

apprenticeship FRAMEWORK

Creative Craft Practitioner (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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Apprenticeship Certification
Wales

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Creative Craft Practitioner (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: FR02805	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: 31/03/2015	This framework is for use in: Wales	

Commented [SMH1]: Passed review date

Short description

This framework covers craft skills, materials, design and making, as well as support areas such as marketing, business, administration and customer care.

Our definition of craft is broad and ranges from practice which is innovative and experimental, both in terms of its vision and manufacture, to traditional craft that supports and continues our cultural heritage. It covers a spread of material disciplines, from textiles to ceramics and from woodwork to metalwork. It covers a variety of products, from small portable items to architectural structures.

Contact information

Proposer of this framework

[Creative & Cultural Skills has developed this framework in partnership with a steering group of key stakeholders including employers, industry bodies, training providers and an awarding organisation.

Stakeholders include:

- The Crafts Council
- The Heritage Crafts Association
- Margaret Walk (Freelance)
- Teresa King (Freelance)
- Maggie Carr (Freelance)
- Holts Academy
- The Goldsmith Centre
- City & Guilds

]

Developer of this framework

Name: [Helen Hart]

Organisation: [Creative & Cultural Skills]

Organisation Type: [Sector Skills Council]

Job Title: [Qualifications Manager]

Phone: [07725134089]

Email: [helen.hart@ccskills.org.uk]

Postal address: [The Backstage Centre
High House Production Park
Vellacott Close
Purfleet
Essex
RM19 1RJ]

Website: [www.ccskills.org.uk]

]

Commented [SMH2]: Helen and Dawn no longer work for CCSkills

Issuing Authority's contact details

Issued by: [Creative and Cultural Skills]

Issuer contact name: [Dawn Hillier]

Issuer contact phone: [07867330228]

Issuer Email: [Dawn.hillier@ccskills.org.uk]

Contact Details

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

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 practise and embed new skills in a real work context. This broader mix differentiates the apprenticeship experience from training delivered to meet narrowly focused 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.

The craft sector comprises individuals and businesses operating in contemporary crafts, traditional and heritage crafts, and certain skilled trades. The craft sector is dominated by micro-businesses and the numbers of sole traders is rising, particularly within contemporary craft where 87% of businesses are known to be sole traders. These are small, niche industries where there is a risk of market failure. The impact of this would be particularly significant for heritage crafts which represent skills and trades originally acquired and practised out of necessity - they are a product of functional life. Historically these reflect locally available materials and resources and are part of regional and national cultural identity. Contemporary practice of these crafts is based on received traditions, making them distinct from the innovative and expressive crafts developed through the art colleges. Today, these crafts offer a livelihood to a significant number of people. Many craft practitioners use home working spaces such as a spare room in their own house or a formal workshop space in their own home, rather than an external studio.

Research evidenced in the Creative & Cultural Skills recent document 'Mapping Heritage Craft' highlights a serious potential loss of skills for many years. 84,490 firms in the heritage craft sector employ 209,390 people in all, with a turnover of £10.8 billion contributing to £4.4 billion in gross value added (GVA) to the economy. The heritage craft sector is also predicted to grow, with employment rising by 12% over the period 2012-2022.

Contemporary craft has not been mapped in exactly the same fashion as heritage craft; however estimates from the Crafts Council indicate that there are some 23,050 contemporary practitioners currently operating in the UK. This workforce creates a total GVA contribution to the UK economy of £220 million.

Contemporary craft differs slightly from heritage craft in the make-up of the workforce. Many

come from art and design based higher education courses rather than vocational or on the job learning. Overall 61% come from a degree background in art, craft and design.

The demographic of the current workforce poses a number of challenges which apprenticeship frameworks will play a key part in addressing. The skilled heritage craft workforce is ageing with approximately 50% of the workforce aged between 40 and 60 years old. There are also more people working in the sector over the age of 60 than under the age of 25. In contemporary craft 63.3% of the workforce is over the age of 45. The reason for this older workforce lies not just in the lack of take-up for craft at a young age but in the large portion of 'second careerists' within the sector. These second careerists constitute 50% of the contemporary craft sector. This verifies anecdotal evidence from craftspeople and highlights the lack of training opportunities and entry routes to the sector.

Respondents to the Mapping Heritage Craft research survey regard workplace learning as crucial to their current skills with 73% highlighting formal or informal apprenticeships, mentoring or on-the-job learning as being the most important.

Aims and objectives of this framework (Wales)

The aim of this framework is to attract new people into the craft industries in Wales from a wide range of backgrounds, and to develop the skills that employers need, to ensure those skills are kept alive, to replace those who leave and to provide a career pathway within a range of craft industries.

Objectives of this framework are to:

- Provide a flexible entry route to attract a wider range of applicants into Craft at level 3
- 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 craft into senior jobs or self employment 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 craft 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 craft
- have good communication skills on which this apprenticeship will build

Learners are likely to hold a level 2 foundation qualification and/or previous practical experience. A level 2 vocationally specific qualification or equivalent experience is a recommended entry requirement but this is not mandatory as training providers and employers will use initial assessment to ensure that all applicants have a fair opportunity to demonstrate their ability. Programmes will be tailored to meet individual needs, recognising prior qualifications and experience.

Level 3

Title for this framework at level 3

Creative Craft Practitioner

Pathways for the framework at level 3:

Pathway 1:	Creative Craft Practitioner
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Craft

Level 3, Pathway 1: Creative Craft Practitioner

Description of this pathway

Creative Craft Practitioner - Total Minimum Credit Value 110

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

There are no additional requirements other than the general entry requirements

Job title(s)	Job role(s)
Craft Practitioner/Craft Maker	Use a range of skills, techniques, materials, tools and equipment to design and make craft. Gain enhanced craft expertise and develop craft skills. Apply and further develop the basic principles of running a business and liaise with customers.

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 Craft Skills for Creative Industries					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/2064/2	City & Guilds	92	568	N/A

Relationship between competence and knowledge qualifications

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

The **knowledge** credits available for this qualification are as follows:

Mandatory units

L/505/8082 Select and use techniques, materials, tools and equipment for craft - Learning Outcome 1 = 3 credits

R/505/8083 Use safe working practices and spaces for craft - Learning Outcome 1 = 2 credits

Y/505/8084 Complete the craft making process - Learning Outcome 1 = 4 credits

H/505/8086 Manage time for craft work and practice - Learning Outcome 1 = 3 credits

K/505/8087 Contribute to the design process for craft - Learning Outcome 1 = 3 credits

M/505/8088 Keep up to date with the craft sector - Learning Outcome 1 = 2 credits

Optional Unit Group A

T/505/8089 Obtain feedback from others to inform work and work practice in craft - Learning Outcome 1 = 1 credit

D/505/8104 Present and display craft - Learning Outcome 1 = 4 credits

M/505/8091 Assist with ideas for craft work and work practice - Learning Outcome 1 = 4 credits

T/505/8092 Communicate effectively in craft - Learning Outcome 1 = 2 credits

A/505/8093 Work effectively with others in craft - Learning Outcome 1 = 3 credits

F/505/8094 Promote and represent craft - Learning Outcome 1 = 2 credits

Optional Unit group B

J/505/8095 Carry out basic financial transactions for craft - Learning Outcome 1 = 4 credits

L/505/8096 Develop and maintain professional relationships in craft - Learning Outcome 1 = 2 credits

R/505/8097 Price craftwork to secure sales - Learning Outcome 1 = 4 credits

Y/505/8098 Sell craft - Learning Outcome 1 = 3 credits

K/505/8090 Use digital technologies for craft work - Learning Outcome 1 = 3 credits

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D/505/8099 Use copyright law to protect creativity an innovation in craft - Learning Outcome 1
= 4 credits

To achieve the qualification learners will gain a minimum of 28 credits on the knowledge
outcomes of the 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 **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** ☐

Digital Literacy (ICT)

Please note that there are currently no acceptable proxy qualifications for Digital Literacy (ICT).

For the current **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 Digital Literacy (ICT) achievement above the minimum SASW requirement? **YES** ☐ **NO** ☒

If YES, please state the grade/level required for **Digital Literacy (ICT)** and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

Progression routes into and from this pathway

Progression into the Advanced Level Apprenticeship in Creative Craft Practitioner

This can be from a variety of routes including:

- a level 2 foundation qualification
- other Level 2 (intermediate) apprenticeships in the Creative & Cultural sector
- general or vocational qualifications related to or relevant for the Creative and Cultural industries
- experience of making in this craft or another. This could be as employment at a level 2 role or on a self-employed basis. The length of time spent making does not matter but there should be familiarity with a range of basic craft skills

Progression from the Advanced Level Apprenticeship in Creative Craft Practitioner

Jobs

- Craft practitioner/Craft maker

Following a period of working in the same role and the development of additional skills through non qualification advanced craft skills training, such as spending time working with a more senior crafts person to acquire further skills they could move into:

- enhanced skills in the chosen craft
- a management role in the creative industries
- in-house development programmes and CPD
- training and development of staff
- self-employment (with support)

Further ~~Education~~Education (FE) /Higher Education (HE)

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

- other informal or accredited qualification relevant to chosen craft specialism/making skills
- BA Honours degrees in a chosen craft
- foundation degrees in management and leadership or creative and cultural industries
- higher level qualification in business or customer service
- general or vocational qualifications related to or relevant for the wider creative and

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..... Pathway 1

cultural industries

For further information about careers in the craft industry visit www.creative-choices.co.uk

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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]: No longer required by WG

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.

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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 heritage craft sector is predominantly male. 83% are male and 17% are female. This is in stark contrast to the gender balance of the UK's workforce as a whole, which is 54% male, 46% female. In contemporary craft this situation is reversed, as 69% of the sector are female and 31% are male. This is probably reflected in the overlap between heritage craft and 'traditionally male' occupations in manufacturing and construction jobs.

The diversity of heritage craft is limited, with 95% of the workforce being white. The sector is therefore much less ethnically diverse than the rest of the economy, the average for the UK being 90% white. This is similar in contemporary craft, where over 90% of the workforce are white.

Likely reasons for these imbalances are:

- a lack of identifiable career progression routes in the industry to date
- the industry has a history of passing down skills through the family

In order to counteract some of these issues, awareness of careers in craft and other creative and cultural industries is being raised through:

1. 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 into 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
2. the (14-19) Diploma in Creative and Media and the Young Apprenticeship Programme in Art and Design or Performing Arts, which has been raising awareness in schools
3. 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/>
4. Creative & Cultural Skills work with employers to raise awareness of apprenticeships in the creative and cultural sector aiming to diversify the types of employers involved by encouraging small and medium businesses therefore extending the reach of the programme

Apprenticeships are seen as a vital route to encourage and facilitate, a greater diversity of individuals into the industry. Entry conditions to this framework are therefore 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:

- Age
- Disability
- Gender
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and Belief
- Sexual orientation

Download the Guidance on the Equality Act 2010 here:

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.]

On and off the job training

Summary of on- and off-the-job training

Total on and off-the-job Guided Learning Hours (GLH) is 838 GLH

Training hours are delivered during contracted work hours under an Apprenticeship Agreement, or 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

The minimum recommended duration of the programme is 24 months

The total minimum off-the-job GLH is 434 GLH

The breakdown of this pathway is as follows

a minimum of 164 GLH for the knowledge elements of the Level 3 Diploma in Craft Skills for Creative Industries

60 GLH for ESW Communication

60 GLH for ESW Application of Number

60 GLH for ESW IT 45 hours for ERR and induction

45 hours for mentoring apprentices

It should be noted that 'off the job' may still be in the learners place of work

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
- 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 Craft Skills for Creative Industries
 - Level 2 ESW in Communication, Application of Number and IT
 - ERR sign off from the workbook

On-the-job training

Total minimum on-the-job GLH

Level 3

- A minimum of 404 GLH for the competence aspects of the Level 3 Diploma in Craft Skills for Creative Industries

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

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 Craft Skills for Creative Industries

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