apprenticeship FRAMEWORK

Design (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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Issued

Prentisiaethau Apprenticeships

Design (Wales)

Contents

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).

	This framework includes:
Issue number: 5	
Framework ID: FR03490	Level 2 ☒ Level 3 ☒ Level 4-7 ☐
Date this framework is to be reviewed by: 01/06/2016	This framework is for use in: Wales

Short description

The Design Apprenticeship has been designed with the help of employers to widen the pool of potential recruits into the industry. Foundation Apprentices will train as Design Assistant/Trainee, Trainee Technical Illustrator or Graphic Design Assistant or Junior Art worker. Apprentices will train as a Desktop Publishing Assistant, Technical Illustrator, Junior Graphic or Product Designer or Assistant Copywriter.

Contact information

Proposer of this framework

This framework is published by Creative and Cultural Skills on a non-statutory basis prior to the designation of the Issuing Authority for Wales.

Developer of this framework

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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

Framework Developer to complete with relevant info

Qualifications added

BIIAB Level 2 NVQ Certificate in Design Support 601/6670/8

BIIAB Level 3 NVQ Diploma in Design 601/6672/1

Qualifications that have been extended

None

Purpose of this framework

Summary of the purpose of the framework

The Design Industry employs around 200,000 people in three main areas - product and industrial design, stage and set design and in communications.

The UK Design Industry is relatively young, fragmented and has a huge variety of talents. UK designers are generally well qualified – currently, 41 per cent are educated to BA (hons) level or above – and their skills and creativity are valued by clients in the UK and abroad. Design can have a significant impact on business productivity, as well as addressing social and environmental issues and our world class creative skills could help give the UK a competitive edge in the world economy.

The value of designers and their skills is becoming better recognised. In recent years, designers have brought their processes and insights to bear in new areas, including high-tech innovation, environmental sustainability and education and health services. Challenges which face the Design Industry include the growing need to:

- meet consumer demand for creative design solutions which meet environmental, social and sustainability criteria.
- develop leadership skills, which includes business management and strategic skills.
- ensure designers make the most of fast-emerging new market opportunities and understand how to translate these into practical design strategies
- training to meet the continuing professional development needs of those already working in the Industry
- understand the technical knowledge of materials and product lifecycles and customer behaviour change.
- widen the talent beyond graduate entry and open up an entry route for those without formal qualifications.

The Design Industry is part of the wider creative and cultural sector, which will need the following skills in the future to replace those who leave or retire:

- 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 Design Assistant/Trainee, Trainee Technical Illustrator or Graphic Design Assistant or Junior Art worker.

Apprentices will train as a Desktop Publishing Assistant, Technical Illustrator, Junior Graphic or Product Designer or Assistant Copywriter.

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 the Design Industry from a wide range of backgrounds with the skills employers need to replace those who leave or retire and to provide a career pathway within the Industry and career 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 the Design Industry at Levels 2 and 3;
2. develop the technical skills and knowledge which employers need to increase their competitiveness and profitability;
3. provide opportunities for career progression within the Design Industry 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 Design and they are particularly interested in those who:

- show a keen interest in working in the Industry and who can show a creative flair
- understand the importance of providing high standards of customer service;
- have communication and problem solving skills on which this apprenticeship will build;
- understand the importance of working in teams.

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.

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 before they started their Apprenticeship, (including the NQF predecessor qualification) 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 (including the 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

Design Support

Pathways for the framework at level 2:

Pathway 1:   Design Support

Level 2, Pathway 1: Design Support

Description of this pathway

Design - Design Support

Total Minimum Credits: **79**

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)
Trainee Technical Illustrator	Supports in developing, amending and drafting final illustrations for review by the customer. Carries out research and works as part of team.
Trainee Technical Graphic Design Assistant	Works within the design and production department undertaking all product installation on leaflets, labelling and stationery. This involves liaising with technical personnel from various departments and external suppliers.
Junior Artworker	Working as part of a team on brochures, logos, packaging and other products depending on the company. With some projects you will be given the opportunity to use a blank canvas so you need to be confident to bring your own ideas to the table.
Design Assistant/Trainee	Design Assistant works as part of a team, supporting Designers on projects/campaigns. This could include preparing documents, writing presentations and assisting with briefs, marketing, learning and utilising software and artwork.

Qualifications

Competence qualifications available to this pathway

C1 – Level 2 NVQ Certificate in Design Support

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5163.8	SQA	31	202	N/A
C1b	601/5270/9	AIM Awards	31	202	N/A
C1c	601/6670/9	BIIAB	31	202	N/A

Knowledge qualifications available to this pathway

K1 – Level 2 Diploma In Art And Design

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/7104/X	Pearson Education Ltd	60	360	N/A

K2 – Level 2 Certificate in Design

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	501/0574/7	Pearson Education Ltd	50	180	N/A
K2b	601/5330/1	AIM Awards	30	180	N/A

Combined qualifications available to this pathway
N/A

Relationship between competence and knowledge qualifications

These qualifications are developed from the same suite of National Occupational standards therefore K1 and K2 provides the underpinning knowledge and understanding for C1.

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 <u>above</u> 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

Framework Developer to complete with relevant info

UCAS points for this pathway:

Progression into the Foundation Apprenticeship

- Welsh Baccalaureate including Principal Learning Qualifications in Creative and Media Diploma or Manufacturing and Product Design
- completion of Level one or Level 2 qualifications in a Design Discipline
- GCSE in Design and Technology
- work experience in a relevant Design discipline
- general or vocational qualifications related to or relevant for the creative and cultural industries

Progression from the Foundation Apprenticeship:

Jobs

Those completing a Level 2 Design (Support) Apprenticeship may find work as:

- Design Assistant/Trainee Designer
- Technical Illustrator
- Technical Graphic Design Assistant
- Junior Artworker.

FE/HE

- Apprenticeship in Design
- Level 2 Apprenticeship in Team Leading or Level 3 Apprenticeship in Management
- Welsh Baccalaureate including Principal Learning Qualifications in Creative and Media Diploma or Manufacturing and Product Design at Higher or Advanced Level
- Level 3 vocational qualifications in a Design Discipline (e.g. interior, product or graphic design)
- Other vocational qualifications related to or relevant for the creative and cultural industries
- After further development and training possibly a Foundation degree for example Art and

Design, Graphic or Fashion Design and Manufacturing, Production Design and Development.

For further information about careers in the creative and cultural industries visit: http://www.creative-choices.co.uk/

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 Choose an item.

Design

Pathways for the framework at level 3:

Pathway 1:   Design

Level 3, Design

Description of this pathway

Design

Total credits: **127**

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

None other than the general entry conditions

Job title(s)	Job role(s)
Desktop Publishing Assistant	Works as part of a team designing and producing collateral. Prepares and proofs copy for online and offline, internal and external marketing and communication materials.
Technical Illustrator	Use illustration to visually communicate information of a technical nature.
Junior Graphic Designer	Working on print based materials, presentations, art work and graphics. Work will include liaising with printers and taking projects from briefs to completion.
Junior Product Designer	Produce technical drawings, prototypes and samples, developing these further to create a final product.
Assistant Copywriter	Prepare and proof copy for online and offline, internal and external marketing communication materials.

Qualifications

Competence qualifications available to this pathway

C1 – Level 3 NVQ Diploma in Design

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5158/4	SQA	49	288	N/A
C1b	601/5271/0	AIM Awards	49	289	N/A
C1c	601/6672/1	BIIAB	49	289	N/A

Knowledge qualifications available to this pathway

K1 – BTEC Level 3 Subsidiary Diploma in Art and Design

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/7144/0	Edexcel	60	360	N/A

K2 – Level 3 Diploma in Art and Design

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/7298/5	Pearson Education Ltd	120	720	N/A

K3 – Level 3 Extended Diploma in Art and Design

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/7566/4	Pearson Education Ltd	180	1080	N/A

K4 – Level 3 90-credit Diploma in Art and Design

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	600/3890/1	Pearson Education Ltd	90	540	N/A

K5 – Level 2 Diploma in Art and Design

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	600/2827/0	University of the Arts London	114	570	N/A

K6 – Level 3 Diploma in Art and Design - Foundation Studies

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	500/5316/4	University of the Arts London	120	680	N/A

Combined qualifications available to this pathway
N/A

Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

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 <u>above</u> 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

This can be from a variety of routes including:

- Foundation Apprenticeship in Design Support
- Welsh Baccalaureate including Principal Learning Qualifications in Creative and Media or Manufacturing and Product Design
- GCSE Design and Technology
- General or vocational qualifications related to or relevant for the creative and cultural industries

Progression form the Apprenticeship

Jobs

- Assistant Copywriter
- Desktop Publishing Assistant
- Technical Illustrator
- Junior Product Designer

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

- Copywriter
- Graphic Designer
- Product Designer
- Designer

FE/HE

For those who wish to continue their development beyond Level 3, opportunities exist to achieve a range of higher level qualifications:

- Level 4 NVQ Diploma in Design Management
- Foundation degrees, for example Art and Design, Graphic or Fashion Design and Manufacturing, Production Design and Development
- undergraduate programmes such as BA Honours Degrees Product Design
- Teacher training for Design and Technology

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

The average UK designer is male, white and 38 years old. Women in design are critically under-represented at the higher levels of the design industry, at managerial and executive level and only 7% of UK designers are from ethnic minority backgrounds. Five per cent of people working in design have a disability which affects their job performance.

The design sector is the most unequal in terms of the gender gap of any industry covered in the Creative & Cultural Skills footprint. 68% of the sector is made up of men, and the gender gap is fairly even across each of the design sub sectors.

Likely reasons for this include:

- higher education courses for Art and Design are the main route into the design industry and there is a lower admission rate for ethnic minority students than university admissions in general;
- the design sector, much like the music industry, is also unequal for women that manage to gain entry into the workforce. Just 3% of women working in design are paid above £29,000 in comparison to 37% of men. It seems that women's wages are almost capped
- in the design industry at £29,000. This is in spite of the fact that women in the sector are actually marginally higher qualified than men. 66% of women have level 4 or above qualifications in comparison with 64% of men;
- lack of role models for women and those with a disability at business executive or senior executive level;
- 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 Design 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 the apprenticeships in the creative and cultural sector. 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:
1. Level 2 NVQ Certificate in Design Support
2. BTEC Level 2 Diploma in Art and Design
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 programme is 652

LEVEL 3 MANDATORY OUTCOMES:
1. Level 3 NVQ Diploma in Design
2. BTEC Level 3 Subsidiary Diploma in Art and Design
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 programme is 912
6. 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.

Off-the-job training

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 450 for the programme
Level 3:   Total off the job training hours is 630 for the 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:
Minimum 180 GLH for the knowledge element
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:
360 hours for the BTEC Level 3 Subsidiary Diploma in Art and Design
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 the BTEC Level 2 Extended Certificate in Art and Design
Level 1 Essential Skills Wales in Application of Number, Communication and IT
ERR sign off sheet from the workbook

Level 3: BTEC Level 3 Subsidiary Diploma in Art and Design or any other of the knowledge qualifications
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:

- 202 hours for the Level 2 NVQ Certificate in Design Support

Level 3:

- 282 hours for the Level 3 NVQ Diploma in Design

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. The 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 a percentage of the required time 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 Design 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 NVQ Certificate in Design Support

LEVEL 3 APPRENTICESHIP

- Level 3 NVQ Diploma in Design

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.

Creative & Cultural Skills has mapped this Wider Key Skill against the mandatory competence and knowledge units and the map can be downloaded from http://www.ccskills.org.uk/Apprenticeships/

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