apprenticeship FRAMEWORK

Sound Recording, Engineering and Studio Facilities (Wales)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills** and **Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to **new Apprenticeship starts on, or after, 14th October**. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

Latest framework version?

For any previous versions of this framework: www.acwcerts.co.uk/framework_library

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Issued

Prentisiaethau Apprenticeships

Sound Recording, Engineering and Studio Facilities (Wales)

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Framework information

Information on the Issuing Authority for this framework:

Creative and Cultural Skills

The Apprenticeship sector for occupations in arts, cultural heritage, craft and design (also includes music, literature, performing arts and visual arts).

	This framework includes:
Issue number: 1	
Framework ID: FR02425	Level 2 ☒ Level 3 ☒ Level 4-7 ☐
Date this framework is to be reviewed by: 31/10/2014	This framework is for use in: Wales

Short description

Sound recording, engineering and music technology has become more accessible with a rise in digital platforms and a rise in (relatively speaking) inexpensive recording equipment. The industry has fiercely competitive graduate entry however many have very limited hands on experience. This level 2 Foundation Apprenticeship and Level 3 Apprenticeship aims to open up routes in to the sector which are transparent to a larger number of prospective people. Sound engineering and music audio technology is a hands-on process, and working closely within a business should accelerate the skills levels of apprentices faster than through traditional classroom based learning. Foundation Apprentices will train as Recording Engineers and Apprentices will train as Recording Engineers, Mixing Engineers, Broadcast or Live Sound Engineers.

Contact information

Proposer of this framework

Creative & Cultural Skills has developed this framework in partnership with a steering group of key stakeholders; employers; training providers; industry bodies and awarding organisations.

A broad range of stakeholders representing the Sound Recording, Engineering and Studio Facilities industry were involved in the development of this framework:

Joint Audio Media Education Services (JAMES)

Music Producers Guild (MPG)
Deep Recording Studios
Access to Music
Rock School Club
The Association of Professional Recording Services (APRS)
Brighton Institute of Modern Music (BIMM)
The Musicians Union
John Hart Music
The British Academy of Songwriters Composers and Authors (BASCA)
UK Music
City & Guilds

Developer of this framework

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Issuing Authority's contact details

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Issuer contact name: Karen Ling

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Who is making this revision	N/A
Your organisation	N/A
Your email address:	N/A

Revising a framework

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 this framework

Summary of the purpose of the framework

Apprenticeships Definition

An Apprenticeship is a job with an accompanying skills development programme under an Apprenticeship Agreement designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focussed job needs.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by industry.

Sound Engineering and Studio Recording Sectoral Information

Sound Engineering and Studio Recording has become more accessible with digital platforms and a rise in (relatively speaking) inexpensive recording equipment. There has therefore been a democratisation in the roles around music technology which have transferred to a variety of settings. Those working in the industry can primarily work within music but their skills may be equally transferable to a range of media occupations within broadcasting, theatre, television and film.

Sound Engineering and Studio Recording makes up almost 12% of the total music workforce and employs 14,500 people in the UK. The industry adds £648 million in GVA to the UK economy. Aspects of the industry are also invaluable in adding to the export process of British music worldwide.

30% of the music industry employers perceive skills gaps within their workforce. The most commonly cited reasons for these skills gaps were a limited amount of time for training and a lack of experience. 10% of businesses that experienced skills gaps in the music industry claimed that technical skills were lacking.

The music sector as a whole is expected to continue to experience growth through to 2020. In the period form 2010 – 2020, employment is expected to increase by 7% cumulatively. This does not include the demand for new entrants to the sector as workers retire or move roles out of the music industry. There is therefore a clear need to provide access points to the industry which provide people with on-the-job experience and skills.

The creative and cultural sector is experiencing a number of challenges which need to be addressed if businesses are to attract new talent and to replace those who leave or retire:

- Sound Engineering and Studio Recording is made up largely of white (88%) workforce. In terms of gender diversity, the sound recording and music audio industry is predominantly male. Only 31% of the workforce is female.
- The availability of finance and the ability to support investment in skills is key to the development and growth of the industry. 92% of creative and cultural organisations are micro businesses (employing less than 10 people) and ensuring sufficient finance is in place to support all aspects of the business can be challenging.
- The consequence of a potential workforce that is highly qualified but skills deficient, is that businesses and employees in the industry and those wanting to work in the industry require re-skilling in specific areas to be adequately prepared for work, or to increase productivity for the sector itself. Funding for second level 3 or 4 qualifications is not always possible, and thus the cost of such training falls either on individuals or the business providing the training. This can be a huge burden on businesses as they are generally small and may be self-employed or freelancers. This can put great strain on the ability for businesses to fund and provide training for their staff.

Employers are keen to open up the routes of work based learning in order to change the culture of graduate recruitment to the industry. They have helped to design the qualifications in this Level 2 and 3 Apprenticeship programme to ensure it meets their current and future skills needs and at the same time meets the requirements of the Specification of Apprenticeship Standards for Wales.

This framework will contribute to the skills priorities for Wales by:

- providing flexible access to high quality level 2 and 3 programmes, as a real alternative to academic qualifications, for those who prefer this style of learning and achievement
- incorporating skills to improve the levels of general literacy and numeracy in Wales
- using technical and competence qualifications, valued by businesses to help their businesses growth
- developing the apprentice's employability skills, making them more attractive to all employers whichever career they choose
- providing a career pathway into jobs and training at intermediate and higher level, to provide the skills which the economy needs to grow
- building on the existing quality learning provision for the creative and cultural sector in Wales
- responding to the prioritisation of the creative industries in Wales as part of the Economic Renewal Programme. Creative industries are one of six identified priority sectors

Foundation level Apprentices will train as Studio Assistants/Sound Assistants or Assistant Recording Engineers. Level 3 Apprentices will train as Recording Engineers, Technical Engineer/ Sound Technicians, Mastering Engineers or Broadcast Sound Engineers.

Aims and objectives of this framework (Wales)

The aim of this framework is to attract new people into sound engineering and studio recording in Wales from a wide range of backgrounds, and to develop the skills that employers need, to replace those who leave and to provide a career pathway within and across the music industry.

Objectives of this framework are to:

1. Provide a flexible entry route to attract a wider range of applicants into sound engineering and studio recording at levels 2 and 3
2. Attract more applications from women and other under-represented groups into Sound and Studio Recording at Levels 2 and 3
3. Increase and strengthen the technical and specialist knowledge base and skills within the industry
4. Develop problem solving, communication, team working and literacy skills which are a priority for the sector
5. Provide SMEs and micro businesses with access to a quality work based training and development programme to increase business productivity and efficiency
6. Provide opportunities for career progression across the sound recording and music industry into senior jobs through further training and development, FE and HE programmes

Entry conditions for this framework

Employers are looking to widen the pool of potential recruits into sound recording, engineering and studio facilities and to give more opportunity to allow individuals to get a foot in the door of the industry.

They are particularly interested in those who:

- show a keen interest in working in sound engineering and studio recording
- show a keen interest in working with technology in a rapidly expanding area of growth
- have communication skills on which this apprenticeship will build

Applicants may have prior experience or qualifications in any of the creative industries supported by a portfolio of evidence but this is not mandatory as training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability. Programmes will then be tailored to meet individual needs, recognising prior qualifications and experience.

Level 2

Title for this framework at level 2

Foundation Apprenticeship in Sound Recording, Engineering and Studio Facilities

Pathways for the framework at level 2:

Pathway 1:   Sound Recording, Engineering and Studio Facilities

Level 2, Pathway 1: Sound Recording, Engineering and Studio Facilities

Description of this pathway

Sound Recording, Engineering and Studio Facilities Total 116 Credits

45 credits for the competence qualification

59 credits for the knowledge qualification

12 credits for Essential Skills Wales in Communication and Application of Number

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

There are no additional requirements other than the general entry condition

Job title(s)	Job role(s)
Studio Assistant/Sound Assistant	Studio assistants support the work of the engineers who are responsible for the equipment maintenance and installation and for the smooth running of sessions ensuring they are free from technical problems
Assistant Recording Engineer	The assistant recording engineer works with the engineer and helps in setting up the studio, including assisting with placing and testing the microphones, positioning the musicians and the overall studio session layout, it also involves helping to operate the recording equipment during sessions.

Qualifications

Competence qualifications available to this pathway

C1 – Level 2 NVQ Diploma in Sound Recording, Engineering and Studio Facilities					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/1142/2	City & Guilds	45	255	N/A

Knowledge qualifications available to this pathway

K1 – Level 2 Diploma in Sound and Music Technology					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/8806/3	City & Guilds	59	440	N/A

Combined qualifications available to this pathway
N/A

Relationship between competence and knowledge qualifications

The knowledge qualification is mapped to the same suite of NOS that were used to develop the QCF units for the competency qualification and therefore provides a direct underpinning knowledge and understanding for the competency qualification.

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Communication achievement above the minimum SASW requirement?   YES   ☐ NO ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

> Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **<u>minimum</u>** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement <u>above</u> the minimum SASW requirement?   YES   ☐ NO ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?   **YES**   ☐   **NO**   ☒

Progression routes into and from this pathway

Progression into the Foundation Level Apprenticeship in Sound Recording, Engineering and Studio Facilities

This will be from a variety of routes including:

- studies that have included the arts
- Young Apprenticeship Programme
- (14-19) Creative & Media Diploma
- work or work experience - including a portfolio of evidence
- general or vocational qualifications related to or relevant for the creative and cultural industries

Progression from the Foundation Level Apprenticeship in Sound Recording, Engineering and Studio Facilities

Could include:

- level 3 Apprenticeship in Sound Recording, Engineering and Studio Facilities
- level 3 Apprenticeship in Creative and Digital Media
- other level 3 Apprenticeships in the creative and cultural sectors
- level 2 Foundation Apprenticeship in Team Leading
- level 3 Apprenticeship in Management
- Other Arts or Media Apprenticeship frameworks
- other vocational qualifications related to or relevant for the creative industries

Jobs
- Assistant Recording Engineer
- Assistant OB Sound Engineer
- Assistant Live Engineer
- Assistant Recording
- Producer Assistant Studio
- Programmer Assistant
- Composer Assistant
- Mastering Engineer
- Assistant PA Crew
- Assistant Technical Maintenance Engineer

FE

- other vocational qualifications related to or relevant for the creative industries
- Foundation Degree in Music Technology
- after further development and training, possibly a Foundation Degree in Management and Leadership in the creative and cultural industries, HNCs/HNDs in music and creative industries.

For further information about careers in the music industry visit:

http://www.creative-choices.co.uk
www.getintomusic.org www.jamesonline.org/career.html

]

UCAS points for this pathway:

N/A

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?   **YES**   ☐   **NO**   ☒

Delivery and assessment

All apprentices MUST receive an induction to the workplace and to the Apprenticeship programme.

ERR will be covered through an ERR workbook and relevant induction activity to ensure that the Apprentice knows and understands each of the nine national outcomes for ERR.

The ERR workbook can be downloaded from http://creative-employment.co .uk/tools-resources

Education providers should upload the ERR workbook sign off sheet as evidence of achievement when requesting Apprenticeship completion certificates.

From 1st March 2013, providers should upload Version2 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: http://acecerts.co.uk

Level 3

Title for this framework at level 3

Apprenticeship in Sound Recording, Engineering and Studio Facilities

Pathways for the framework at level 3:

Pathway 1:   Sound Recording, Engineering and Studio Facilities

Level 3, Pathway 1: Sound Recording, Engineering and Studio Facilities

Description of this pathway

Sound Recording, Engineering and Studio Facilities Total credits 126

52 credits for the competency qualification

62 credits for the knowledge qualification

12 credits for the Essential Skills Wales Communication and Application of Number

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

Whilst there are no formal requirements other than the general entry conditions the industry does find it desirable if the candidate has completed the Level 2 Foundation Apprenticeship in Sound Engineering and Studio Facilities or has experience of working in the environment.

Job title(s)	Job role(s)
Technical Engineer/Sound Technician	In charge of equipment maintenance and installation. Ensuring sessions run smoothly and free of technical problems. Liaise closely with clients who may bring their own equipment for use during sessions.
Mastering Engineer	A mastering engineer takes the material that has been recorded, perfects it and turns it into a production master
Recording Engineer	Record, edit, manipulate and manage sound/signal sources and digital and analogue assists via recordings mixes or masters. Power up/power down multi track sessions and OB scenarios correctly and safely. Work within a studio facility either independently or with a producer.
Live Sound Engineer	Live Sound Engineer are involved in the mixing of live performance. Involves the mixing of sound in real-time as it is performed for the audience attending the event. May be required to set up or oversee the setting up of equipment.
Broadcast Sound Engineer	Expected to mix music which may be live. However the audience will not be present in the room - the product is broadcast on radio, television, internet or by other media. If the broadcast is not live the engineer may have the opportunity to improve the mix following performance.

Qualifications

Competence qualifications available to this pathway

C1 – Name Level 3 NVQ Diploma in Sound Recording, Engineering and Studio Facilities of Qualification					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/1136/7	City & Guilds	52	276	N/A

Knowledge qualifications available to this pathway

K1 – Level 3 Extended Diploma in Music Technology and Sound Engineering					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/8804/X	City & Guilds	62	600	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The knowledge qualification is mapped to the same NOS that were used to develop the QCF units for the competence qualification and therefore provides the underpinning knowledge and understanding to the competence qualification

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement <u>above</u> the minimum SASW requirement?   YES   ☐ NO ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of SASW on the gov.wales website. Additional guidance materials can be found on the Knowledge Base section of the ACW website.

Does this framework require Application of Number achievement above the minimum SASW requirement?   YES   ☐ NO ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

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Enter alternative grade/level requirements and reasons here.
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Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework?   **YES** ☐   **NO** ☒

Progression routes into and from this pathway

Progression into the Level 3 Apprenticeship in Sound Recording, Engineering and Studio Facilities

This can be from a variety of routes including:

- Level 2 Foundation Apprenticeship in Sound recording, Engineering and Studio Facilities
- Other Level 2 Foundation Apprenticeships in the creative and cultural sectors
- General or vocational qualifications related to or relevant for the creative and cultural industries
- Experience of working in a paid or unpaid creative and cultural role at level 2 for a period of 12 months

Progression from the Level 3 Apprenticeship

Jobs

- Recording Engineer
- Live Sound Engineer
- Freelancers
- OB Sound Engineers
- Recording Producers
- Studio Programmers
- Composers
- Mastering Engineers
- PA Crew
- Technical Maintenance Engineers

Following a period of working in the same role and the development of additional skills either at a higher level or at the same level

- Into a management role in any of the creative and cultural industries
- In-house development programmes and CPD
- Training and development of staff
- Sideways development into a different role i.e. theatre technician to production, or cultural venue
- Working in other roles such as community music leader

FE/HE

For those who wish to continue their development of skills and qualifications beyond Level 3, opportunities may exist to undertake higher level qualifications such as:

- higher level qualifications in business or customer service
- other qualifications relevant to music technology, music and the creative industries
- foundation degrees in Management and Leadership or creative and cultural industries
- general or vocational qualifications related to or relevant for the creative and cultural industries
- BA Honours Degrees in Music Technology, Sound or Audio Engineering

For further information about careers in the music industry visit:

www.creative-choices.co.uk
www.getintomusic.org
www.jamesonline.org/careers.html
www.musiceducationuk.com

UCAS points for this pathway:

N/A

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework?   **YES**   ☐   **NO**   ☒

Delivery and assessment

All Apprentices MUST receive an induction to the workplace and to the Apprenticeship programme.

ERR will be covered through an ERR workbook and relevant induction activity to ensure that the Apprentice knows and understands each of the nine national outcomes for ERR:

The ERR workbook can be downloaded from http://creative-employment.co.uk/tools-resources

Education providers should upload the ERR workbook sign off sheet as evidence of achievement when requesting Apprenticeship completion certificates.

From 1st March 2013, providers should upload Version 2 of the ACE Apprenticeship Declaration and Authorisation form as part of the certification process. This can be download directly from ACE: http://acecerts.co.uk/

How equality and diversity will be met

Although the figures vary be region, overall the creative and cultural sector is predominantly white (93%), nearly half of the workforce is under 40 years of age, male and female representation is 60/40% and around 13% have a disability.

Likely reasons for these imbalances are:

- a lack of identifiable career progression routes in the industry to date
- a tendency within the sector for new recruits to start on no or low wages for up to two years in some instances means that opportunities for people from disadvantaged socio-economic backgrounds can be limited
- the industry has a history of graduate entry which might deter those without a degree from applying
- the history of graduate entry means that those recruiting may automatically seek graduates even for entry level roles and this is the culture of graduate bias during recruitment which we hope this framework will begin to address
- instances means that opportunities for people from disadvantaged socio-economic backgrounds can be limited
- the industry has a history of graduate entry which might deter those without a degree from applying
- the history of graduate entry means that those recruiting may automatically seek graduates even for entry level roles and this is the culture of graduate bias during recruitment which we hope this framework will begin to address

In order to counteract some of these issues, awareness of careers in sound recording and music audio technology and other creative and cultural industries is being raised through:

- actively challenging the culture of unpaid work experience which dominates the creative and cultural industries and creating better choices for more people. Creative Apprenticeships were a brand new alternative route in to the creative industries, one based on ability and potential rather than academic track record or social background and contacts. We built a ground swell of support through targeted engagement and campaigning activity in order to demonstrate how apprenticeships could work for

learners and employer alike

- • creative choices careers website offers careers information and advice, listings for training, case studies about working in the industry, access to networks and mentoring - http://www.creative-choices.co.uk
- • we work with employers to raise awareness of apprenticeships in the creative and cultural sector and set up the Apprenticeship Training Service to simplify the apprentice recruitment process. This diversifies the types of employers involved by encouraging small and medium businesses therefore extending the reach of the programme – http://nsa-ccskills. co.uk/apprenticeship-training-service

Apprenticeships are seen as a vital route to encourage and facilitate a greater diversity of individuals into the industry in order to challenge a graduate bias at the point of entry. Entry conditions to this framework therefore are extremely flexible and mentoring has been included to offer additional support and increase the chances of apprentices successfully completing the Apprenticeship.

Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the industry, using the protected characteristics of:

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnerships
6. Pregnancy and maternity
7. Race
8. Religion and Belief
9. Sexual orientation

Dowload the guide on the Equality Act 2010 here:

http://www.equalityhumanrights.com/advice-and-

guidance/new-equality-act- guidance/

Creative & Cultural Skills will monitor take up and achievement of all Apprenticeships through its employer led Qualifications and Apprenticeships Group and take steps to address any barriers to take up and achievement as part of our Sector Qualifications Strategy.

On and off the job training

Summary of on- and off-the-job training

Level 2

- Total on and off job GLH is 905 GLH. The average time to complete level 2 is 12 months

Level 3

- Total on and off job GLH is 1086 GLH. The average time to complete level 3 is 24 months

Training hours are delivered during contracted workhours under an Apprenticeship Agreement, or during during a qualifying periods ending on the date of application for a certificate.

On and off the job training hours:

- must be planned, reviewed and evaluated jointly between the apprentice and tutor, teacher, mentor or manager;
- must allow training support via a tutor, teacher, mentor or manager;
- are 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

Off-the-job training

Level 2

The minimum recommended duration for the programme is 12 months

Total off the job GLH is 650 GLH

The breakdown is as follows:

440 GLH for the Level 2 Diploma in Sound and Music Technology

60 GLH for ESW Communication

60 GLH for ESW Application of Number

45 hours for ERR and induction (ERR optional)

45 hours for mentoring apprentices

Level 3

The minimum recommended duration for the programme is 24 months

Total off the job GLH is 810 GLH

The breakdown is as follows

600 GLH for the Level 3 Extended Diploma in Music Technology and Sound Engineering

60 GLH for ESW Communication

60 GLH for ESW Application of Number

45 hours for ERR and induction (ERR optional)

45 hours for mentoring

How this requirement will be met

GLH should:

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

- be planned, reviewed and jointly evaluated between the apprentice and a tutor, teacher mentor or manager and allow access when required by the apprentice either to a tutor, teacher, mentor or manager

- be delivered during contracted working hours

- be delivered through a range of delivery models including one or more of the following methods: individual and group teaching, e-learning, distance learning, induction (see ERR section), coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study

- providers can select the best method for recording and evidencing off the job GLH and mentoring such as a reflective diary or portfolio

- be focussed on outcomes as Apprenticeships are not time served, therefore the average length of stay is indicative only

Level 2

- Level 2 Diploma in Sound and Music Technology
- Level 1 ESW in Communication and Application of Number
- ERR sign off from the workbook (ERR optional)

Level 3

- Level 3 Extended Diploma in Music Technology and Sound Engineering
- Level 2 ESW in Communcation and Application of Number
- ERR sign off from the workbook

On-the-job training

Level 2

- 255 GLH for the Level 2 NVQ Diploma in Sound Recording, Engineering and Studio Facilities

Level 3

- 276 GLH for the Level 3 NVQ Diploma in Sound Recording, Engineering and Studio Facilities

How this requirement will be met

On the job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be focussed on outcomes as Apprenticeships are not time served, therefore the average length of stay is indicative only
- provider can select the best method for recording and evidencing on the job GLH and mentoring which may be done through such methods as a log book or reflective diary

Evidence for on the job GLH will include

Level 2 Foundation Apprenticeship

- Level 2 NVQ Diploma in Sound Recording, Engineering and Studio Facilities

Level 3 Apprenticeship

- Level 3 NVQ Diploma in Sound Recording, Engineering and Studio Facilities

Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

Enter Qualification Names

Improving own learning and performance

Whilst employers consulted did not feel that this Wider Key Skill should be mandatory it was felt that evidence for the achievement of the Skills would naturally occur as part of the achievement of the competence, knowledge and ESW qualifications. Providers are encouraged to introduce these Wider Key Skills as part of induction so that apprentices learn to recognise when they are achieving these skills.

Working with others

Whilst employers consulted did not feel that this Wider Key Skill should be mandatory it was felt that evidence for the achievement of the Skills would naturally occur as part of the achievement of the competence, knowledge and ESW qualifications. Providers are encouraged to introduce these Wider Key Skills as part of induction so that apprentices learn to recognise when they are achieving these skills.

Problem solving

Whilst employers consulted did not feel that this Wider Key Skill should be mandatory it was felt that evidence for the achievement of the Skills would naturally occur as part of the achievement of the competence, knowledge and ESW qualifications. Providers are encouraged to introduce these Wider Key Skills as part of induction so that apprentices learn to recognise when they are achieving these skills.

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