

# apprenticeship FRAMEWORK

## Blacksmithing (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](http://www.acwcerts.co.uk/framework_library)

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# Blacksmithing (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).

Issue number: 1	This framework includes:
Framework ID: FR02804	Level 2 <input type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/05/2015	This framework is for use in: Wales

Commented [SMH1]: Beyond review date

## Short description

Blacksmiths form, shape and join metal by hot forging, using both traditional tools and techniques such as hammers and anvils, as well as power tools, such as power hammers, drills, air chisels and hydraulic presses. Engineering machinery such as centre lathes, millers, grinders and welding equipment may also be used. Materials include wrought iron, mild steel and brass, bronze or copper. Blacksmiths heat the metal to the correct temperature so it can be shaped and, if necessary, joined to another piece of metal by various methods of joining, welding and riveting. Once construction is complete the metal is 'finished' for its required use

This level 3 framework is for those who want to work as blacksmiths in the craft sector as one of the following:

- General Blacksmith
- Artist Blacksmith
- Heritage Blacksmith
- Industrial Blacksmith

# Contact information

## Proposer of this framework

Creative & Cultural Skills has developed this framework with support from, key stakeholders, employers, training providers, industry bodies and awarding organisations.

Those involved include:

- British Artist Blacksmiths Association (BABA)
- The Blacksmiths Guild
- Worshipful Company of Blacksmiths (WCB)
- Irish Artist Backsmithing Association (IABA)
- British Farriers and Blacksmiths Association (BFBA)
- National Heritage Ironwork Group
- Hereford College
- Ludlow College
- City & Guilds.

## Developer of this framework

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Organisation Type: Sector Skills Council

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Commented [SMH2]: Both Helen and Dawn have left CCSkills

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Who is making this revision	<a href="#">Sarah Hughes</a> <del>N/A</del>
Your organisation	<del>N/A</del> <a href="#">Creative &amp; Cultural Skills</a>
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Revising a framework

Why this framework is being revised

<a href="#">Updating ERR requirements</a> <del>N/A</del>	
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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

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 a 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 practise and embed new skills in a real work context. This broader mix differentiates the apprenticeship 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.

### Blacksmithing Sectoral Information

There are in the region of 5,000 blacksmiths that forge and in the region of a further 10,000 working in decorative iron work that have no access to a forge. The industry tends to congregate around colleges that are teaching blacksmithing skills with a focus around Hereford, Norfolk and Cornwall, with Hereford College being linked to University of Wales for its Blacksmithing courses. Plumpton College has an out-centre at Snowdonia. The majority of blacksmiths are self employed, or small firms employing fewer than 5 people a small number exist that employ around 15 people.

Blacksmithing is made up largely of a white workforce. In terms of gender diversity the industry is predominantly male.

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.

## Aims and objectives of this framework (Wales)

The aim of this framework is to attract new people into the Blacksmithing Industry 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 Blacksmithing Industry.

Objectives of this framework are to:

- Provide a flexible entry route to attract a wider range of applicants into Blacksmithing
- Attract more applications from women and other under-represented groups into Blacksmithing
- Increase and strengthen the technical and specialist knowledge base and skills within the industry
- Develop problem solving, communication, team working and literacy skills which are a priority for the sector
- Provide SMEs and micro businesses with access to a quality work based training and development programme to increase business productivity and efficiency
- Provide opportunities for career progression across the Blacksmithing industry into senior jobs through further training and development, FE and HE programmes



## Entry conditions for this framework

Whilst there are no formal entry requirement learners are likely to hold a Level 2 foundation blacksmithing qualification and/or have previous practical experience. A level 2 vocationally specific qualification is a recommended entry requirement though not compulsory as each applicant will be individually assessed.

# Level 3

Title for this framework at level 3

## Blacksmithing

Pathways for the framework at level 3:

Pathway 1: Blacksmithing

## Level 3, Pathway 1: Blacksmithing

### Description of this pathway

Blacksmithing Total Minimum Credits 581

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

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Artist Blacksmith	As an artist blacksmith there is perhaps more emphasis on the use of hand tools. The artist blacksmith is more often than not producing one-off bespoke items or small batches rather than being engaged in repetitive production work. The artist blacksmith is usually the designer also.
Heritage Blacksmith	Heritage blacksmiths are involved in the maintenance, restoration and conservation of historic ironwork by bringing together the best of blacksmithing craft practices and the philosophy and ethics of conservation
Industrial Blacksmith	Industrial blacksmiths tend to work to engineering drawings prepared by design engineers. In heavy and repetitive work large powerful tools are used such as steel workers, power hammers, drop hammers and presses.
General Blacksmith	General blacksmiths form, shape and join metal by hot forging, using both traditional tools and techniques and more modern methods of welding and metal work

# 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 Diploma in Blacksmithing					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/2710/7	City & Guilds	569	1994	N/A

## Relationship between competence and knowledge qualifications

This is a combined qualification containing both the required knowledge and competence aspects of the framework.

A minimum of 33 credits for knowledge are attained through achievement of common mandatory units as follows:

Obtain feedback from others to inform work and work practice in craft - 1 credit

Forging techniques for blacksmithing and metalworking - 10 credits

Communicate effectively in craft - 2 credits

Blacksmithing forge practices using small forge assemblies - 4 credits

Working safely in blacksmithing - 6 credits

Design processes for blacksmithing work - 10 credits ]

# 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 **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:

[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

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Progression routes into the Advanced Level Apprenticeship in Blacksmithing can be from a variety of routes including :

- Pearson BTEC Level 2 certificate in Blacksmithing and Metalworking
- Pearson BTEC Level 2 Diploma in Blacksmithing and Metalworking
- Pearson BTEC Level 2 Extended Certificate in Blacksmithing and Metalworking
- A Level 2 vocationally specific qualification
- Previous relevant practical experience

### Progression from the Advanced Level Apprenticeship

#### Jobs

- Traditional Blacksmith
- Heritage Blacksmith
- Artist Blacksmith
- Industrial Blacksmith

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 running own business
- In house development programmes and CPD
- Training and development of staff
- A relevant Foundation Degree or BA Course

]

### 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** ☐ ☒

Commented [SMH3]: Amended as no longer a wg requirement

## 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, or the achievement of an appropriate qualification (e.g. Agored Cymru Level 2 Award In Employment Rights and Responsibilities (QCF ref : 600/7776/1)) to ensure that the apprentice knows and understands each of the nine national outcomes for ERR as follows:

1. the range of employer and employee statutory rights and responsibilities under employment law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Equality Act 2010, other relevant equalities legislation and health and safety, together with the duties of employers.
2. procedures and documentation which recognises and protects their relationship with their employer, including health and safety and equality and diversity training as part of the apprenticeship
3. the range of sources and information and advice available to them on their employment rights and responsibilities, including Access to Work and Additional Learning Support
4. the role played by their occupation in their organisation and industry
5. has an informed view of the types of career pathways that are open to them
6. the types of representative bodies and understands their relevance to their industry and organisation and the main roles and responsibilities
7. where and how to get information and advice on their industry, occupation, training and career
8. can describe and work within their organisation's principles and codes of practice
9. can recognise and form a view on issues of public concern that

affect their organisation and industry

The ERR workbook can be downloaded from  
[http://ccskills.org.uk/supporters/employers-  
advice/article/employment-rights-and-responsibilities-  
apprenticeships-handbook](http://ccskills.org.uk/supporters/employers-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook)

Education providers should ensure that evidence of achievement of  
either the ERR workbook sign off sheet or a certificate for a relevant  
qualification are maintained for audit purposes.

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

## How equality and diversity will be met

Although the figures vary by region, overall the creative and cultural sector is ~~predominantly~~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 within blacksmithing are:

- the work is heavy manual work
- 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 sector 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, ~~awarness~~awareness of careers in blacksmithing 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. Creative & Cultural Skills built a ground swell of support through targeted engagement and campaigning activity in order to demonstrate how apprenticeships could work for learners and employers 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 [www.creative-choices.co.uk](http://www.creative-choices.co.uk)
- Creative and Cultural Skills works with employers to raise awareness of apprenticeships in the creative and cultural sector with the aim of diversifying the types of employers involved by encouraging small and medium businesses.

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.

... Blacksmithing (Wales)

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

Download 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 3

- Total on and off job GLH is 2204 GLH. The average time to complete level 3 is 48 months
  - Training hours are delivered during contracted work hours under an Apprenticeship Agreement, or during a qualifying period 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

The minimum recommended duration for the programme is 48 months

- Total off the job GLH is 375 GLH
- The breakdown is as follows:
  - 165 GLH for the Level 3 Diploma in Blacksmithing
  - 60 GLH for ESW Communication
  - 60 GLH for ESW Application of Number
  - 45 hours for ERR and induction
  - 45 hours for mentoring apprentices

### How this requirement will be met

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

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

Evidence for off the job GLH:

Level 3 Diploma in Blacksmithing

Level 2 ESW in Communication and Application of Number

ERR sign off from the workbook or a relevant ERR qualification certificate

### On-the-job training

Total on the job GLH

1829 GLH for the competency based elements of the Level 3 Diploma in Blacksmithing

*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~~ 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

Providers can select the best method for recording 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:

- Level 3 Diploma in Blacksmithing

# 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.



# apprenticeship **FRAMEWORK**

For more information visit-  
[www.acwcerts.co.uk/framework\\_library](http://www.acwcerts.co.uk/framework_library)