

Apprenticeship Framework in Learning Support (Wales)

Draft Version 0.3

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DRAFT

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Introduction to Apprenticeship in Learning support (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)

This framework is for use in: Wales

Short description

This apprenticeship is relevant to Learning Support Practitioners who work in a wide range of learning contexts, including both general and specialist support roles relating to disabled learners, deaf learners and learners who need help with literacy, language and numeracy. The contribution that Learning Support Practitioners make to learner achievement is increasingly recognised by employers. The apprenticeship will therefore support the professionalism of the learning support workforce and enable wider recognition of the valuable role that practitioners bring to supporting the diverse range of learner requirements in further education, skills and lifelong learning contexts.

Contact information

Proposer of this framework

Learning and Skills Improvement Service

Developer of this framework

Name: TBC

Organisation: LSIS

Organisation type:

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Issuing Authority's contact details:

Issued by: TBC

Issuer contact name: TBC

Issuer Phone: TBC

Issuer e-mail: TBC

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 Wales, and to encourage continuing professional development.

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

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

- Providing learning support for individuals and/or groups;
- Working with others to provide learning support;
- Promoting learner independence and self-determination; 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, supporting and enabling learners.

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

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

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

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.

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, especially when working with the teaching team and other professionals;
- Provide an accessible and flexible learning programme to match the learning and work needs of a diverse workforce;
- Provide clear pathways for career progression within learning support and into a wider range of related roles and occupations;
- Contribute towards meeting wider skills priorities for Wales;
- Encourage a more diverse workforce which reflects the community it serves, by encouraging more entrants into the learning support workforce from under-represented groups, including under-represented minority groups; and
- Help to promote Welsh culture and the use of the Welsh language, as appropriate, in providing learning support.

Entry conditions for the Framework

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

- Determine and select the most appropriate pathway within the Framework, which aligns to their learning support role and career aspirations;
- Ensure they have any particular entry requirements that have been specified for each of the pathways;
- Ensure they have appropriate communication, numeracy and ICT skills (to at least level 1) and the potential to develop and improve these skills as part of the apprenticeship programme, taking into consideration any specific entry requirements for their chosen pathway;
- Establish whether they have the appropriate level of maturity and the personal attributes and values that are conducive to learning support work, particularly in regard to safeguarding learners and observing boundaries and professional working practices;
- Ensure that they are:
 - Motivated to succeed in completing the apprenticeship;
 - Willing to learn and apply what they have learnt in the workplace;
 - Committed to continuing professional development;
 - Willing and able to communicate effectively with a range of people; and
 - 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 general pathway is relevant to practitioners who provide learning support to those with different needs and in a range of contexts, who do not require a specialist level of support.

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

- 30 credits from the Level 3 Certificate in Supporting Learning (QCF);
- 18 credits from Essential Skills Wales qualifications in Communication, Application of Number and ICT.

Entry requirements

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

Job titles and roles

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

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 – Level 3 Certificate in Supporting Learning				
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.

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:

- X/XXX/XXXX: Preparing to support learning, OR X/XXX/XXXX: Preparing to support learning (2 competence credits and 4 knowledge credits)
- X/XXX/XXXX: Learning support in lifelong learning contexts (4 competence credits and 2 knowledge credits);
- X/XXX/XXXX: Principles of learning support (0 competence credits and 6 knowledge credits); and
- X/XXX/XXXX: 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 (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	2	6
Application of Number	2	6
ICT	2	6

Apprentices who have achieved level 2 Essential Skills Wales (or the equivalent Key Skills qualifications) prior to enrolling onto the apprenticeship should be encouraged to achieve level 3 as part of their apprenticeship programme.

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.

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);
- Foundation learning programmes;
- Pathways to Apprenticeships programmes;
- Vocational qualifications (e.g. Level 2 Award in Preparing to Support Learning; Level 2 Award in Learning Support; Level 2 Award in Literacy, Language, Numeracy and ICT Awareness; Level 2 Award in Supporting Adults and Young People with Essential Skills; and Level 3 Certificate in Health and Social Care);
- Foundation Apprenticeships, such as Supporting Teaching and Learning;
- Unemployment and returners to work with previous relevant experience; 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;
- More specialist learning support roles;
- Learning Coach; and
- First line management (dependent on experience).

Further training and qualifications, including:

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

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all apprenticeships and so 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 ERR against each of the nine national required outcomes. Apprentices should complete the ERR workbook as part of their induction and throughout the programme under the supervision and guidance of their assessor/manager. A copy of the workbook can be downloaded from [TBC](#)

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.

Once the workbook has been completed the declaration on page [XX](#) of the workbook must be signed and dated by the apprentice and their employer to confirm that all nine outcomes have been successfully achieved. The declaration must then be returned to the Certifying Authority when making an application for an apprenticeship certificate.

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 individuals 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 54. This is made up as follows:

- 36 credits from the Level 3 Certificate in Supporting Literacy, Language and Numeracy Learning (QCF);
- 18 credits from Essential Skills Wales qualifications in Communication, Application of Number and ICT.

Entry requirements

Apprentices are required to be practising in a literacy, language and numeracy learning support role and should be able to evidence personal skills in communication and application of number to at least 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 and enable the achievement and progression of learners with language, literacy and numeracy needs.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 – Level 3 Certificate in 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.

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:

- X/XXX/XXXX: Preparing to support learning, OR X/XXX/XXXX: Preparing to support learning (2 competence credits and 4 knowledge credits);
- X/XXX/XXXX: Learning support in lifelong learning contexts: literacy, language and numeracy (4 competence credits and 2 knowledge credits);
- X/XXX/XXXX: Principles of learning support: literacy, language and numeracy (0 competence credits and 6 knowledge credits);
- X/XXX/XXXX: Supporting learning: literacy language and numeracy (4 competence credits and 2 knowledge credits);
- X/XXX/XXXX: Knowledge and understanding for supporting literacy and language (0 competence credits and 6 knowledge credits); and
- X/XXX/XXXX: Knowledge and understanding for supporting numeracy (0 competence credits and 6 knowledge credits).

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	2	6
Application of Number	2	6
ICT	2	6

Apprentices who have achieved level 2 Essential Skills Wales (or the equivalent Key Skills qualifications) prior to enrolling onto the apprenticeship should be encouraged to achieve level 3 as part of their apprenticeship programme.

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.

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);
- Foundation learning programmes;
- Pathways to Apprenticeships programme;
- Vocational qualifications (e.g. Level 2 Award in Preparing to Support Learning; Level 2 Award in Learning Support; Level 2 Award in Literacy, Language, Numeracy and ICT Awareness; Level 2 Award in Supporting Adults and Young People with Essential Skills; and Level 3 Certificate in Health and Social Care);
- Foundation Apprenticeships, such as Supporting Teaching and Learning;
- Unemployment and returners to work with previous relevant experience; 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;
- Learning Coach; and
- First line management (dependent on experience).

Further training and qualifications, including:

- Other specialist learning support qualifications;
- Higher level qualifications in learning coaching, job coaching and mentoring;
- Level 4 qualifications in learning and development;
- Level 3 and 4 qualifications in advice and guidance;
- Level 5 teaching qualifications;

- Foundation Degrees in learning support/inclusive learning;
- Other relevant HE courses;
- Level 3 and 4 management/first line management qualifications.

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all apprenticeships and so 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 ERR against each of the nine national required outcomes. Apprentices should complete the ERR workbook as part of their induction and throughout the programme under the supervision and guidance of their assessor/manager. A copy of the workbook can be downloaded from [TBC](#)

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.

Once the workbook has been completed the declaration on page **XX** of the workbook must be signed and dated by the apprentice and their employer to confirm that all nine outcomes have been successfully achieved. The declaration must then be returned to the Certifying Authority when making an application for an apprenticeship certificate.

Level 3, Pathway 3: Supporting Disabled Learners

Description of this pathway

This pathway is relevant to practitioners who provide learning support to disabled learners in a range of contexts, for example, learners with mobility problems, sight impairment and dyslexia.

The total minimum number of credits that an apprentice must attain for this pathway is 54. This is made up as follows:

- 36 credits from the Level 3 Certificate in Supporting Disabled Learners (QCF);
- 18 credits from Essential Skills Wales in Communication, Application of Number and ICT.

Entry requirements

Trainees are required to be practising 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 and enable 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.

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:

- X/XXX/XXXX: Preparing to support learning, OR X/XXX/XXXX: Preparing to support learning (2 competence credits and 4 knowledge credits);
- X/XXX/XXXX: Learning support in lifelong learning contexts: disabled learner (4 competence credits and 2 knowledge credits);
- X/XXX/XXXX: Principles of learning support: disabled learners (0 competence credits and 6 knowledge credits);
- X/XXX/XXXX: Supporting learning: disabled learners (4 competence credits and 2 knowledge credits);
- X/XXX/XXXX: Supporting disabled learners (0 competence credits and 6 knowledge credits); and
- X/XXX/XXXX: Supporting learners with learning disabilities (3 competence credits and 3 knowledge credits).

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	2	6
Application of Number	2	6
ICT	2	6

Apprentices who have achieved level 2 Essential Skills Wales (or the equivalent Key Skills qualifications) prior to enrolling onto the apprenticeship should be encouraged to achieve level 3 as part of their apprenticeship programme.

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.

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);
- Foundation learning programmes;
- Pathways to Apprenticeships programmes;
- Vocational qualifications (e.g. Level 2 Award in Preparing to Support Learning; Level 2 Award in Learning Support; Level 2 Award in Literacy, Language, Numeracy and ICT Awareness; Level 2 Award in Supporting Adults and Young People with Essential Skills; and Level 3 Certificate in Health and Social Care);
- Foundation Apprenticeships, such as Supporting Teaching and Learning;
- Unemployment and returners to work with previous relevant experience; 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;
- Learning Coach; and
- First line management (dependent on experience).

Further training and qualifications, including:

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

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all apprenticeships and so 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 ERR against each of the nine national required outcomes. Apprentices should complete the ERR workbook as part of their induction and throughout the programme under the supervision and guidance of their assessor/manager. A copy of the workbook can be downloaded from [TBC](#)

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.

Once the workbook has been completed the declaration on page [XX](#) of the workbook must be signed and dated by the apprentice and their employer to confirm that all nine outcomes have been successfully achieved. The declaration must then be returned to the Certifying Authority when making an application for an apprenticeship certificate.

Level 3, Pathway 4: Communication Support for Deaf Learners

Description of this pathway

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

The total minimum number of credits that an apprentice must attain for this pathway is 54. This is made up as follows:

- 36 credits from the Level 3 Certificate in Communications Support for Deaf Learners (QCF);
- 18 credits from Essential Skills Wales in Communication, Application of Number and ICT.

Entry requirements

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

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

Job titles and roles

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

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 – Level 3 Certificate in Communication Support for Deaf Learners				
QAN	Awarding organisation	Credit value	GLH	UCAS points
TBC	TBC	36	190	N/A

Notes on competence and knowledge qualifications (if any)

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

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

- X/XXX/XXXX: Preparing to support learning, OR X/XXX/XXXX: Preparing to support learning (2 competence credits and 4 knowledge credits);
- X/XXX/XXXX: Learning support in lifelong learning contexts: communication support for deaf learners (4 competence credits and 2 knowledge credits);
- X/XXX/XXXX: Principles of learning support: communication support for deaf learners (0 competence credits and 6 knowledge credits);
- X/XXX/XXXX: Supporting learning: communication support for 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 (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	2	6
Application of Number	2	6
ICT	2	6

Apprentices who have achieved level 2 Essential Skills Wales (or the equivalent Key Skills qualifications) prior to enrolling onto the apprenticeship should be encouraged to achieve level 3 as part of their apprenticeship programme.

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.

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

Progression routes from this pathway

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

Jobs in the following areas:

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

Further training and qualifications, including:

- Other specialist learning support qualifications;
- Higher level qualifications in learning coaching, job coaching and mentoring;
- Level 4 qualifications in learning and development;
- Level 3 and 4 qualifications in advice and guidance;
- Level 5 teaching qualifications;

- Foundation Degrees in learning support/inclusive learning;
- Other relevant HE courses;
- Level 3 and 4 management/first line management qualifications.

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all apprenticeships and so 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 ERR against each of the nine national required outcomes. Apprentices should complete the ERR workbook as part of their induction and throughout the programme under the supervision and guidance of their assessor/manager. A copy of the workbook can be downloaded from [TBC](#)

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.

Once the workbook has been completed the declaration on page [XX](#) of the workbook must be signed and dated by the apprentice and their employer to confirm that all nine outcomes have been successfully achieved. The declaration must then be returned to the Certifying Authority when making an application for an apprenticeship certificate.

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;
- 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 training (Wales)

Summary of on and off-the-job training

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

- Pathway 1: Supporting Learning – 312
- Pathway 2: Supporting Literacy, Language and Numeracy Learning – 342
- Pathway 3: Supporting Disabled Learners – 342
- Pathway 4: Communication Support for deaf Learners – 352

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: Supporting Learning

235 off-the-job training hours (from a total of 355) must be completed, which should consist of:

- Level 3 Certificate in Supporting Learning (knowledge component): 120
- Level 2 Essential Skills in Communication (delivered off-the-job): 30
- Level 2 Essential Skills in Application of Number (delivered off-the-job): 30
- Level 2 Essential Skills in Information and Communication Technology (delivered off-the-job): 30
- Induction and ERR: 15
- Mentoring and appraisals undertaken throughout the apprenticeship programme: 10

Pathway 2: Supporting Literacy, Language and Numeracy Learning

255 off-the-job training hours (from a total of 385) must be completed, which should consist of:

- Level 3 Certificate in Supporting Literacy, Language and Numeracy (knowledge component): 140
- Level 2 Essential Skills in Communication (delivered off-the-job): 30
- Level 2 Essential Skills in Application of Number (delivered off-the-job): 30
- Level 2 Essential Skills in Information and Communication Technology (delivered off-the-job): 30
- Induction and ERR: 15
- Mentoring and appraisals undertaken throughout the apprenticeship programme: 10

Pathway 3: Supporting Disabled Learners

255 off-the-job training hours (from a total of 385) must be completed, which should consist of:

- Level 3 Certificate in Supporting Disabled Learners (knowledge component): 140
- Level 2 Essential Skills in Communication (delivered off-the-job): 30
- Level 2 Essential Skills in Application of Number (delivered off-the-job): 30
- Level 2 Essential Skills in Information and Communication Technology (delivered off-the-job): 30
- Induction and ERR: 15
- Mentoring and appraisals undertaken throughout the apprenticeship programme: 10

Pathway 4: Communication Support for Deaf Learners

265 off-the-job training hours (from a total of 395) must be completed, which should consist of:

- Level 3 Certificate in Communication Support for Deaf Learners (knowledge component): 150
- Level 2 Essential Skills in Communication (delivered off-the-job): 30
- Level 2 Essential Skills in Application of Number (delivered off-the-job): 30
- Level 2 Essential Skills in Information and Communication Technology (delivered off-the-job): 30

- Induction and ERR: 15
- Mentoring and appraisals undertaken throughout the apprenticeship programme: 10

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.

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: Supporting Learning

120 on-the-job training hours (from a total of 355) must be completed, which should consist of:

- Level 3 Certificate in Supporting Learning (competence component): 30
- Essential Skills Wales in Communication at level 2 (delivered on-the-job): 30
- Essential Skills Wales in Application of Number at level 2 (delivered on-the-job): 30
- Essential Skills Wales in ICT at level 2 (delivered on-the-job): 30

Pathway 2: Supporting Literacy, Language and Numeracy Learning

130 on-the-job training hours (from a total of 385) must be completed, which should consist of:

- 3 Certificate in Supporting Literacy, Language and Numeracy (competence component): 40
- Essential Skills Wales in Communication at level 2 (delivered on-the-job): 30
- Essential Skills Wales in Application of Number at level 2 (delivered on-the-job): 30
- Essential Skills Wales in ICT at level 2 (delivered on-the-job): 30

Pathway 3: Supporting Disabled Learners

130 on-the-job training hours (from a total of 385) must be completed, which should consist of:

- Level 3 Certificate in Supporting Disabled Learners (competence component): 40
- Essential Skills Wales in Communication at level 2 (delivered on-the-job): 30
- Essential Skills Wales in Application of Number at level 2 (delivered on-the-job): 30
- Essential Skills Wales in ICT at level 2 (delivered on-the-job): 30

Pathway 4: Communication Support for Deaf Learners

130 on-the-job training hours (from a total of 395) must be completed, which should consist of:

- Level 3 Certificate in Communication Support for Deaf Learners (competence component): 40
- Essential Skills Wales in Communication at level 2 (delivered on-the-job): 30
- Essential Skills Wales in Application of Number at level 2 (delivered on-the-job): 30
- Essential Skills Wales in ICT at level 2 (proportion to be delivered on-the-job): 30

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.

Planning and delivery for on and off-the-job training

On and 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.

On and 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.

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.

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), 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 this framework:

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

Working with others

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

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

Problem solving

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

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

Additional employer requirements

There are no additional employer requirements.

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