

# apprenticeship FRAMEWORK

## Live Events and Promotion (Wales)

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# Live Events and Promotion (Wales)

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# Framework summary

## Live Events and Promotion

### Live Events and Promotion Level 2

#### Pathways for this framework at level 2 include:

##### Pathway 1: Live Events and Promotion

**Competence qualifications available to this pathway:**

C1 - Level 2 Certificate in Supporting Live Events and Promotion

**Knowledge qualifications available to this pathway:**

K1 - Level 2 Award in Principles of the Creative and Cultural Sector

K2 - Rock School Ltd Level 2 Certificate in Live Events and Promotion Skills (QCF)

**Combined qualifications available to this pathway:**

N/A

**This pathway also contains information on:**

- Employee rights and responsibilities
- Essential skills

## Live Events and Promotion

### Live Events and Promotion Level 3

#### Pathways for this framework at level 3 include:

##### Pathway 1: Live Events and Promotion

**Competence qualifications available to this pathway:**

C1 - Level 3 Diploma in Live Events and Promotion

**Knowledge qualifications available to this pathway:**

K1 - Level 3 Certificate in Principles of the Creative and Cultural Sector

K2 - Rock School Ltd Level 3 Certificate in Live Events and Promotion Skills (QCF)

**Combined qualifications available to this pathway:**

N/A

**This pathway also contains information on:**

- Employee rights and responsibilities
- Essential skills

# Framework information

## Information on the Publishing 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: 5	<b>This framework includes:</b>
Framework ID: FR03214	Level 2 Level 3
Date this framework is to be reviewed by: 01/06/2014	<b>This framework is for use in: Wales</b>

## Short description

The Live Events and Promotion Apprenticeship has been designed with the help of employers to widen the pool of potential recruits into the industry. Live Events and Promotion involves everything to do with putting on a show or event from promoting the event to staging it. Foundation Apprentices will train in administrative and/or support roles including Stage/Venue Crew Support, Event Promotion Support and Booking Agents Assistants. Apprentices will train as Music/Events, Events Assistants, Events / Entertainment Officers, Production Assistants or Venue and Stage Crew.

# Contact information

## Proposer of this framework

This framework is published by Creative & Cultural Skills.

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# Revising a framework

## Contact details

Who is making this revision: Vikki Williams  
Your organisation: Creative & Cultural Skills  
Your email address: vikki.williams@ccskills.org.uk

## Why this framework is being revised

This framework has been revised due to the withdrawal of EDI qualifications

## Summary of changes made to this framework

The removal of EDI qualifications and the addition of Pearson Education Ltd qualifications

## Qualifications removed

501/1120/6 Pearson EDI Level 2 Award In Principles of the Creative and Cultural Sector  
600/1139/7 Pearson EDI Level 3 Certificate In Principles of the Creative and Cultural Sector  
501/0951/0 Pearson EDI Level 2 Certificate in Supporting Live Events and Promotion  
600/1140/3 Pearson EDI Level 3 Diploma in Live Events and Promotion

## Qualifications added

600/9639/1 Pearson BTEC Level 2 Award In Principles of the Creative and Cultural Sector  
600/9669/X Pearson BTEC Level 3 Certificate In Principles of the Creative and Cultural Sector  
600/9615/9 Pearson EDexcel Level 2 Certificate in Supporting Live Events and Promotion  
600/9596/9 Pearson EDexcel Level 3 Diploma in Live Events and Promotion

## Qualifications that have been extended

None



# Purpose of this framework

## Summary of the purpose of the framework

Live Events and Promotion involves everything to do with putting on a show or event from promoting the event to staging it. Live events can be indoor or outdoors, one off events or tours and small to large scale productions.

There has been a growth in live outdoor and other special events often on a grand scale - Proms in the Park, Glastonbury, O2 Arena - which have had to use unqualified and untrained staff to build temporary or travelling stages and run spectacular events.

The growth in the 'live' sector means that new staff need to be attracted to the industry and existing staff need to be upskilled in technical, artistic and administrative roles including:

- Assistant to Artistic Directors
- Stage Management
- Production Management
- Technical Management
- Artist Management
- Contracting/Licensing

The Live Events and Promotion industry is part of the wider creative and cultural sector which is experiencing a number of challenges that need to be addressed if businesses are to attract new talent into the industry and to replace those who leave or retire. Challenges include:

- over half of employers have recruitment issues because applicants lack experience, and about a quarter say that applicants lack the right specialist skills for the job;
- companies often recruit from the rich over-supply of general arts graduates and miss out on the wider pool of talent available from other areas of study or those without formal qualifications;
- the future workforce is composed of a large pool of 'qualified' potential recruits who do not have the specific 'associate professional and technical' skills that nearly half of jobs require – these are the jobs where there is predicted growth over the next seven years;
- skills gaps in the current workforce can lead to existing business being lost through poor delivery or impossible pressure on the workforce and they need to find time for and finance training;
- skills gaps include ICT, Marketing/Advertising and PR, Technical Skills, Business Development, Administration, Finance and Accounting, Digital Skills, Sales and Management;
- management skills are required to run complex creative organisations often 'not for profit', or with complicated stakeholder managements (e.g. subsidy, LA, sponsorship) and a need for progression pathways to enable staff to progress quickly from practitioner,



- supervisor, manager and to CEO;
- the industry is predominantly young and white; nearly 50% of the workforce is under 40 years of age, and evidence suggests that people drop out of the sector in significant numbers in their thirties and forties;
- 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.

Amongst the future skills needs for the creative and cultural sector are:

- Administrative skills
- Business skills
- Creative expertise
- Digital skills
- Finance/ accounting
- Foreign language skills
- Freelance Skills
- Fundraising
- ICT skills
- Management
- Marketing
- Online skills
- Teaching skills

Employers are keen to increase the level 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 that it meets their current and future skills needs and at the same time, meet the requirements of the Specification of Apprenticeship Standards for Wales.

This Foundation Apprenticeship is suitable for those working in an administrative and/or support capacity in areas as diverse as indoor or outdoor events, one-off events or tours and small to large scale productions, it addresses common skills and knowledge required in all aspects of putting on a show or event. Foundation Apprentices will train as:

- Venue and Stage Crew Support road in, breakdown and load out equipment for a live event, safely supports the set up of the stage, instruments, sound and lighting for the live event
- Booking Agents Assistant supporting the setting up of live events for artists, provide administrative support and contribute to the preparation of contracts for live events

Apprentices undertake activities to secure funding for a live event, support the licensing and permissions application processes, research and assess the appropriateness of venue,

contribute to the preparation of contracts and will train as:

- Music Promotions Assistant
- Events Assistant
- Events/Entertainment Officer
- Venue and Stage Crew

This Level 2 and 3 Apprenticeship will also contribute to meeting the skills priorities for Wales by:

- providing flexible access to a high quality Level 2 and 3 skills programme, 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, numeracy and ICT in Wales;
- using technical and competence qualifications, valued by employers, to help their businesses grow;
- developing Apprentices' 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;
- developing on from the DCELLS Apprenticeships pilot project in Wales as part of the Sector Priorities Fund;
- 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.

## Aims and objectives of this framework (Wales)

### Aim:

The aim of this framework is to attract new people into Live Events and Promotion from a wide range of backgrounds with the skills employers need to replace those who leave, to provide a career pathway within Live Events and Promotion and mobility across the creative and cultural sector.

Objectives of this framework are to:

1. provide a flexible entry route to attract a wider range of applicants into Live Events and Promotion at Levels 2 and 3;
2. train staff at levels 2 and 3 in business and technical skills to meet the needs of employers;
3. develop problem solving, communication, team working, literacy, numeracy and ICT skills, which are a priority for the sector;
4. provide micro businesses, which account for 92% of businesses in the sector with access

to a quality work based training and development programme to increase business productivity and efficiency;

5. provide opportunities for career progression within Live Events and Promotion and across the creative and cultural sector, 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 Live Events and Promotion to give more individuals the opportunity to get their foot in the door of the industry. They are particularly interested in those who show a keen interest in working in Live Events and Promotion. Applicants will need to understand the importance of working in teams and be willing to work shifts and travel.

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.

## **RULES TO AVOID REPEATING QUALIFICATIONS**

Processes exist to make sure that applicants with prior knowledge, qualifications and experience are not disadvantaged by having to repeat learning. Training providers and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience. Refer to the on and off the job training section for guidance about prior attainment and achievement.

In the meantime, this is a short summary:

There are no relaxations or proxies for any qualifications specified in a framework in SASW, however, providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace.

### **1. Essential Skills Wales**

- If applicants already have GCSEs in English, Maths and/or Information and Communications Technology (ICT) they still have to do the Essential Skills Wales at the relevant level as these are new qualifications and proxies do not exist.
- If applicants already have achieved Key Skills at the relevant level, they will not have to do the relevant Essential Skills Wales (ESW), however, apprentices can be encouraged to complete ESW at a higher level if appropriate.

### **2. Knowledge qualifications**

- If applicants already have one of the Level 2 KNOWLEDGE qualification (or NQF predecessor) before they started their Apprenticeship, they can count this and do not have to redo the qualification, provided that they have achieved this qualification within five years of applying for the apprenticeship certificate. For example they may have already achieved the KNOWLEDGE element as part of the Welsh Baccalaureate. The

hours they spent gaining this qualification will also count towards the minimum hours required for this framework.

### **3. Competence qualifications.**

- If applicants already have the Level 2 COMPETENCE qualification (or NQF predecessor) for the Apprenticeship they do not have to repeat this qualification, however, this qualification must have been achieved within five years of applying for the apprenticeship certificate and they will still have to demonstrate competence in the workplace.

### **4. Prior experience**

- Applicants already working in the sector will be able to have their prior experience recognised by the Awarding Organisation and this will count towards the competence and the knowledge qualifications in this framework.

### **Initial Assessment**

Training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs, recognising prior qualifications and experience.

## Level 2

Title for this framework at level 2

# Live Events and Promotion Level 2

### Pathways for this framework at level 2

Pathway 1: Live Events and Promotion

## Level 2, Pathway 1: Live Events and Promotion

### Description of this pathway

Live Events and Promotion (Level 2)

Total Credits: **54**

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

None in addition to the general entry requirements.

<b>Job title(s)</b>	<b>Job role(s)</b>
Venue and Stage Crew Support	Support the team to load in, breakdown and load out equipment for a live event, safely supports the set up of the stage, instruments, sound and lighting for the live event.
Event Promotion Support Staff	Support publicity activities and contribute to the production and distribution of publicity for live events, assist in the production of press releases and present live event ticket sales information.
Booking Agents Assistant	Support the setting up of live events for artists, provide administrative support for indoor and outdoor events.



# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 Certificate in Supporting Live Events and Promotion					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5137/7	SQA	26	188	N/A
C1b	601/5183/3	AIM Awards	26	174	N/A

## Knowledge qualifications available to this pathway

K1 - Level 2 Award in Principles of the Creative and Cultural Sector					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/4926/7	SQA	10	55	N/A
K1b	601/5178/X	AIM Awards	10	55	N/A

K2 - Rock School Ltd Level 2 Certificate in Live Events and Promotion Skills (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/2299/1	Rock School Ltd	32	240	N/A

## Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

### Level 2 Award in Principles of the Creative and Cultural Sector

The mandatory units for the Level 2 Award in Principles of the Creative and Cultural Sector have been developed in response to employer demand for a qualification which aids transferability of knowledge across the creative and cultural sector. The qualification contains an endorsed route for Live Events and Promotion and, therefore, provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Live Events and Promotion in order to meet the requirements of this framework.

This means that learners on the Live Events endorsed pathway must achieve the following:

#### ***Mandatory units***

- Understand Features of the Creative and Cultural Industry – 3 credits
- Principles of Developing Creative and Cultural Ideas – 2 credits
- Understand how to support the planning of live events – 3 credits

#### ***And a minimum of one of the following optional units:***

- Principles of providing administrative services – 4 credits
- Principles of keeping up to date with developments and trends within the arts – 2 credits
- Delivery of effective customer service – 6 credits
- Awareness of health and safety in the creative and cultural sector – 2 credits

### Rock School Level 2 Certificate in Live Events and Promotion Skills

#### ***Mandatory units***

- Organising a music event - 8 credits
- Music Marketing and promotion - 8 credits

#### ***And a minimum of one of the optional units***

# Transferable skills (Wales)

## Essential skills (Wales)

	Minimum level	Credit value
Communication	1	6
Application of numbers	1	6
IT	1	6

## Progression routes into and from this pathway

### Progression into the Level 2 Foundation Apprenticeship in Live Events and Promotion

This will be from a variety of routes including:

- studies that have included the arts
- Welsh Baccalaureate including the Principal Learning Qualification in Creative & Media
- 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 Level 2 Foundation Apprenticeship:

#### Jobs

- Venue and Stage Support Crew Support
- Event Promotion Support Staff
- Booking Agents Assistant

And with further development and training, job roles may include, for example,

- Music /Events Promotions Assistant
- Events Assistant, Events / Entertainment Officer
- Production Assistant
- Venue and Stage Crew

#### FE/HE

- Level 3 Apprenticeship in Live Events and Promotion
- other Apprenticeship frameworks in the creative and cultural sectors including, for example, Technical Theatre, Music Business, Community Arts

- Level 2 Apprenticeship in Team Leading or Level 3 Apprenticeship in Management
- Level 2 Apprenticeship in Business Administration or Customer Service
- Welsh Baccaalaureate Creative and Media Principal learning Qualification at Higher or Advanced Level
- other vocational qualifications or HNC/Ds related to or relevant for the creative and cultural industries

For further information about careers in the creative and cultural industries visit:

<http://www.creative-choices.co.uk/>

# Employee rights and responsibilities

## Delivery and assessment of ERR

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/employee-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.

## Level 3

Title for this framework at level 3

# Live Events and Promotion Level 3

### Pathways for this framework at level 3

Pathway 1: Live Events and Promotion

## Level 3, Pathway 1: Live Events and Promotion

### Description of this pathway

Live Events and Promotion (Level 3)

Total Credits: **72**

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

None in addition to the general entry requirements.

Job title(s)	Job role(s)
Venue and Stage Crew	Load in, breakdown and load out equipment for a live event, safely support the set up of the stage, instruments, sound and lighting for the live event.
Music/Events Promotions Assistant, Events Assistant, Events/Entertainment Officer	Undertake activities to secure funding for a live event, support the licensing and permissions application processes, research and assess the appropriateness of venue, contribute to the preparation of contracts.
Production Assistant	Support the Production Manager to coordinate budgets, support the preparation of the performance and identifying suppliers.



# Qualifications

## Competence qualifications available to this pathway

C1 - Level 3 Diploma in Live Events and Promotion					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5126/2	SQA	39	276	N/A
C1b	601/5184/5	AIM Awards	39	276	N/A

## Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Principles of the Creative and Cultural Sector					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/4924/3	SQA	15	94	N/A
K1b	601/5181/X	AIM Awards	15	119	N/A

K2 - Rock School Ltd Level 3 Certificate in Live Events and Promotion Skills (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/2682/0	Rock School Ltd	32	240-270	N/A

## Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

### Pearson BTEC Level 3 Award in Principles of the Creative and Cultural Sector

The mandatory units for the EDI Level 3 Award in Principles of the Creative and Cultural Sector have been developed in response to employer demand for a qualification which aids transferability of knowledge across the creative and cultural sector. The qualification contains an endorsed route for Live Events and Promotion and, therefore, provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Live Events and Promotion in order to meet the requirements of this framework.

This means that learners on the Live Events endorsed pathway must achieve the following:

#### ***Mandatory units***

- Understand the Creative and Cultural Industry – 4 credits
- Principles of personal responsibilities and how to develop and evaluate own performance at work – 4 credits
- Principles of budgets in a business environment – 2 credits
- Understand the role of marketing and advertising in live events and promotion – 2 credits

#### ***The remaining credit is to be achieved through the following optional units:***

- Principles of working with and supervising others – 3 credits
- Principles of project management- 2 credits
- Keep up to date with developments in the arts – 6 credits

### Rock School Level 3 Certificate in Live Events and Promotion Skills

#### ***Mandatory units***

Music Event Management - 12 credits

Music Promotion - 8 credits

#### ***The remaining credit is to be achieved through the optional units***



# Transferable skills (Wales)

## Essential skills (Wales)

	Minimum level	Credit value
Communication	2	6
Application of numbers	2	6
IT	2	6

## Progression routes into and from this pathway

### Progression into the Level 3 Apprenticeship in Live Events Promotion Management

This can be from a variety of routes including:

- Level 2 Foundation Apprenticeship in Live Events Promotion
- other Level 2 Apprenticeships in the creative and cultural sectors including: Community Arts Management, Technical Theatre
- Level 2 Foundation Apprenticeship, for example Team Leading, Business and Administration, Customer Service, Sales and Marketing
- general or vocational qualifications related to or relevant for the creative and cultural industries

### Progression from the Apprenticeship

#### Jobs

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

- Music / Events Promotions Assistant
- Events Assistant
- Events / Entertainment Officer
- Production Assistant
- Venue and Stage Crew

And with further development and training, job roles may include, for example:

- Music/Events Promotions Manager
- Events/Entertainment Manager
- Productions Manager

- Venue and Stage Management

## FE/HE

For those who wish to continue their development beyond Level 3, opportunities exist to achieve higher level qualifications such as:

- Level 4/5 Higher Level qualifications in Management or Business
- HNCs/HNDs related to or relevant for the creative industries, e.g. music, art and design
- Foundation Degrees in Management and Leadership, creative and cultural industries or a range of community theatre and arts programmes
- With further development and training, learners may consider undergraduate programmes, for example, BA Honours Degrees such as Entrepreneurship for the creative and cultural industries
- other vocational qualifications related to or relevant for the creative and cultural industries

For further information about careers in the creative and cultural industries visit:

<http://www.creative-choices.co.uk/>

**UCAS points for this pathway: N/A**

# Employee rights and responsibilities

## Delivery and assessment of ERR

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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/employe-r-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 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;
- 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.

In order to counteract some of these issues, awareness of careers in Live Events 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 into 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 employers alike;
- 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;
- 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 for the creative and cultural sectors. This diversifies 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 in order to challenge 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

Download the Equality Act 2010 Guidance 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 (Wales)

## Summary of on- and off-the-job training

### LEVEL 2 MANDATORY OUTCOMES:

1. Level 2 Certificate in Supporting Live Events and Promotion
2. Level 2 Award in Principles of the Creative and Cultural Sector
3. Level 1 Essential Skills Wales in Application of Number, Communication and IT
4. ERR workbook completion
5. Total ON AND OFF THE JOB training hours for the 12 month programme is 499
6. Foundation Apprenticeships must focus on outcomes as they are not time served, therefore, the average length of stay of 12 months is indicative only.

### LEVEL 3 MANDATORY OUTCOMES:

1. Level 3 Diploma in Live Events and Promotion
2. Level 3 Certificate in Principles of the Creative and Cultural Sector
3. Level 2 Essential Skills Wales in Application of Number, Communication and IT
4. ERR workbook completion
5. Total ON AND OFF THE JOB training hours for the 18 month programme is 665

The division of hours between on and off the training over the average duration of the programme will be agreed between the employer and provider.

Apprenticeships must focus on outcomes as they are not time served therefore, the average length of stay of 18 months is indicative only.

## Off-the-job training

### OFF THE JOB training hours:

Off-the job training is defined as time for learning activities away from normal work duties. For this framework the amount of off-the-job training is as follows:

Level 2: Minimum 325 hours

Level 3: Minimum 389 hours

## How this requirement will be met

Training hours delivered under an apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice.

The amount of off-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of off-the-job hours for this framework can be verified for apprenticeship certification.

### Previous attainment

Where a learner enters an apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievements within the QCF; or through recording of exemptions for certificated learning outside of the QCF, for example Principal Learning qualifications.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years (to be determined by the framework developer) of applying for the Foundation Apprenticeship Certificate.

### Previous experience

Where a learner enters an Apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised [see QCF Guidance on Claiming Credit for further details]. To count towards Apprenticeship certification, previous experience must be recorded using the appropriate Awarding Organisation's QCFW 'Recognition of Prior Learning' (RPL) procedures and the hours recorded may then count towards the off-the-job hours required to complete the Apprenticeship.

For apprentices with prior uncertificated learning experience, the off-the-job learning must have been acquired within five years of application for the Foundation Apprenticeship Certificate or have been continuously employed in the relevant job role in the industry for five years duration.

Off-the-job training needs to:

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

Off-the-job training must be formally recorded, either in a diary, workbook, portfolio, or be verified by attendance records. This evidence needs to be checked and signed by the assessor and employer.

### **Level 2: How this requirement will be met:**

- 55 hours for the Level 2 Award in Principles of the Creative and Cultural Sector
- 180 hours for the three ESW
- 45 hours for ERR and induction
- 45 hours for mentoring apprentices (minimum of one hour a week)

### **Level 3: How this requirement will be met:**

- 119 hours for the Level 3 Certificate in Principles of the Creative and Cultural Sector
- 180 hours for the three ESW
- 45 hours for ERR and induction
- 45 hours for mentoring apprentices (minimum of one hour a week)

### **Evidence of off the job training hours:**

#### **Level 2**

- Level 2 Award in Principles of the Creative and Cultural Sector
- Level 1 ESW Certificates in Communication, Application of Number and IT
- ERR sign off sheet from the workbook

#### **Level 3**

- Level 3 Certificate in Principles of the Creative and Cultural Sector
- Level 2 ESW Certificates in Communication, Application of Number and IT
- ERR sign off sheet from the workbook

## **On-the-job training**

### **Level 2:**

- Minimum 174 on the job training hours

### **Level 3:**

- Minimum 276 on the job training hours

## How this requirement will be met

These hours may vary depending on previous experience and attainment of the apprentice. Where a learner enters an apprenticeship agreement having previously attained or acquired the appropriate competencies or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or RPL procedures (as off-the-job above). The amount of on-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of on-the-job hours for this framework can be verified for apprenticeship certification.

Training providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace. Customisation programmes may include:

- selecting appropriate additional Unit(s) from QCF qualifications, or relevant units recognised as Quality Assured Lifelong Learning [QALL] through a CQFW recognised body
- following Essential Skills at a level higher than that specified in the framework
- including one or more Wider Key Skills or other competency-based qualifications/units relevant to the workplace.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years from the date of application for the Foundation Apprenticeship/Apprenticeship Certificate or have been continuously employed in the industry for 5 years. Job roles within Live Events and Promotion require a thorough level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience.

On-the-job learning must be formally recorded, either in a diary, workbook, portfolio, or be verified by attendance records. This evidence needs to be checked and signed by the assessor and employer. A sample of these records of hours may be requested by Creative & Cultural Skills when applying for an apprenticeship completion certificate.

### **Evidence for on-the-job training hours will include:**

#### LEVEL 2 FOUNDATION APPRENTICESHIP

- Level 2 Certificate in Supporting Live Events and Promotion

#### LEVEL 3 APPRENTICESHIP

- Level 3 Diploma in Live Events and Promotion

# Wider key skills assessment and recognition (Wales)

## Improving own learning and performance

Whilst employers consulted did not feel that this Wider Key Skill should be mandatory, the evidence for achievement of these Skills would naturally occur as part of the achievement of the competence, knowledge and Essential Skills Wales 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 and can claim these at a future date if they wish.

## Working with others

Whilst employers consulted did not feel that this Wider Key Skill should be mandatory, the evidence for achievement of these Skills would naturally occur as part of the achievement of the competence, knowledge and Essential Skills Wales 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 and can claim these at a future date if they wish.

## Problem solving

Whilst employers consulted did not feel that this Wider Key Skill should be mandatory, the evidence for achievement of these Skills would naturally occur as part of the achievement of the competence, knowledge and Essential Skills Wales 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 and can claim these at a future date if they wish.

# Additional employer requirements

None

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apprenticeship  
FRAMEWORKS ONLINE

For more information visit  
[www.afo.sscalliance.org](http://www.afo.sscalliance.org)