

apprenticeship FRAMEWORK

Level 3 Junior Journalist (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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Level 3 Junior Journalist (Wales)

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Framework information

Information on the Issuing Authority for this framework:

Creative Skillset

The Apprenticeship sector for occupations in creative and digital media – including broadcast; animation, games and VFX; radio; journalism; advertising and marketing communications; set crafts; and photo imaging.

Issue number: 1	This framework includes:
Framework ID: FR04164	Level 2 <input type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 29/11/2019	This framework is for use in: Wales

Short description

Journalists bring people, the news and information from their street, their community, their town or city and from around the world using a combination of words, pictures, video and illustrations.

They are able to work on their own competently and without immediate supervision in generating and producing stories for digital publication, in print and/or broadcast.

At the successful completion of this apprenticeship, you will become a junior journalist.

Contact information

Proposer of this framework

The Apprenticeship for Junior Journalists was proposed by BBC Wales, and has been supported in development by the NCTJ, ITV Wales, Newsquest, Tindle Newspapers and Trinity Mirror (NWN).

Creative Skillset have ensured that all components included in the framework meet both employer and SASW requirements.

Developer of this framework

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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

An apprenticeship is a job with an accompanying skills development programme, designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off-the-job learning and the opportunity to practise and embed new skills in a real work context. This broader mix differentiates the apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the apprenticeship.

The framework supports the sector's need to develop an increasingly skilled workforce with the ability to use many different platforms both to gather and publish news. The framework includes the completion of the combined qualification, the NCTJ Level 3 Diploma in Journalism.

On completion of the apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

It is designed to deal with:

- the fast pace of change in digital publishing;
- the rapidly changing economics of publishing;
- a need to recruit from all sectors of the population to a newsroom reflects the demographics of the people served; and
- to meet the sector's demand for ever higher skill levels.

Employers need a workforce able to tackle original digital journalism. If you join any media organisation now you will be expected to produce different outputs for different audiences on a range of platforms – broadcast, online, print, video, photographic.

Aims and objectives of this framework (Wales)

The framework will contribute towards the sector having a suitably skilled and flexible workforce, able to use the latest techniques to effectively tell stories that will engage readers, viewers and listeners. It provides a non-traditional route into the industry.

By completing this apprenticeship learners will have:

- broad-based training in the sector;

- work experience leading to workplace competency; and
- transferable skills.

The programme leads to better productivity, staff retention and a qualified workforce able to meet the needs of digital publishing.

Learners on an apprenticeship programme are supported in the workplace to apply and develop their learning.

Learners receive a guaranteed amount of off and on-the-job training and will acquire transferable skills to support further progression.

The NCTJ and Creative Skillset will keep this framework under review and when needed update the content to reflect changes in the industry.

Entry conditions for this framework

New entrants will need strong commitment to be a journalist. They must be able to use the language effectively to express themselves both in the spoken and written word. Employers are looking for flexibility from hard-working staff who have a real passion for wanting to “tell the news”.

A fundamental condition of entry to this apprenticeship is the employers’ and training providers’ belief in the candidate’s ability to learn and develop their skills while demonstrating at all times a commitment to the job.

Candidates wanting to become an apprentice may be asked to show evidence of their skills and knowledge through, for example, work experience, their own self-published blog or work published in a not-for-profit publication or by a commercial broadcaster or publisher. Some employers will ask candidates to complete an aptitude test.

An apprentice must complete or have completed one of the transferable skills qualifications and one of the mathematical transferable skills qualifications listed below in order to successfully complete their apprenticeship.

Any credit values do not count towards the award of the combined NCTJ Level 3 Diploma in Journalism.

If an apprentice does not have these qualifications as part of their evidence, an apprenticeship certificate cannot be awarded.

They should have 5 GCSEs (or equivalent) at Grade C or above. Specifically:

English

Functional Skills qualification in English (minimum level 2) credit value n/a

GCSE Qualification in English – Minimum Grade Level C (or equivalent) – credit value n/a

A Level qualification in English Language, minimum Grade E – credit value n/a

A Level qualification in English literature, minimum level grade E – credit value n/a

Welsh

For some jobs:

A GCSE qualification in Welsh, minimum grade C – credit value n/a

Mathematics

Functional Skills qualification in English (minimum level 2) credit value n/a

GCSE Qualification in Mathematics – Minimum Grade or Level C (or equivalent)– credit value n/a

GCSE Qualification in Mathematics – Minimum Grade Level C (or equivalent) – credit value n/a

A Level qualification in Mathematics, minimum Grade E – credit value n/a

A Level qualification in Pure Mathematics, minimum level grade E – credit value n/a

Based on the skills employers need, there is no formal requirement for Essential Digital Literacy Skills in this framework for apprentices to fulfil their role. However, computer and digital skills are important and some employers may make them part of the entry qualifications.

Employers will need to train apprentices on the job in ICT skills allowing the apprentice to use and train on the computers and programs found in the workplace. Similarly, employers will need allow the apprentice to use and train on digital platforms and programs found in the workplace.

ICT/digital platforms and programs are often bespoke to an individual employer.

A general introduction to ICT and digital publishing is gained through study and practice by the apprentice when studying for Combined Qualification B1.

An ability to touch type will be an advantage.

In addition, apprentices should have:

- a hard-working attitude;
- an inquiring mind;
- a lively interest in current affairs;
- an ability to write and use words accurately and with effect;
- persistence and determination; and
- a willingness to accept unsocial hours

Individual employers may have additional requirements, e.g.: a current driving licence; the ability to effectively use a computer.

Welsh language skills may be required by some employers, or for some specific jobs. Fluency in the Welsh language may be an advantage.

Initial assessment

Training providers and employers will use initial assessments to ensure applicants have a fair opportunity to demonstrate their ability and to design programmes for individual needs, taking into account any prior qualifications and experience. Any initial assessment will be used to

identify prior learning and experience to tailor the apprentice's Individual Learning Plan. The apprenticeship programme will be tailored to allow the apprentice to undertake new learning, including learning at a higher level and develop new skills.

As a guide, applicants may enter via a range of routes including:

- school
- college
- university
- private training provider
- work experience
- work
- training which may include a portfolio of work completed

Applicants may have already achieved a range of qualifications. There are no credit transfers available for the combined qualification.

Personal attributes:

- personable
- conscientious
- enthusiastic
- team player
- carry out duties in accordance with the law and any appropriate codes of conduct.

Level 3

Title for this framework at level 3

Level 3 Junior Journalist

Pathways for the framework at level [Choose an item.:](#)

Pathway 1: Junior Journalist

Level 3, Pathway 1: Junior Journalist

Description of this pathway

Level 3 Junior Journalist. Minimum credit value: 94

- Combined qualification – 82 credits
- Transferable Skills – 12 credits (English and Maths)

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

There are no additional conditions of entry, other than those in the general entry conditions.

Job title(s)	Job role(s)
Junior Journalist	Finding, researching and telling stories on various platforms including online, broadcast and in print.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 – NCTJ Level 3 Diploma in Journalism					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	501/1103/6	NCTJ Training Ltd	82 min	560 hrs	48

Relationship between competence and knowledge qualifications

The combined qualification includes both competence and knowledge units.

The split between knowledge and competence credits achieved will vary from learner to learner, depending on the optional units chosen.

A minimum of 20 credits of knowledge and a minimum of 27 credits of competence will be achieved from undertaking the mandatory units to meet SASW credit requirements.

Knowledge and competence will be assessed by computer-based and online examinations, coursework and an online portfolio of evidence.

Knowledge and competence are combined within the following units of the Combined Qualification B1, which are all mandatory.

- Essential journalism – K/615/1847 (22 credits: 8 knowledge, 14 competence)
- Essential journalism ethics and regulation – M/615/1865 (3 credits: 3 knowledge, 0 competence)

- Essential media law and regulation L/505/8499 (10 credits: 8 knowledge, 2 competence)
Essential journalism e-portfolio M/505/7099 (12 credits: 1 knowledge, 11 competence)

The remaining credits relating to knowledge and competence will be acquired from a selection of elective skills modules, chosen by the apprentice, in conjunction with the employer and provider. Those modules are:

- Teeline shorthand for journalists A/505/8546 (14 credits: 6 knowledge, 8 competence)
- Broadcast journalism D/505/8541 (14 credits: 6 knowledge, 8 competence)
- PR and communications H/615/1846 (14 credits: 8 knowledge, 6 competence)

The following elective skills modules are all worth 7 credits each (3 knowledge, 4 competence)

- Public affairs for journalists K/505/7098
- Business and finance journalism M/505/8544
- Video journalism for online D/505/8538
- Photography for journalists D/507/5775
- Sports journalism Y/505/8540
- Production journalism H/505/8542
- Business of magazines H/505/8539
- Media law court reporting F/505/8502

The qualification units are based on the National Occupational Standards for Journalism.

The Apprenticeships, Skills, Children and Learning Act 2009 came into force in Wales on 24th June 2013. Anyone starting an Apprenticeship after this date needs to give permission for their training provider to apply for their completion certificate, on their behalf.

From this date, all training providers must use the revised Apprentice Learning Agreement (ALA) form.

The Certifying Authority requires that the declarations must be completed and signed by the third party facilitating the certificate completion claim.

The completed form, and all other supporting achievement evidence, as per the specific framework requirements, must be uploaded to the Apprenticeship Certificates Wales (ACW) system as part of the claim process.

Training providers should upload the ACW Universal Apprenticeship Certificate Claim Form as part of the certification process. This can be downloaded directly from ACW:

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

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**

Progression routes into and from this pathway

Into the framework

The fundamental entry condition is the employer's confidence in the candidate's ability to thrive and achieve their potential within the apprenticeship. Non-accredited prior learning related to journalism may provide useful progression routes into the framework as it will demonstrate an interest in the area e.g. voluntary or work experience as a journalist, and relevant training in areas such creating content for the web, or making a news video report.

There are no formal requirements for entry to this framework, although there are a number of qualifications that would provide useful preparation for this apprenticeship, and therefore support progression into the framework, such as the following:

- Learning from the 14 to 19 Pathways;
- Wider Key Skills;
- Qualifications in the Welsh Baccalaureate;
- Provision within the Quality Assured Lifelong Learning Pillar of the CQFW;
- GCSEs, A Levels or National Diplomas in media-related subjects;
- Relevant BTEC
- Completion of journalism for beginners courses at FE or via Adult Education;
- Completion of journalism and/or creative writing courses; and
- Completion of, or units from, the NCTJ Level 3 Certificate in Foundation Journalism qualification

And

- Non-accredited prior learning gained through work experience;
- A portfolio of their own self-published blog;
- A portfolio of work published in a not-for-profit publication or by a commercial media company (this could include work as a volunteer (e.g.: press officer for a club or society), or work published in a school/college magazine); and
- Training which may include a portfolio of work completed.

As a guide, applicants may enter via a range of routes including:

- School
- College
- University
- Private training provider
- Work Experience
- Work

See also the [Ofqual register](#) for suitable qualifications.

There are currently no suitable Level 2 apprenticeships that could lead into the Level 3 Junior Journalist apprenticeship.

Progression from the Junior Journalist pathway

The successful completion of the Junior Journalist apprenticeship will open a wide variety of careers with broadcasters, online publications, magazines. Some will be general news but there are many opportunities with specialist interest publications, ranging from finance, specific sports, hobbies, family interest – the list is almost endless. Job titles will vary between sectors and employers.

After completion of this programme, an apprentice can expect spending time consolidating and practising their skills for a period of time before progressing in their career. Some may progress on to take the NCTJ Level 5 National Qualification in Journalism (NQJ) and qualify as a senior journalist. The level of responsibility will vary, according to individual employers and the apprentice's abilities.

Progression, after time, could be to junior managerial positions, while still combining journalism duties, or as specialists. Editors are generally drawn from candidates who have made their way in the industry after starting as junior journalists.

Progression into Further Education

Training providers offering this framework should ensure high-quality careers advice is available to apprentices to support their progression.

Higher Education progression

Progression from the Junior Journalist Apprenticeship should be articulated to relevant Higher level programmes of learning. Apprentices can progress to higher or professional levels such as Foundation Degrees, Higher National Diplomas/Certificates BA Honours Degrees and Masters. Progression arrangements into higher education, formal and informal, should be explored and supported, as this will help strengthen local partnerships and support progression opportunities through the range of vocational and academic provision. For details on higher education courses in journalism and related subjects, please see the UCAS website:

<https://www.ucas.com/>.

UCAS points for this pathway:

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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

ERR must be included in the induction process and at relevant times in the programme, as knowledge gained during the induction can be used as evidence for the "Employee Rights and Responsibilities " requirements of this framework.

Creative Skillset will provide a template which specifies the nine ERR outcomes and records achievement and evidence of each outcome.

This form must be completed by the apprentice with their assessor, and their employer, who should spend time on-the-job and off-the-job to assess and record the achievement of ERR outcomes.

This form will be passed to the training provider for verification and sent in as evidence when claiming for the apprentice's certificate. For further detail on the signposting and documentation for ERR, please email: apprenticeships@creativeskillset.org.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

The Welsh Creative Media Industries both serve and draw on the talents and skills of a diverse population.

The diversity consists of visible and non-visible differences. It is the harnessing of these differences which results in globally successful, creative and productive industries.

Presently, representation of women is substantially lower in the Creative Media Industries in Wales than the UK as a whole (29% compared to 38%). Black, Asian and Minority Ethnic (BAME) representation is slightly lower than the wider Welsh economy at 2%. Seven per cent of the Welsh creative media workforce consider themselves to be disabled, compared to 9% across the UK.

Forty-eight per cent of the workforce in Wales is under 35 years, suggesting a relatively young workforce (in comparison to the Creative Media Industries across the UK where 38% of the workforce are aged under 35).

Women are widely represented in newsrooms.

Black, Asian and Minority Ethnic representation is growing.

There is under-representation from economically poorer areas where there is little or no family history of children going to university. Editors recognise it is vital that journalists reporting the news reflect the communities they serve and apprenticeships can help attract candidates from these areas.

There has been a greater move in recent years towards graduate recruitment into journalism which often disadvantage those from some socio-economic groups.

A move towards more centralised newsrooms, especially in the traditional area of newspapers, can lead to an under-representation of journalists from the more remote, rural areas. The apprenticeship will allow some of these imbalances to be tackled, giving a structure to the recruitment and training of candidates coming into the industry from a non-traditional route.

The entry requirements are wide and designed to attract applications from a wider range of applicants. There should be an open recruitment to apprenticeship frameworks which is available to all who meet the stated selection criteria for the apprenticeship programme they are applying to.

This framework aims to:

- Provide an alternative non-graduate entry route into the industry;
- Increase the diversity of the workforce to greater reflect the diversity of the customer base;

- Increase the apprenticeship opportunities with the Creative Industries footprint.

Training providers and employers must also comply with the Equality Act 2010:

<https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-guidance>

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 re-assignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- or sexual orientation.

To encourage recruitment from non-traditional routes, there are bursaries on offer through the Journalism Diversity Fund.

The fund has been set up by those in the industry who want to join together to support the training of journalists from ethnically and socially diverse backgrounds. It is aimed at people without the financial means to attend NCTJ-accredited training courses:

<http://www.journalismdiversityfund.com>

The NCTJ and Creative Skillset are passionate about promoting diversity and is seeking and sharing good practice across delivery partners, in order to highlight positive examples of marketing and communication materials, and other strategies and activities used to break down barriers to entry and to ensure a more diverse talent base.

The NCTJ and Creative Skillset are also marketing and communicating this framework to ensure consistency of message and is involved in a number of activities such as:

- Targeted training initiatives to get new talent from under-represented groups into the industry;
- Use of National Occupational Standards and Labour Market Intelligence to inform
- accurate careers information, advice and guidance;
- Providing links to training providers working with under-represented groups;
- Providing links to organisations that provide media training, support and information to people with disabilities;

- Raising awareness of the under representation of people with disabilities in the industry's workforce by monitoring
- employment trends, identifying barriers to training; and Development and sharing that information with partners.

The Welsh Language Scheme

Thirty four per cent of Welsh employers report a gap in language skills; 33% of Welsh employers reported that Welsh language skills are difficult to obtain in applicants direct from education.

The Welsh Language Scheme is a key feature of the Creative Media Industries in Wales; 29% of the creative media workforce speaks Welsh, compared to 21% for the whole economy.

The economic benefits of Welsh language are also increasingly being recognised, both by employers and employees across Creative Skillset's footprint.

For more details on research into the make-up of the sector, Creative Skillset's Diversity Policy and strategy and links to other diversity activities see the Creative Skillset website:
www.creativeskillset.org/diversity

On and off the job training

Summary of on- and off-the-job training

The minimum on-the-job and off-the-job training for the Junior Journalist Apprenticeship is 985 hours. This includes the accredited on and off the job training in the combined qualification, non-accredited on and off the job training activities such as induction and mentoring, Essential Skills Wales, and the time for Wider Key Skills and ERR to be achieved.

Off-the-job training

Off-the-job training is defined as time for learning activities away from normal work duties. For this pathway, the minimum amount of off the job training is 500 hours.

- 350 hours - Knowledge element of the Combined qualification (B1)
- 60 hours - Level 2 Application of number Essential Skills Wales;
- 60 hours - Level 2 Communication Essential Skills Wales;
- 15 hours - Induction, relevant coverage of ERR;
- 15 hours minimum - Mentoring, reviews, pastoral care, sign-posting ERR

How this requirement will be met

Off-the-job learning takes place away from the pressures of the workplace.

Off-the-job learning hours in this framework are covered by a number of accredited and non-accredited activities which should ensure that the apprentice benefits from a rich learning experience throughout the framework.

Off-the-job learning 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, teachers, mentor or manager;
- Allow access as and when required by the apprentice either to a tutor, assessor, mentor or manager; and
- Be delivered during contracted hours.

Providers and employers are encouraged to deliver the hours through innovative, engaging and relevant methods.

Activities could include:

- individual and group teaching;
- e-learning and/or e-assessment;
- distance learning;
- coaching;
- mentoring;
- feedback and assessment;

- collaborative/networked learning with peers;
- guided study;
- inductions;
- project work; and
- setting briefs.

It is important that apprentices record their off-the-job learning experiences e.g in a log book, e-portfolio/portfolio, blog or diary.

Other evidence of off-the-job training that should be collated:

A completion certificate for the Combined qualification (B1) for the pathway (to also verify completion of ERR);

Evidence of achievement of Essential Skills Wales;

Reflective notes on induction, mentoring, reviews and pastoral care activities;

Completion and sign-off of ERR form.

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 the framework can be verified.

Previous attainment

Where a candidate enters an Apprenticeship agreement having previously attained parts of the Combined qualification, this prior learning needs to be recognised using Credit and Qualifications Framework Wales (CQFW) credit transfer for the achievements within the CQFW.

Previous experience

Where a candidate enters an Apprenticeship agreement with previous related learning experience, this needs to be recognised (see CQFW Guidance on Claiming Credit for further details).

To count towards Apprenticeship certification, previous learning experience must be recorded using the appropriate Awarding Organisation's CQFW "Recognition of Prior Learning" procedures and the hours recorded may then count towards the off-the-job hours required to complete the Apprenticeship.

For apprentices with uncertificated learning experience, the off-the-job learning must have been acquired within two years of application for the Apprenticeship certificate.

Apprentices must have been employed in the relevant job role for two years duration.

Due to the fast paced changes to technology within the Creative Media Industries, it is essential that off-the-job training counted towards this framework is current and can be quickly updated, and the use of initial assessments should clearly identify any additional training requirements.

On-the-job training

The minimum on-the-job training time is 485 hours made up as follows:

470 hours minimum - competence element of the Combined qualification (B1);

15 hours minimum - non-accredited training activity; mentoring, progress reviews, pastoral care, signposting of ERR and Wider Key Skills.

How this requirement will be met

On-the-job learning hours in this framework are covered by the accredited and non-accredited activities which should be used to demonstrate the competence gained on the job, and will include additional hours to enhance the apprentice's training experience and ensure they are work ready.

On-the-job training hours should:

- Achieve clear and specific outcomes which contribute to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- 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, assessor, mentor or manager; and
- Be delivered during contracted working hours.

Providers and employers are encouraged to deliver the training through innovative, engaging and relevant methods. Activities could include:

- Individual and group teaching;
- Coaching;
- Mentoring;
- Feedback and assessment;
- Collaborative/networked learning with peers;
- Guided study;
- Inductions; and
- Project work and set briefs.

It is important that apprentices record their on-the-job learning experiences e.g in a log book, e-portfolio/portfolio, blog or diary.

Evidence of on-the-job learning

Completion certificate for the Combined qualification (B1) (to also verify completion of the ERR);

Reflective notes on induction, mentoring, reviews and pastoral care activities; ERR form completed and signed off.

The on-the-job training hours required 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, this prior learning needs to be recognised and documented using the relevant CQFW credit transfer, CQFW exemption or Recognition of Prior Learning (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, providing the total number of on-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 of the relevant combined qualification, this prior learning needs to be recognised using either Credit and Qualifications Framework Wales (CQFW) credit transfer for achievements within the CQFW. For apprentices who have already achieved elements of the combined qualification, they must have been certificated within two years of applying for the Apprenticeship certificate.

Previous experience

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

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

Due to the fast-paced changes in technology within the creative media industries, it is essential that on-the-job training counted towards this framework is current or can be quickly updated, and the use of initial assessments should clearly identify any additional training requirements.

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

While Wider Key Skills are not a mandatory part of the framework, training providers are encouraged to provide apprentices with the opportunity to achieve them. The Mandatory units within the combined qualification provide naturally occurring opportunities for the Wider Key Skills to be embedded within them, particularly Essential Journalism for Improving Own Learning and Performance.

Working with others

While Wider Key Skills are not a mandatory part of the framework, training providers are encouraged to provide apprentices with the opportunity to achieve them. The Mandatory units within the combined qualification provide naturally occurring opportunities for the Wider Key Skills to be embedded within them, particularly Essential Journalism and Essential Journalism Ethics and Regulations for Working with Others.

Problem solving

While Wider Key Skills are not a mandatory part of the framework, training providers are encouraged to provide apprentices with the opportunity to achieve them. The Mandatory units within the combined qualification provide naturally occurring opportunities for the Wider Key Skills to be embedded within them, particularly Essential Journalism and Essential Media Law and Regulation for Problem Solving.

apprenticeship FRAMEWORK

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