

apprenticeship FRAMEWORK

Learning and Development (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 22 AUGUST 2017

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR04108

Issue date: 18 July 2017

Issued by
Learning and Skills Improvement
Service

apprenticeship
FRAMEWORKS ONLINE
www.afo.sscalliance.org

Document status:
Issued



CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 22 AUGUST 2017 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 22 AUGUST 2017.

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

The modifications allow for an exemption to the English and Maths regular minimum requirements for people with Special Educational Needs, Learning Difficulties or Disabilities. This means that adjusting the minimum requirements to Entry Level 3 in English and Maths can be considered by the provider, on an individual and case-by-case basis, where **all of the conditions** of the updated SASE section 18 (Intermediate level) or section 37 (Advanced level) for have been satisfied and can be evidenced.

Full details relating to the exceptions eligibility criteria are contained in:

Sections 15-23 of SASE for Intermediate Level Apprenticeships
Sections 34-42 of SASE for Advanced Level Apprenticeships

When applying this exemption, providers must **STILL** consider how to enable the Apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision.

The modifications to SASE have also extended the list of qualifications that meet the minimum English requirements to allow for a British Sign Language (BSL) qualification, at the appropriate level, to be accepted as an alternative to a qualification in English, where **BSL is the primary language of the Apprentice**.

Full details relating to BSL acceptance are contained in:

Section 5(f) of SASE for Intermediate Level Apprenticeships
Section 28(f) of SASE for Advanced Level Apprenticeships

Furthermore, the SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements to allow for the acceptance of a range of UK-wide qualifications, as an alternative to qualifications gained in England.

Full details relating to the list of acceptable qualifications are contained in:

Sections 5(g-j) and 6(f-i) of SASE for Intermediate Level Apprenticeships
Sections 28(g-j) and 29(f-i) of SASE for Advanced Level Apprenticeships

The modifications include reference to the new numerical grades in the reformed GCSE system and the **minimum** grade requirements. A grade 4 (new grading) will be considered equivalent to a grade C (old grading). A grade 2 (new grading) will be considered equivalent to a Grade E (old grading).

Full details relating to the numerically graded GCSEs are contained in:

Sections 5 and 6 of SASE for Intermediate Level Apprenticeships
Sections 28 and 29 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements. Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630068/Specification_of_Apprenticeship_Standards_for_England_.pdf

Learning and Development (England)

Contents

Framework summary	4
Framework information	5
Contact information	6
Revising a framework	7
Purpose of the framework	8
Entry conditions	10
Level 3: Advanced Level Apprenticeship in Learning and Development	12
Pathway 1: Advanced Level Apprenticeship in Learning and Development	13
Equality and diversity	23
On and off the job guided learning	24
Personal learning and thinking skills	28
Additional employer requirements	32

Framework summary

Learning and Development

Advanced Level Apprenticeship in Learning and Development

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Advanced Level Apprenticeship in Learning and Development

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 3 Certificate in Learning and Development (QCF)

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Learning and Skills Improvement Service

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

Issue number: 8	This framework includes:
Framework ID: FR04108	Level 3
Date this framework is to be reviewed by: 31/12/2017	This framework is for use in: England

Short description

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

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

Contact information

Proposer of this framework

Learning and Skills Improvement Service (LSIS)

Developer of this framework

Name: Yvonne Ryan
Organisation: Learning and Skills Improvement Service
Organisation type: Standard Setting Body
Job title: Qualifications, NOS and Apprenticeships Officer
Phone:
Email:
Postal address:
Website:

Issuing Authority's contact details

Issued by: Learning and Skills Improvement Service
Issuer contact name:
Issuer phone:
Issuer email: lsisia@skillsforjustice.com

Revising a framework

Contact details

Who is making this revision: Sharon Wilton
Your organisation: Skills for Justice
Your email address: lsisia@skillsforjustice.com

Why this framework is being revised

The framework is being amended to add a qualification as requested by SFJ Awards

Summary of changes made to this framework

The framework is being updated to add the following qualification:

SFJ Awards Level 3 Certificate in Learning and Development (600/8390/6)

Qualifications removed

n/a

Qualifications added

SFJ Awards Level 3 Certificate in Learning and Development - 600/8390/6

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

This framework is for those with an interest in and aptitude for training-related activities at a variety of levels. It will help people learn new skills whilst building on and improving existing skills so that they can do their jobs more effectively. Some trainers are employed within an organisation to run training programmes for new recruits, and/or to assess the needs of existing staff and work with them to develop their skills. There are also consultancy companies that offer specialised training programmes, for example computer skills or management techniques.

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

The framework will help build the workforce an employer needs to meet organisational goals and aims. It encourages drawing potential apprentices from a diverse group and increasing productivity by nurturing committed and skilled apprentices to become the skilled workforce in the future. It also helps employers to meet their goals by providing and creating organisational opportunities for apprentices to develop their skills and experiences and so contribute more fully to creating a successful company.

Aims and objectives of this framework (England)

The aims of the framework are to contribute towards meeting the recruitment and retention issues faced by the sector in England as identified by a range of stakeholders. The Framework should allow employers to tap into the talents and skills of the wider population to encourage more entrants into learning and development, including those from ethnic and minority groups.

The objectives of the Framework are to:

- Contribute towards addressing specific skills gaps in the Learning and Development sector;
- Provide the basis for developing a wide range of transferable skills;
- Support the establishment of a more diverse workforce which reflects the communities served by the L&D sector;
- Provide clear pathways for career progression within learning and development; and
- Contribute towards meeting skills priorities in England, as set out in Skills for Sustainable

Growth published by the Department for Business Innovation and Skills in October 2010.

Entry conditions for this framework

Since the framework may involve working with children/young people and/or vulnerable adults, entrants must be willing to undergo a Criminal Records Bureau (CRB) check.

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

Candidates looking to enrol on this apprenticeship must have vocational competence in an area of their choice and access to a learning environment.

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

- GCSEs in English and Mathematics, or equivalent level literacy and numeracy awards;
- Foundation learning programmes of study;
- The Diploma in Society, Health and Development, or in Public Services; and
- Any relevant previous work or training in areas related to learning and development.

Entrants to this apprenticeship will also need to be:

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

Identification of learning needs

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

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

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

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

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Learning and Development

Pathways for this framework at level 3

Pathway 1: Advanced Level Apprenticeship in Learning and Development

Level 3, Pathway 1: Advanced Level Apprenticeship in Learning and Development

Description of this pathway

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

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

The framework is made up of 45 credits comprising of:

- 30 credits from the Level 3 Certificate in Learning and Development (QCF);
- 15 credits from Functional Skills, Key Skills (or equivalents) in English, Mathematics and ICT.

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

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

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

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 3 Certificate in Learning and Development (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/2407/0	Pearson Edexcel	30	120-166	
B1b	600/2664/9	OCR	30	120-178	
B1c	600/2746/0	City and Guilds	30	120-166	
B1d	600/3051/3	VTCT	30	120-166	
B1e	601/42571	iCan Qualifications Ltd	30	120-171	
B1f	601/6969/2	BIIAB	30	120-166	
B1g	601/7658/1	TQUK	30	120-171	UCASValue
B1h	601/1889/1	PAA\VQ-SET	30	120-166	UCASValue
B1i	600/8390/6	SFJ Awards	30	120-166	UCASValue

Relationship between competence and knowledge qualifications

All of the above qualifications are identical in structure and content although supporting guidance will vary from one awarding organisation to another. The qualification has been designed to offer great flexibility to the learner. In order to be recognised in England, the choice of units must provide a minimum of 10 credits for the knowledge component and 10 credits for the competence components. Competence and knowledge have been integrated within this qualification but are assessed separately. To be awarded this qualification the learner must achieve a minimum of 30 credits, 12 of which are mandatory and 18 optional. A summary of which units of the qualification relate primarily to competence, which units relate primarily to knowledge and those that address both competence and knowledge is as follows:

- Understand the principles and practices of learning and development (6 Knowledge credits)
- Reflect on and improve own practice in learning and development (4 Competence and 2

Knowledge credits)

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

The Level 3 Certificate in Learning and Development contains mandatory and optional units. Assessors should offer guidance to apprentices to ensure they select optional units that are most suitable for their role, needs and circumstances.

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 in English (with enhanced functional content)	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	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 one of 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 Communications Technology (ICT)	2	5
GCSE qualification in ICT (with enhanced functional content)	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*	A	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 Communications Technology (ICT)

ICT has been included in this framework as outlined above.

Progression routes into and from this pathway

Progression routes into the Advanced Level Apprenticeship

Learners may progress into the Advanced Level Apprenticeship through a number of routes including:

- Relevant previous work experience and training, or volunteering;
- Vocational qualifications (e.g. introductory teaching qualifications, Foundation Learning, and other apprenticeships);
- Academic qualifications (e.g. GCSEs, Diplomas etc).

Progression routes out of the Advanced Level Apprenticeship

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

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

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

Some units within the Level 3 Certificate in Learning and Development are shared with other qualifications, which will facilitate credit accumulation and transfer. Please refer to the Register of Accredited Qualifications to see how individual units give credit to other qualifications.

UCAS points for this pathway:

(no information)

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 to their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR.

The course of training in ERR must align to the nine national outcomes which are set out in the Specification of Apprenticeship Standards for England (SASE).

Providers must ensure that each of the nine outcomes are covered. The Skills CfA Induction ERR Workbook and the Skills for Justice Workbook for Apprentices have been designed to provide evidence for each of the nine outcomes. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

How to meet the requirements for ERR

ERR must be assessed and clearly evidenced. A declaration must then be signed and dated by the apprentice.

Evidence of Achievement of ERR

Apprentices must complete and sign the Apprentice Declaration and Authorisation Form to declare ERR completion when applying for apprenticeship certificates. The form can be found on the Apprenticeships Certificate England website <https://acecerts.co.uk/web/>

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

How equality and diversity will be met

The learning and development sector values and celebrates the contributions made by different individuals, groups and communities and is committed to their support and promotion. Education and training for learning and development is committed to eliminating discrimination, to advancing equality of opportunity for all involved and to fostering good relations between diverse groups.

There are some key issues around recruitment and retention within the L&D sector. More specifically, the sector is under-represented by ethnic minority groups. A key priority will therefore be to use the Apprenticeship Framework to help promote L&D as a career option to diverse groups that may have traditionally not been attracted to this area of work, and to encourage participation from a wider range of learner groups. Flexible entry conditions will also help to attract applicants from under-represented groups, therefore opening up the potential of a more diverse workforce.

The principles of equality and diversity relate to all those systems and procedures, which have the potential to discriminate against apprentices at any point during the programme – from recruitment, selection, and induction, through to successful completion. It is expected that all partners involved in the delivery of the Apprenticeship – providers, assessment centres and employers:

- Must demonstrate a commitment to equality and diversity and have an equality and diversity policy or mission statement in place;
- There should be open recruitment process which is available to all applicants, regardless of age, disability, race or ethnic origin, gender or gender identity, religion or belief and sexual orientation or who meet the stated selection criteria; and
- Employers and providers must be able to demonstrate that there are no discriminatory practices in place regarding selection and employment.

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

On and off the job guided learning (England)

Total GLH for each pathway

Advanced Level Apprenticeship

- The Advanced Apprenticeship will take a minimum 12 months to complete based on a 30 hour per week contract. During the 12 month duration a minimum of 295 GLH must be completed
- For apprentices aged 16-18, 12 months is the minimum time to achieve this Apprenticeship framework. For apprentices aged 19+, it is expected that the apprenticeship will take 12 months unless relevant prior learning is recorded – where this is the case, the apprenticeship will not be less than 6 months
- For Apprenticeships where the apprentice is working and studying for less than a combined total of 30 hours per week please consult the latest funding guidelines http://skillsfun_dingagency.bis.gov.uk/providers/fundingrules/

Note: GLH do not have to be delivered through formal training programmes but will include contact time between the learner and tutor/assessor.

Minimum off-the-job guided learning hours

Of the 295 total GLH for the framework, a minimum of 214 GLH must be completed off-the-job. These hours will be made up as follows:

- Level 3 Certificate in Learning and Development (QCF) (knowledge component) (39 GLH);
- Functional Skills Certificate in Communication Level 2, or equivalent qualifications (knowledge component) (45 GLH);
- Functional Skills Certificate in Application of Number Level 2, or equivalent qualifications (knowledge component) (45 GLH);
- Functional Skills Certificate in ICT Level 2, or equivalent qualifications (knowledge component) (45 GLH);
- Completion of ERR Workbook (20 GLH);
- In-company training, e.g. health and safety etc (10 GLH); and
- Mentoring, support and coaching throughout the programme (10 GLH).

Note: The 39 GLH off-the-job associated with the Level 3 Certificate in Learning and Development have been identified through a mapping exercise carried out as part of the framework development process. This mapping document is available from the Excellence Gateway website.

Any 'off-the-job' training required for PLTS will be covered by the minimum GLH assigned to the Level 3 Certificate in Learning and Development.

How this requirement will be met

The GLH recorded as part of off-the-job learning must achieve clear and specific outcomes which contribute directly to the successful achievement of the Apprenticeship. This may include accredited and non-accredited elements of the Apprenticeship which must be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager.

The GLH will be achieved by the apprentice having access as and when required by the apprentice either to a tutor, teacher, mentor or manager and must be:

- delivered during contracted working hours;
- 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
- recorded, for example in a diary, log book or portfolio.

Provision of evidence

There is considerable flexibility for apprentices to include different types of evidence within their diary, log book or portfolio – the awarding organisation will provide specific guidance on this.

The following are examples of the type of evidence that can be included:

- Certificates of learning records;
- Evidence of attendance at training courses/meetings/workshops etc;
- Workbooks demonstrating work and learning undertaken;
- Witness statements;
- Personal and reflective statements;
- Case studies;
- Work products; and
- Documentary evidence of private study.

LSIS would expect the training to be recorded in the company's training records and logs, although we would not need to see these. LSIS will, however, expect to receive signed confirmation stating that the hours have been completed and submitted as part of the certification application form, which is available from the Excellence Gateway website.

Minimum on-the-job guided learning hours

An apprentice will need to complete a minimum of 81 GLH on-the-job training, which will be made up as follows:

- Level 3 Certificate in Learning and Development (QCF) (competence component) 81 GLH

Note: The 81 GLH off-the-job associated with the Level 3 Certificate in Learning and Development have been identified through a mapping exercise carried out as part of the framework development process. This mapping document is available from the Excellence Gateway website.

Any 'on-the-job' training required for PLTS will be covered by the minimum GLH assigned to the Level 3 Certificate in Learning and Development.

How this requirement will be met

The GLH recorded as part of the on-the-job learning must achieve clear and specific outcomes which contribute directly to the successful achievement of the Apprenticeship. This may include accredited and non-accredited elements of the Apprenticeship which must be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager and must be;

- delivered during contracted working hours;
- 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
- recorded, for example, in a diary, log book or portfolio.

Provision of evidence

There is considerable flexibility for apprentices to include different types of evidence within their diary, log book or portfolio – the awarding organisation will provide specific guidance on this. The following are examples of the type of evidence that can be included:

- Witness statements;
- Reflective statements;
- Audio or video recordings;
- Feedback from learners and/or clients; and
- Personal performance reviews.

We would expect the training to be recorded in the company's training records and logs, although we would not need to see these. We will, however, expect to receive signed confirmation stating that the hours have been completed and submitted as part of the certification application form, which is available from the Excellence Gateway website.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Opportunities for demonstrating the application and achievement of PLTS should arise naturally as part of the evidence that learners generate in relation to the Level 3 Certificate in Learning and Development. The relationship between PLTS and these qualifications have been mapped to indicate where evidence is most likely to occur. However, learners may need to explore additional sources of evidence for demonstrating achievement of PLTS, with guidance from their assessor/mentor.

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 practicing 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 in Learning and Development;
- A suitable mechanism should be used to clearly show how demonstration of PLTS has been evidenced;
- 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.

Creative thinking

Apprentices will need to demonstrate that they are creative thinkers, by generating and exploring ideas and making original connections, trying different ways to tackle problems, and working with others to find imaginative solutions and outcomes that are of value.

Creative Thinking PLTS has been mapped to the following units from the Level 3 Certificate in Learning and Development:

- Understand the principles and practices of learning and development (Y/502/9541)
- Reflect on and improve own practice in learning and development (J/502/9552)
- Facilitate learning and development in groups (F/502/9548)

- Facilitate learning and development for individuals (J/502/9549)
- Identify individual learning and development needs (K/502/9544)
- Evaluate and improve learning and development provision (L/502/9553)
- Provide information and advice to learners and employers (R/502/9554)
- Engage with employers to develop and support learning provision (Y/502/9555)
- Understanding the employing organisation (R/600/1764)

Independent enquiry

Apprentices will need to demonstrate that they are independent enquirers by processing and evaluating information in their investigations, planning what to do and how to go about it, and taking informed and well reasoned decisions, recognising that others have different beliefs and attitudes.

Independent enquiry PLTS has been mapped to the following units from the Level 3 Certificate in Learning and Development:

- Understand the principles and practices of learning and development (Y/502/9541)
- Reflect on and improve own practice in learning and development (J/502/9552)
- Facilitate learning and development in groups (F/502/9548)
- Facilitate learning and development for individuals (J/502/9549)
- Identify individual learning and development needs (K/502/9544)
- Plan and prepare specific learning and development opportunities (T/502/9546)
- Develop and prepare resources for learning and development (A/502/9547)
- Engage learners in the learning and development process (F/502/9551)
- Evaluate and improve learning and development provision (L/502/9553)
- Understanding the principles and practices of assessment (D/601/5313)
- Assess occupational competence in the work environment (H/601/5314)
- Assess vocational skills, knowledge and understanding (F/601/5319)
- Provide information and advice to learners and employers (R/502/9554)
- Engage with employers to develop and support learning provision (Y/502/9555)
- Understanding the employing organisation (R/600/1764)

Reflective learning

Apprentices will need to demonstrate that they are reflective learners, by evaluating their strengths and limitations, setting themselves realistic goals with criteria for success, monitoring their own performance and progress, inviting feedback from others and making changes to further their learning.

Reflective Learning PLTS has been mapped to the following units from the Level 3 Certificate in Learning and Development:

- Understand the principles and practices of learning and development (Y/502/9541)

- Reflect on and improve own practice in learning and development (J/502/9552)
- Facilitate learning and development in groups (F/502/9548)
- Facilitate learning and development for individuals (J/502/9549)
- Identify individual learning and development needs (K/502/9544)
- Evaluate and improve learning and development provision (L/502/9553)
- Understanding the principles and practices of assessment (D/601/5313)

Team working

Apprentices will need to demonstrate that they are team workers, by working confidently with others, adapting to different contexts and taking responsibility for their own part, listening to and taking account of different views, and forming collaborative relationships, resolving issues to reach agreed outcomes.

Team Working PLTS has been mapped to the following units from the Level 3 Certificate in Learning and Development:

- Understand the principles and practices of learning and development (Y/502/9541)
- Reflect on and improve own practice in learning and development (J/502/9552)
- Facilitate learning and development in groups (F/502/9548)
- Facilitate learning and development for individuals (J/502/9549)
- Identify individual learning and development needs (K/502/9544)
- Plan and prepare specific learning and development opportunities (T/502/9546)
- Develop and prepare resources for learning and development (A/502/9547)
- Engage learners in the learning and development process (F/502/9551)
- Evaluate and improve learning and development provision (L/502/9553)
- Understanding the principles and practices of assessment (D/601/5313)
- Assess occupational competence in the work environment (H/601/5314)
- Assess vocational skills, knowledge and understanding (F/601/5319)
- Provide information and advice to learners and employers (R/502/9554)
- Engage with employers to develop and support learning provision (Y/502/9555)
- Understanding the employing organisation (R/600/1764)

Self management

Apprentices will need to demonstrate that they are self managers, by organising themselves showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self improvement, actively embracing change, responding positively to new priorities, coping with challenges and looking for opportunities.

Self Management PLTS has been mapped to the following units from the Level 3 Certificate in Learning and Development:

- Understand the principles and practices of learning and development (Y/502/9541)

- Reflect on and improve own practice in learning and development (J/502/9552)
- Engage learners in the learning and development process (F/502/9551)
- Provide information and advice to learners and employers (R/502/9554)
- Engage with employers to develop and support learning provision (Y/502/9555)
- Understanding the employing organisation (R/600/1764)

Effective participation

Apprentices will need to demonstrate that they are effective participants, by actively engaging with issues that affect them and those around them, and playing a full part in the life of their workplace by taking responsible action to bring improvements for others as well as themselves.

Effective Participation PLTS has been mapped to the following units from the Level 3 Certificate in Learning and Development:

- Understand the principles and practices of learning and development (Y/502/9541)
- Reflect on and improve own practice in learning and development (J/502/9552)
- Plan and prepare specific learning and development opportunities (T/502/9546)
- Engage learners in the learning and development process (F/502/9551)
- Understanding the principles and practices of assessment (D/601/5313)
- Assess occupational competence in the work environment (H/601/5314)
- Assess vocational skills, knowledge and understanding (F/601/5319)
- Provide information and advice to learners and employers (R/502/9554)
- Engage with employers to develop and support learning provision (Y/502/9555)
- Understanding the employing organisation (R/600/1764)

Additional employer requirements

There are no additional employer requirements for the Advanced Level Apprenticeship. Individual employers may require learners to attend supplementary training, such as in the essentials of first aid or health and safety, providing this is relevant and necessary in helping a learner carry out their role in the organisation. However, this will not be a mandatory requirement for achieving an apprenticeship completion certificate.

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org