

apprenticeship FRAMEWORK

Music Business (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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Music Business (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: [7]	This framework includes:
Framework ID: [FR03612]	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: [01/06/2014]	This framework is for use in: Wales

Short description

[The Music Business Apprenticeship has been designed with the help of employers to widen the pool of potential recruits into the industry. Foundation Apprentices will train as Marketing / Promotions Assistant, Assistant Publicist. Apprentices will train as A&R (Artists & Repertoire), Music Publishing Assistant, Radio Plugger, Marketing / Promotions Assistant, Assistant Publicist.

Contact information

Proposer of this framework

[This framework is published by Creative & Cultural Skills]

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Issuer contact name: Contact Name

Issuer contact phone: Phone number.

Issuer Email: [ccskills.org.uk]

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Who is making this revision [Victoria Smith]

Your organisation [BIIAB]

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Revising a framework

Why this framework is being revised

[This framework has been revised due to the addition of BIIAB qualifications.]

Summary of changes made to this framework

[The addition of BIIAB qualifications.]

Qualifications removed

[None]

Qualifications added

[BIIAB Level 2 Certificate in Music Business (Marketing and Promotion) (QCF) 601/6784/1]

[BIIAB Level 2 Award in Principles of the Creative and Cultural Sector (QCF) 601/6165/6]

[BIIAB Level 3 Diploma in Music Business (Record Label) (QCF) 601/7036/0]

[BIIAB Level 3 Certificate in Principles of the Creative and Cultural Sector (QCF) 601/6169/3]

Qualifications that have been extended

[N/A]

Purpose of this framework

Summary of the purpose of the framework

This Apprenticeship framework is targeted at those working in the Music Industry in Promotions, Management & Agency Related jobs who work with a range of specialists to plan, book and promote artists or bands.

Promotions, Management and Agency jobs are part of the wider Music Industry which includes jobs in the following occupations:

- Composition of Musical Works & Music Publishing
- Live Performance
- Musical Education
- Production, Retail & Distribution of Musical Instruments / Audio Equipment
- Recording
- Retail & Distribution of Recordings

There are 7,900 businesses across the Music Industry, contributing £3.96b to the UK economy per annum and the majority of these businesses (92%) employ fewer than ten people. The industry faces a number of challenges including:

- It is generally well qualified, with 21% who have a level 2 qualification and 66% have qualifications at level 3, 4 or above, however, employers are still concerned about the fact that many job applicants lack key work-related skills, including literacy and numeracy and specialist skills;
- While new entrants to the sector may have the right qualifications on paper, then, they are not equipped with the right skills for the job. As a result, new recruits are usually in need of further training on the job. Professional associations and trade associations play a key role in delivering on-the-job training of this kind;
- Some music organisations, though less so in the commercial sector, also have a tendency to recruit general arts graduates to roles that do not require higher level or arts-specific qualifications;
- In areas such as IT, finance, customer services and administration, employers sometimes prioritise a passion for or knowledge of the sector over and above the necessary technical skills, meaning that they miss out on the full range of talented potential applicants from other areas of study or without formal qualifications;
- In a sector where 92% of businesses have fewer than ten people, many individuals may, through necessity, take on a variety of different roles outside of their area of expertise and as a result, the industry suffers from generic skills gaps (including IT, marketing and communications skills) as well as sector-specific skills (including copyright and licensing management skills);
- Evidence shows that organisations in the sector tend not to 'think forward' in terms of the skills issues that might affect them in the future; The future skills needs for the Music

industry include:

- Administrative skills
- Creative expertise
- Customer service
- Digital skills
- Finance/Accounting
- ICT skills
- Marketing skills
- Online skills
- Management

In general, creative and cultural industries are expected to grow significantly over the next ten years. Employment in the industry will increase by 32% in the coming decade and Music is expected to grow by around 7%. This growth means that new staff need to be attracted to the industry and existing staff need to be upskilled in promotions and management roles which this framework will help to address.

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 a Marketing / Promotions Assistant or Assistant Publicist. Apprentices will train as A&R (Artists & Repertoire), Music Publishing Assistant, Radio Plugger, Marketing / Promotions Assistant, or Assistant Publicist.

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;
- 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 provide a work-based entry route to attract new people into promotions, management and agency jobs from a wide range of backgrounds and to provide a career pathway across the Music Industry.

Objectives of this framework are to:

1. provide a flexible work based entry route to attract a wide range of applicants into the Music Business;
2. to increase and strengthen the technical and specialist knowledge and skills in the sector;
3. provide a progression route into management to improve management and leadership skills and to facilitate career progression across the Industry;
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.

Entry conditions for this framework

Employers are looking to widen the pool of potential recruits into the Music Business to attract a wide range of talent into the industry. They are particularly interested in those who show an interest in the entertainment business, of music in general, or a particular music form, in publicity and public relations and be willing to 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 qualifications (or NQF predecessor qualification) before they start their Apprenticeship, they can count this and do not have to redo the qualification, providing 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 qualification) 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.

Level 2

Title for this framework at level 2

Music Business Support (Marketing and Promotions)

Pathways for the framework at level 2:

Pathway 1: Music Business Support (Marketing and Promotions)

Level 2, Pathway 1: Music Business Support (Marketing and Promotions)

Description of this pathway

Music Business Support (Marketing and Promotions)

Total: **54 credits**

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

There are no additional requirements other than the general entry conditions

Job title(s)	Job role(s)
Marketing / Promotions Assistant, Assistant Publicist	Support the promotional activities and marketing campaigns in the music industry utilising social media and social networks. Providing administrative support to their teams.

Qualifications

Competence qualifications available to this pathway

C1 – Level 2 Certificate in Music Business (Marketing and Promotions)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5098/1	SQA	26	155	N/A
C1b	601/5277/1	AIM Awards	26	159	N/A
C1c	601/6784/1	BIIAB	26	159	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 – Rock School Level 2 Certificate in Music Business Skills (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/2309/0	Rock School Ltd	32	240-270	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 has 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 Music Business and, therefore, provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Music Business in order to meet the requirements of this framework.

This means that learners on the Music Business 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 the music industry – 4 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

Rockschool Level 2 Certificate in Music Business Skills

Mandatory units

- Music marketing and promotion - 8 credits
- Selling music - 4 credits

And a minimum of one of the optional units |

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:

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:

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 Level 2 Foundation Apprenticeship in Music Business Support (Marketing and Promotions)

This will be from a variety of routes including:

- studies that have included the arts
- Welsh Baccalaureate Principal learning Qualification including 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

- Marketing / Promotions Assistant
- Assistant Publicist

And with further development and training, potential jobs may include, for example, (A&R) Artists and Repertoire, Music Publishing Assistant, Radio Plugger.

FE/HE

- Apprenticeship in Music Business Management
- other Apprenticeship frameworks in the creative and cultural sectors including: Live Events and Promotion or Community Arts Management
- Level 2 Foundation Apprenticeship in Team Leading
- Welsh Baccalaureate Principal Learning Qualification including Creative & Media at Higher or Advanced Level
- after further development and training, learners could take higher level qualifications for
- example, Foundation Degree, HNC/Ds or a range of FDs 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

www.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]

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Level 3

Title for this framework at level 3

Music Business (Record Label)

Pathways for the framework at level 3:

Pathway 1: Music Business (Record Label)

Level 3, Pathway 1: Music Business (Record Label)

Description of this pathway

Music Business (Music Business Record Label)

Total credits 75

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)
A&R (Artists & Repertoire)	Identify and recommend music with commercial potential, identify development and repertoire opportunities for artists and planning budgets for the artists
Music Publishing Assistant	Understand the registration process and register musical works for publishing and copyright compliance and contribute to the preparation and management of artist agreements and contracts
Radio Plugger	Undertake the plugging of music, deliver presentations on the value of their product and organise promotional events for the music industry
Marketing / Promotions Assistant, Assistant Publicist	Monitor music press coverage, understand the principles for marketing and selling new and back catalogue music releases, market and sell music releases, support the identity, brand and characteristics of record labels and their artists and negotiate with music outlets.

Qualifications

Competence qualifications available to this pathway

C1 – Level 3 Diploma in Music Business (Record Label)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5045/2	SQA	42	237	N/A
C1b	601/5276/X	AIM Awards	42	240	N/A
C1c	601/7036/0	BIIAB	42	240	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 – Rock School Level 3 Certificate in Music Business Skills (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/2683/2	Rock School Ltd	32	240-270	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Level 3 Award in Principles of the Creative and Cultural Sector

The mandatory units for the Level 3 Award in Principles of the Creative and Cultural Sector has 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 Music Business and, therefore, provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Music Business in order to meet the requirements of this framework.

This means that learners on the Music Business 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

And a minimum of 2 units from this group:

- Understand the production of promotional materials - 3 credits
- Understand how artist agreements and contracts work - 3 credits
- Understand the impact of emerging technology on the music business – 2 credits
- Understand record label identity and branding - 3 credits

And a minimum of one of the following optional units:

- Principles of working with and supervising others – 3 credits
- Principles of project management- 2 credits

Rock School Level 3 Certificate in Music Business Skills

Mandatory units:

- Music Promotion - 8 credits
- Selling recorded music - 8 credits

And a minimum of one of the optional units

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 Level 3 Apprenticeship in Music Business (Record Label)

This can be from a variety of routes including:

- Level 2 Foundation Apprenticeship in Music Business Support (Marketing and Promotions)
- Level 2 Foundation Apprenticeship in Live Events Promotion
- Level 2 Foundation Apprenticeship in Team Leading
- Welsh Baccalaureate Principal learning Qualification in Creative and Media
- general or vocational qualifications related to or relevant for the creative and cultural industries

Progression from the Level 3 Apprenticeship

Jobs

- Artists and repertoire
Music Publishing Assistant
- Radio Plugger
- Marketing / Promotions Assistant

And with further training and development, job roles may include; Music Publishing Manager, Marketing / Promotions Manager

FE/HE

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

- Level 4 or 5 qualifications in Business and Management
- HNCs/HNDs related to or relevant for the creative industries, e.g. Music Performance and Music Production
- Foundation Degrees in Music Business
- 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

www.ccskills.org.uk/supporters/employ_er-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

Just under 40% of those working in the Music Industry are female, 7% are from Black and Minority Ethnic Groups and 10% have a disability. Just over a third are aged under 40 and the industry is characterised by high levels of self-employment (36%), part time work (33%) and around 7% have a second job.

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 Music Business 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 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

Summary of on- and off-the-job training

LEVEL 2 MANDATORY OUTCOMES:

- Level 2 Certificate in Music Business (Marketing and Promotions)
- 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 (ERR optional)
- Total ON AND OFF THE JOB training hours for the 12 month programme is 484

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 Diploma in Music Business (Record Label)
- 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 (ERR optional)
- Total ON AND OFF THE JOB training hours for the 18 month programme is 629

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

HOW THE OFF THE JOB 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 methods, including one or more of the following: individual and group teaching, e-learning, distance learning, induction (see ERR sections), 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 (ERR optional)
- 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 (ERR optional)
- 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

Level 3

- Level 3 Certificate In Principles of the Creative and Cultural Sector
- Level 2 ESW Certificates in Communication, Application of Number and IT

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.]

On-the-job training

Level 2:

- Minimum 159 on the job training hours

Level 3:

- Minimum 240 on the job training hours

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.

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 Music Business 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 employer and assessor. 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 Music Business (Marketing and Promotions)

LEVEL 3 APPRENTICESHIP

- Level 3 Diploma in Music Business (Record Label) |

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