- Supporting conclusions, using reasoned arguments and evidence.

Reflective learning

Reflective learning involves:

- Assessing yourself and others, identifying opportunities and achievements;

- Setting goals with success criteria for your personal development and work;

- Reviewing progress, acting on the outcomes;

- Inviting feedback and dealing positively with praise, setbacks and criticism;

- Evaluating experiences and learning to inform your future progress; and

- Communicating your learning in relevant ways for different audiences.

Team working

Team working involves:

- Collaborating with others to work towards common goals;

- Reaching agreements, managing discussions to achieve results;

- Adapting behaviour to suit different roles and situations, including leadership roles;

- Showing fairness and consideration to others;

- Taking responsibility, showing confidence in yourself and your contribution; and

- Providing constructive support and feedback to others.

Self management

Self management involves:

- Seeking out challenges or new responsibilities and showing flexibility when priorities change;

- Working towards goals, showing initiative, commitment and perseverance;

- Organising time and resources, prioritising actions;

- Anticipating, taking and managing risks;

- Dealing with competing pressures, including personal and work-related demands;

- Responding positively to change, seeking advice and support when needed; and

- Managing your emotions and building and maintaining relationships.

Effective participation

Effective participation involves:

- Discussing issues of concern;

- Presenting a persuasive case for action;

- Proposing practical ways forward, breaking these down into manageable steps;

- Identifying improvements that would benefit others as well as yourself;

- Trying to influence others, negotiating and balancing diverse views to reach workable solutions; and

- Acting as an advocate for views and beliefs that may differ from your own.

The PLTS have been mapped to the mandatory and optional units in the combined qualifications for each pathway in this framework, thereby offering some indication as to the most likely places where each of the PLTS might be demonstrated. The mapping document is available from LSIS.

For most apprentices however, it is likely that evidence of PLTS will also need to be sourced from other activities that they undertake as part of the Apprenticeship. Apprentices will therefore need to explore additional sources of evidence for demonstrating achievement of PLTS, with guidance from their assessor/mentor.

Guidelines for achievement of PLTS

The following guidelines for achievement of PLTS should be observed:

- Apprentices should be introduced to PLTS during induction so that they learn to recognise for themselves when and where they are practising these skills;

- Delivery and assessment of PLTS should be designed to be manageable for both apprentices and training providers, with sufficient planning of opportunities identified at induction and at each subsequent stage of the programme;

- Assessors should adopt a holistic approach to assessment of PLTS - most evidence will be generated from undertaking the units within the Level 3 Certificate that is relevant to each pathway (see qualifications section);

- A suitable mechanism should be used to clearly show how demonstration of PLTS has been evidenced - apprentices, line managers and providers must provide examples and evidence indicating where these skills have been demonstrated;

- Formative assessment of PLTS may be used to provide feedback on an apprentice's performance; and

- Summative assessment must be used to determine achievement of PLTS. A checklist must be completed and sign by the learner and the assessor and submitted to the Learning and Skills Improvement Service as confirmation that the requirements for PLTS have been satisfactorily achieved. A copy of the checklist is available from LSIS.

Additional employer requirements

There are no additional employer requirements.