

apprenticeship FRAMEWORK

Community Arts (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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Wales

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Community Arts (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: [5]	This framework includes:
Framework ID: [FR03492]	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: [DD/MM/YYYY]	This framework is for use in: Wales

Short description

[This Level 2 and 3 Apprenticeship has been designed with the help of employers to widen the pool of potential recruits into Community Arts and to give more opportunity to individuals to get their foot in the door of the Industry. Foundation Apprentices will train as a Community Arts Administration Assistant and Apprentices will train as a Community Arts Administrator.

Contact information

Proposer of this framework

[This framework is published by Creative & Cultural Skills.]

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Revising a framework

Why this framework is being revised

[This framework has been revised as a result of the addition of BIIAB qualifications.]

Summary of changes made to this framework

- [Addition of BIIAB qualifications]

Qualifications removed

[NoneNone]

Qualifications added

[BIIAB Level 2 Award In Principles of the Creative and Cultural Sector 601/6165/6
BIIAB Level 3 Certificate In Principles of the Creative and Cultural Sector 601/6169/3
BIIAB Level 2 Certificate in Community Arts Administration 601/6664/2
BIIAB Level 3 Diploma in Community Arts Management 601/6614/9]

Qualifications that have been extended

[None]

Purpose of this framework

Summary of the purpose of the framework

Community Arts helps to enrich the lives of local communities by planning, promoting and running participatory events, exhibitions and projects to engage individuals and groups of all ages.

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

- 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 manage 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.
- the consequence of a potential workforce that is highly qualified but skills deficient, is that businesses and employees in the industry, and those wanting to work in the industry require re-skilling in specific areas to be adequately prepared for work, or to increase productivity for the sector itself. Funding for second level 3 or 4 qualifications is not always possible, and thus the cost of such training falls either on the individual or the business providing the training.

This can be a huge burden on businesses in the industry as they are generally small and – more than the UK as a whole – are likely to be self-employed or freelancers. This can put great strain on the ability for businesses to fund and provide training for their staff.

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.

Foundation Apprentices will train as Community Arts Administration Assistants helping to organise and publicise events and exhibitions, assisting with financial record keeping, customer care, dealing with touring and resident artists/groups/bands/orchestras, assisting with the management of the building and general office work including using a range of IT software.

Apprentices will train as Community Arts Administrators responsible for assisting with the efficient running of the organisation, to ensure that the local community benefits from a range of arts programmes. This includes assisting with the recruitment of administrators, artist services, maintenance and security, external relationship management and book keeping.

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 Apprentice's employability skills, making them more attractive to all employers whichever career they choose;
- providing a career pathway into jobs and training at intermediate and higher level, to provide the skills which the economy needs to grow;
- building on the existing quality learning provision for the Creative and Cultural sector in Wales;
- 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 Community Arts from a wide range of backgrounds with the skills employers need to replace those who leave and to provide a career pathway within and across all the creative industries.

Objectives of this framework are to:

1. provide a flexible entry route to attract a wider range of applicants into Community Arts at levels 2 and 3;
2. develop business, administrative, problem solving, communication, team working, literacy, numeracy and ICT skills, which are a priority for the sector;
3. 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;
4. provide opportunities for career progression 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 Community Arts and to give more opportunity to individuals to get their foot in the door of the industry. They are particularly interested in those who:

- show a keen interest in working in community arts and in providing high standards of customer service;
- have the communication skills on which this apprenticeship will build;
- understand the importance of working in teams and the benefits which community arts programmes bring to local communities.

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.

Some job roles may require applicants to undergo a CRB check.

Proxies and relaxations

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:

The SASW does not specify relaxations or proxies for qualifications, 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 the Level 2 KNOWLEDGE qualification (or NQF predecessor

qualification) before they started their Apprenticeship, they can count this and do not have to redo the qualification, providing that they have achieved this qualification within 5 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 for the Apprenticeship (or NQF predecessor qualification), they do not have to repeat this qualification, however, this qualification must have been achieved within 5 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.

Level 2

Title for this framework at level 2

Community Arts Administration

Pathways for the framework at level 2:

Pathway 1: Community Arts Administration

Level 2, Pathway 1: Community Arts Administration

Description of this pathway

Community Arts (Administration)

Total Credits: 52

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

None in addition to the general entry conditions for this framework

Job title(s)	Job role(s)
Community Arts Administration Assistant	Helping to organise and publicise events and exhibitions, assisting with financial record keeping, customer care, dealing with touring and resident groups, bands/orchestras, assisting with the management of the building and general office work including using a range of IT software.

Qualifications

Competence qualifications available to this pathway

C1 – Level 2 Certificate in Community Arts Administration

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5014/2	SQA	26	165	N/A
C1b	601/5278/3	AIM Awards	26	165	N/A
C1c	601/6664/2	BIIAB	26	165	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
K1c	601/6165/6	BIIAB	10	55	N/A

K2 – Level 2 Award In Planning and Delivering one off Social Enterprise Activity (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/3315/0	SFEDI Awards	8	60	N/A

K2 – Level 2 Award In Planning and Delivering one off Social Enterprise Activity (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	600/3315/0	SFEDI Awards	8	60	N/A

K3 – TCL Level 2 Award in the Arts

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/9914/0	Trinity College London	10	60	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

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 Community Arts and, therefore, provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Community Arts in order to meet the requirements of this framework.

SFEDI Awards Level 2 Award In Planning and Delivering one off Social Enterprise Activity (QCF)

This qualification is an alternative to the Award in Principles of the Creative and Cultural Sector, for those Apprentices who wish to focus on social enterprise, alongside their occupational qualification.

This qualification has one mandatory unit and no optional units.

TCL Level 2 Award in the Arts (QCF)

This qualification is an alternative to the Award in Principles of the Creative and Cultural Sector, for those Apprentices who wish to focus on social enterprise, alongside their occupational qualification.

There are two mandatory units and no optional units.

Arts Practice - 5 credits

Supervised Arts Leadership - 5 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**

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 Foundation Apprenticeship in Community Arts Administration

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 Foundation Apprenticeship:

- Level 3 (Advanced) Apprenticeship in Community Arts
- Other Level 3 (Advanced) Apprenticeships in the creative and cultural sectors
- Level 2 Foundation Apprenticeship in Team Leading or Level 3 Apprenticeship in Management
- Other Arts, Media and Publishing Apprenticeship frameworks
- Welsh Baccalaureate including Principal Learning Qualifications in Creative and Media at Higher or Advanced Level
- Other vocational qualifications related to or relevant for the creative and cultural industries

Jobs

- Community Arts Administration Assistant
- Community Arts Administrator

FE/HE

- Other vocational qualifications related to or relevant for the creative industries
- After further development and training, possibly HNCs/HNDs in music and creative industries, a Foundation Degree in Management and Leadership or creative and cultural industries, or a range of community theatre and arts programmes.

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

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

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

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

Delivery and assessment

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

ERR will be covered through an ERR workbook and relevant induction activity, 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/employer-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

Community Arts Management

Pathways for the framework at level 3:

Pathway 1: Community Arts Management

Level 3, Pathway 1: Community Arts Management

Description of this pathway

Community Arts (Management)

Total Credits: **72**

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

None in addition to the general entry conditions

Job title(s)	Job role(s)
Community Arts Administrator	Responsible for assisting with the efficient running of the organisation, to ensure that the local community benefits from a range of arts programmes. This includes assisting with the recruitment of administrators, artist services, maintenance and security, customer relationships and book keeping.

Qualifications

Competence qualifications available to this pathway

C1 – Level 3 Diploma in Community Arts Management

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5090/7	SQA	39	233	N/A
C1b	601/5279/5	AIM Awards	39	233	N/A
C1c	601/6614/9	BIIAB	39	233	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
K1c	601/6169/3	BIIAB	15	119	N/A

K2 – Level 3 Certificate in the Arts

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/9666/7	Trinity College London	15	90	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Level 3 Certificate in Principle of the Creative and Cultural Sector

The mandatory Units for the Level 3 Certificate 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 Community Arts and, therefore, provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Community Arts in order to meet the requirements of this framework.

TCL Level 3 Certificate in the Arts (QCF)

This qualification is an alternative to the Award in Principles of the Creative and Cultural Sector, for those Apprentices who wish to focus on social enterprise, alongside their occupational qualification.

There are two mandatory units and no optional units.

Personal arts development - 8 credits

Arts project leadership - 7 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

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 Apprenticeship in Community Arts

This can be from a variety of routes including:

- Level 2 (Intermediate) Apprenticeship in Community Arts
- Other Level 2 Apprenticeships in the creative and cultural sectors
- General or vocational qualifications related to or relevant for the creative and cultural industries
- Experience of working in a paid or unpaid customer facing role at Level 2 for a period of 12 months

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
- Into a management role in Community Arts or within the creative and cultural industries
- Working with the community in other roles such as theatre and community music leader
- Sideways development into a different role, e.g., theatre technician to production, or cultural venue

FE/HE

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

- HNCs/HNDs related to or relevant for the music and 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
- 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

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

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

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

Delivery and assessment

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

ERR will be covered through an ERR workbook and relevant induction activity, 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/employer-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 Community Arts 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 in the creative and cultural industries. This diversifies the types of employers involved by encouraging small and medium businesses therefore extending the reach of the programme. <http://nsa-ccskills.co.uk/apprenticeship-training-service>

Apprenticeships are seen as a vital route to encourage and facilitate, a greater diversity of individuals into the industry in order to challenge 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. Pregnancy and maternity
6. Race
7. Religion and Belief
8. Sexual orientation
9. Marriage and civil partnerships

Download the Equality Act Guidance 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

PLEASE NOTE: The minimum duration for this Apprenticeship is 12 months for learners aged 16-18.

LEVEL 2 MANDATORY OUTCOMES:

- Level 2 Certificate in Community Arts Administration
- Level 2 Award in Principles of the Creative and Cultural Sector
- Level 1 Essential Skills Wales in Application of Number, Communication and IT
- ERR workbook completion
- Total ON AND OFF THE JOB training hours for the 12 month programme is 490
- 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:

- Level 3 Certificate in Principles of the Creative and Cultural Sector
- Level 3 Certificate in Principles of the Creative and Cultural Sector
- Level 2 Essential Skills Wales in Application of Number, Communication and IT
- ERR workbook completion
- Total ON AND OFF THE JOB training hours for the 18 month programme is 593
- 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:

Total off the job training hours is 325 for the 12 month programme

Level 3

Total off the job training hours is 360 for the 18 month programme

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 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 models, including one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching; induction (see ERR section) mentoring, feedback and assessment; collaborative/networked learning with peers, guided study and induction.
- be focused on outcomes as Apprenticeships are not time served, therefore, the average length of stay is indicative only.

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 knowledge qualification
- 180 hours for the three Essential Skills Wales
- 45 hours for ERR and induction
- 45 hours for mentoring apprentices

Level 3 How this requirement will be met:

- 90 hours for the Knowledge qualification
- 180 hours for the three Essential Skills Wales

- 45 hours for ERR and induction
- 45 hours for mentoring apprentices

Evidence of off the job training hours:

Level 2:

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

Level 3:

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

On-the-job training

[On-the job training is defined as skills, knowledge and competence gained within normal work duties. For this framework the amount of on-the-job training is as follows:

Level 2:

- Minimum of 165 hours for the Level 2 Certificate in Community Arts Administration

Level 3:

- Minimum of 233 hours for the Level 3 Diploma in Community Arts Management

How this requirement will be met

HOW ON THE JOB 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.

Apprentices who commence training under a new apprenticeship agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim [x]% or more hours towards the on-the-job framework total through prior learning acquired from previous full-time education, employment or other vocational programmes, then the apprentice's learning programme should include 'customisation'.

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 Community Arts 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:

LEVEL 2 FOUNDATION APPRENTICESHIP

- Level 2 Certificate in Community Arts Administration

LEVEL 3 APPRENTICESHIP

- Level 3 Diploma in Community Arts Management |

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, 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.]

apprenticeship FRAMEWORK

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