

apprenticeship FRAMEWORK

Professional Craft Practice

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

Issue date: 17 November 2014

Published By

Creative and Cultural Skills

Apprenticeship Certification
Wales

<https://acwcerts.co.uk/web/>

Document Status:

Issued



Professional Craft Practice

Contents

[Contents](#)

Framework information	3
Contact information	4
Purpose of this framework	7
Entry conditions for this framework	9
Level 5, Professional Craft Practice	10
Pathway 1: Professional Craft Practice.....	11
Equality and Diversity	19
On and off the job training	21
Wider key skills.....	223

Framework information

Information on the Issuing Authority for this framework:

Creative and Cultural Skills

The Apprenticeship sector for occupations in arts, cultural heritage, craft and design (also includes music, literature, performing arts and visual arts).

Issue number: 1	This framework includes:	
Framework ID: FR02969	Level 2	<input type="checkbox"/>
	Level 3	<input type="checkbox"/>
	Level 4-7	<input checked="" type="checkbox"/>
Date this framework is to be reviewed by: 01/06/2017	This framework is for use in: Wales	

Short description

This higher level apprenticeship (level 5) has been designed with the help of employers to create a non-graduate entry and progression route into craft. Its aim is to provide an alternative to the traditional HE routes into the sector and to enable learners to progress from the advanced level apprenticeship in craft to become highly skilled workers in their area of specialism.

Contact information

Proposer of this framework

[This framework has been developed working in partnership with employers. It provides progression from the Apprenticeship in Craft. This higher level framework provides an alternative to the traditional Higher Education routes into the sector.

The development has taken place via steering group meetings, focus groups and email consultation.

]

Developer of this framework

Name:

Vikki Williams

Organisation:

Creative & Cultural Skills

Organisation Type:

Sector Skills Council

Job Title:

Qualifications Manager

Phone:

07867330227

Email:

vikki.williams@ccskills.org.uk

Postal address:

The Backstage Centre
High House Production Park
Vellacott Close
Purfleet Essex
RM10 1RJ

Website:

www.ccskills.org.uk

Commented [SMH1]: Vikki and Dawn no longer work for CCSkills

Issuing Authority's contact details

Issued by:

Creative and Cultural Skills

Issuer contact name:

Sarah Mair Hughes

Issuer contact phone:

0207 0151800

Issuer Email:

info@ccskills.org.uk

Contact Details

Who is making this revision |N/A|

Your organisation |N/A|

Your email address: |N/A|

Revising a framework

Why this framework is being revised

|N/A|

Summary of changes made to this framework

|N/A|

Qualifications removed

|N/A|

Qualifications added

|N/A|

Qualifications that have been extended

|N/A|

Purpose of this framework

Summary of the purpose of the framework

The craft sector comprises individuals and businesses operating in contemporary crafts, traditional and heritage crafts, and skilled trades. The craft sector is dominated by micro-businesses and the numbers of sole traders is rising, particularly within contemporary craft where 87% of businesses are known to be sole traders.

With fewer younger workers entering a sector where training can take many years, many craft practices are not being passed on by older workers. The majority of indigenous craft practitioners are over 40 years of age, learned their skill in childhood and have continued to practise as an integral part of their everyday life. Others have turned from another career to crafts as a means of livelihood.

A high number of makers are sole traders and many live in rural, often isolated locations. At the higher level we would expect business skills to be very important along with the more technical craft practice.

Research conducted by Creative & Cultural Skills indicates that the most popular forms of training and education undertaken to develop Heritage Craft skills and knowledge are experience through working/learning by doing (43%), formal apprenticeships (30%), and mentoring from an experienced craftsperson (21%) (Creative & Cultural Skills, Mapping Heritage Craft, (2012)).

The impact of the development of higher level qualifications that could sit within a higher apprenticeship framework is particularly significant for heritage crafts which represent skills and trades originally acquired and practised out of necessity. Historically these reflect locally available materials and resources and are part of regional and national cultural identity.

Contemporary practice of these crafts is based on received traditions, making them distinct from the innovative and expressive crafts developed through the art colleges. Today, these crafts offer a livelihood to a significant number of people.

Aims and objectives of this framework (Wales)

This apprenticeship framework is intended to complement (progression both to and from) the Higher Education provision that exists for level 4 – level 6 in Wales. It has been specifically developed with the sector to provide the vocational aspects of this level of learning. The qualifications which sit within it are specifically designed for learners in Wales. It allows for the progression of learners from the existing lower level qualifications and apprenticeships.

]

Entry conditions for this framework

[There is a shortage of young people entering this sector with an interest in and an aptitude for technical skills involved in craft. Employers are seeking to widen the pool of potential new recruits into the sector and to create an alternative entry and progression route for the sector.

Employers are particularly interested in those who:

- show a keen interest in working in the sector and have an interest in the design and making processes.
- have demonstrable technical and creative skills.

Applicants may have achieved the Level 3 Apprenticeship in craft or other relevant qualifications, or may have prior experience that demonstrate the above. However, training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate any interests or abilities. Programmes will then be tailored to meet individual needs, recognising any prior qualifications and/or experience.

Level 5

Title for this framework at level 5

Professional Craft Practice

Pathways for the framework at level 5:

Pathway 1: Professional Craft Practice

Level 5, Pathway 1: Professional Craft Practice

Description of this pathway

[Professional Craft Practice – 57 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)
Craft Practitioner/Designer	Use a range of skills, techniques, materials, tools and equipment to design and make craft. Gain enhanced craft expertise and develop craft skills. Apply and develop the basic principles of running a business and liaise with customers.

Qualifications

Competence qualifications available to this pathway

C1 – Level 5 Certificate in Professional Craft Practice					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/3961/4	Agored Cymru	29	225	N/A

Knowledge qualifications available to this pathway

K1 – Level 4 Certificate in Professionalising Craft Practice					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/3962/6	Agored Cymru	16	52	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

There is a direct relationship between the competency and knowledge qualifications within this framework.

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 ☒

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** ☒

Progression routes into and from this pathway

Progression into the Level 5 Apprenticeship in Professional Craft Practice may be from a variety of routes including:

- Level 3 Apprenticeship in Creative Craft Practitioner
- Level 3 Diploma in Craft Skills for Creative Industries
- previous work or experience - including a portfolio of evidence
- general or vocational qualifications related to or relevant to this type of work

Progression from the Level 5 Apprenticeship in Professional Craft Practice may include:

- Higher Education programmes at Level 6 and above.
- Non accredited programmes and continuing professional development or training
- Employment
- Self-employment

Specific roles which would lead on from completion of this framework include:

- Craft Practitioner
- Designer-Maker

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

Commented [SMH2]: No longer required by WG

Delivery and assessment

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

ERR will be covered through an ERR workbook and relevant induction activity, or the achievement of an appropriate qualification (e.g. Agored Cymru Level 2 Award In Employment Rights and Responsibilities (QCF ref : 600/7776/1)) to ensure that the apprentice knows and understands each of the nine national outcomes for ERR as follows:

1. the range of employer and employee statutory rights and responsibilities under employment law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Equality Act 2010, other relevant equalities legislation and health and safety, together with the duties of employers.
2. procedures and documentation which recognises and protects their relationship with their employer, including health and safety and equality and diversity training as part of the apprenticeship
3. the range of sources and information and advice available to them on their employment rights and responsibilities, including Access to Work and Additional Learning Support
4. the role played by their occupation in their organisation and industry
5. has an informed view of the types of career pathways that are open to them
6. the types of representative bodies and understands their relevance to their industry and organisation and the main roles and responsibilities

7. where and how to get information and advice on their industry, occupation, training and career

8. can describe and work within their organisation's principles and codes of practice

9. can recognise and form a view on issues of public concern that affect their organisation and industry

The ERR workbook can be downloaded from
<http://ccskills.org.uk/supporters/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

Around half of the workforce, which is predominantly White (93%) are female and just over half of the workforce is aged over 40. Anecdotal evidence strongly suggests people from working-class backgrounds and disabled people are also significantly under represented.

This is due mainly to:

- patchy knowledge and understanding of practical ways to address workforce diversity such as through positive action schemes and changes to recruitment practices
- a 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.
- a lack of good careers information demonstrating the range and scope of jobs within the sector
- a poor image of the sector and a lack of diverse role models, which is exacerbated by limited contact with under-represented groups
- a lack of accurate data on the make up of the cultural heritage sector workforce.

Key priority actions for Cultural Heritage include:

- the Welsh Baccalaureate Principal Learning Qualification for Creative and Media which has been raising awareness in schools
- 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.
- 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/>

Creative & Cultural Skills' Action Plan includes:

- make the business case for diversity
- demonstrate leadership and commitment to diversity at all levels within organisations including boards
- ensure the diversity agenda is seen as important across the workforce, including volunteers and placements
- create early awareness of cultural heritage careers through more opportunities for different groups to engage with the sector:

- disseminate information on different approaches to diversifying the workforce
- develop new careers information and resources for the sector – increase the use of web resources such as Creative & Cultural Skill's Creative Choices www.creative-choices.co.uk

Recruiting a diverse workforce – paid and voluntary – has direct business benefits; it ensures that organisations have a workforce that reflects the communities they serve, helping them to understand their customers better so they can ensure their services meet the needs of the whole community. 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:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and Belief
- 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

Total on and off-the-job Guided Learning Hours

The average time to complete the framework is 24 months

Total minimum on and off-the-job GLH is 487.

Training hours are to be delivered during contracted working hours under an Apprenticeship Agreement, or during a qualifying period ending on the date of application for a certificate

On and off the job training hours:

- must be planned, reviewed and evaluated jointly between the apprentice and tutor, teacher, mentor or manager;
- must allow training support via a tutor, teacher, mentor or manager;
- must be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring; feedback and assessment; collaborative/networked learning with peers; guided study |

Off-the-job training

OFF THE JOB GLH

Total minimum off-the-job GLH is 262.

How this requirement will be met

Off the job GLH should:

achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework; be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager; allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;

- be delivered during contracted working hours;
- be delivered through a range of delivery models including one or more of the following methods: individual and group teaching; e-learning; distance learning; induction (see ERR section) coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study.
- be focused on outcomes as apprenticeships are not time served, therefore the average length of stay is indicative only.
- Providers can select the best method for recording and evidencing off the job GLH and mentoring which may be done through a log book or reflective diary.

How this requirement will be met:

52 GLH of knowledge from the Level 5 Certificate in Professional Craft Practice.

120 GLH for the two ESW

45 GLH for ERR and induction (ERR optional)

45 GLH for Mentoring Apprentices]

On-the-job training

[Total minimum on-the-job training is 225 GLH.

How this requirement will be met

On the job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager; allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours;
- be delivered through a range of delivery models including one or more of the following methods: individual and group teaching; e-learning; distance learning; induction (see ERR section) coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study.
- be focused on outcomes as apprenticeships are not time served, therefore, the average length of stay is indicative only providers can select the best method for recording and evidencing on the job GLH and mentoring which may be done through a log book or reflective diary.

225 GLH will be achieved from the Level 5 Certificate in Professional Collections 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