

# apprenticeship FRAMEWORK

## Higher Apprenticeship in Broadcast Technology - Level 6 (England)

### IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: [https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

Issue date: 06 June 2013

**Issued By:**  
Creative Skillset

Apprenticeship Certificates  
England

[https://acecerts.co.uk/framework\\_library](https://acecerts.co.uk/framework_library)

Document Status:  
**Issued**



# Higher Apprenticeship in Broadcast Technology - Level 6 (England)

## Contents

Framework information.....	5
Information on the Issuing Authority for this framework: .....	5
Click here to enter text. ....	5
Short description.....	5
Contact information.....	6
Proposer of this framework.....	6
Purpose of this framework .....	7
Summary of the purpose of the framework.....	7
Defining Apprenticeships .....	7
Aims and objectives of this framework (England) .....	9
Entry conditions for this framework.....	10
Accreditation of Prior and Experiential Learning .....	11
Level 6, Pathway 1: Broadcast Engineering .....	13
Description of this pathway .....	13
Higher Apprenticeship in Broadcast Technology: Broadcast Engineering .....	13
Entry requirements for this pathway in addition to the framework entry requirements .....	13
Qualifications.....	15
Competence qualifications available to this pathway .....	15
Knowledge qualifications available to this pathway .....	15
Combined qualifications available to this pathway .....	16
Relationship between competence and knowledge qualifications.....	17
Degree programme specification Level 4 Credits 120 .....	17
Level 5 Credits 120.....	17
Level 6 Credits 120.....	17
Inclusion of Information and Communications Technology (ICT) .....	20
Inclusion of Information and Communications Technology (ICT) .....	20
Progression routes into and from this pathway .....	21
Progression into the Higher Apprenticeship in Broadcast Technology: Broadcast Engineering .....	21
Accreditation of Prior and Experiential Learning (APEL) .....	21

Progression from the Higher Apprenticeship in Broadcast Technology: Broadcast Engineering .....	21
Further work based learning .....	22
Higher Education Progression.....	22
Employee rights and responsibilities .....	23
Certification Requirements for ERR .....	23
How equality and diversity will be met.....	24
On and off the job guided learning (England) .....	25
Total GLH for each pathway.....	25
Minimum off-the-job guided learning hours .....	25
How this requirement will be met.....	25
Minimum on-the-job guided learning hours .....	25
How this requirement will be met.....	25
Certification Requirements for GLH .....	26
Personal learning and thinking skills assessment and recognition (England) .....	27
Summary of Personal Learning and Thinking Skills .....	27
Creative thinking.....	27
Independent enquiry .....	27
Reflective learning.....	27
Team working.....	27
Self management.....	27
Effective participation .....	27

# Framework information

## Information on the Issuing Authority for this framework:

[Click here to enter text.](#)

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: FR02137	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: 30/12/2016	This framework is for use in: England

## Short description

Short Creative Industries have customarily relied on graduates to meet their higher skills needs. This Higher Apprenticeship at Level 6 has been developed to address the skills gaps and succession planning in the broadcast industry, across broadcast engineering roles. It is being introduced to bring new entrants into technical roles, for both public and private sector broadcasters, and related technology companies. The job role covered by this framework is Trainee Broadcast Engineer.

# Contact information

## Proposer of this framework

The BBC is the proposer of this framework as part of its Open Channels Employer Ownership Pilot. Other employers supporting this framework development include ITV, Channel 4, Arqiva and Red Bee Media. The BBC is working in partnership with HE providers including the University of Salford and Birmingham City University and Creative Skillset to develop and deliver this new Apprenticeship that combines HE study and work based knowledge and skills delivery.

### Developer of this framework

Name:	Nicole Suter
Organisation:	Creative Skillset
Organisation Type:	Sector Skills Council
Job Title:	Development Manager
Email:	nicoles@creativeskillset.org
Postal address:	Creative Skillset Focus Point 21-33 Caledonian Road London, N1 9GB
Website:	<a href="http://www.creativeskillset.org">www.creativeskillset.org</a>

### Issuing Authority's contact details

Issued by:	Creative Skillset
Issuer contact name:	Liz Bennett
Issuer contact phone:	0207 713 9815
Issuer Email:	<a href="mailto:Elizabethb@creativeskillset.org">Elizabethb@creativeskillset.org</a>

# Purpose of this framework

## Summary of the purpose of the framework

### Defining Apprenticeships

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 practice 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. 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.

The UK'S Creative Industries are a genuinely world class sector, generating significant employment and export earnings and with admired, market leading businesses in industries that range from visual effects to designer fashion. Industry ambitions to build upon this success and strengthen its global position are firmly shared by national Government. In order to maximise the potential of the sector, existing barriers need to be addressed - particularly those associated with skills and talent development, which are vital to maintaining competitive advantage. It is the fusion of creative intervention and technological innovation which is so distinctive of the UK's Creative Industries, and which underpins this competitive advantage; particularly with regards to the digital media industries of emerging economies.

Creative Industries have customarily relied on graduates to meet their higher skills needs. However, a new approach to recruitment and skills training is being used across the industry, through the introduction of the first Higher Apprenticeships to the sector in 2012.

Recognising the opportunities a Higher Apprenticeship can offer to the learner and the employer, the BBC and Channel 4 led on the Open Channels bid as part of the Employer Ownership of Skills Pilot, to address the need for new recruits in critical roles across the broadcast industry. Since January 2013, when the Open Channels initiative went live, the BBC on behalf of the wider broadcast industry, has been working with Creative Skillset and the University of Salford and Birmingham City University, to develop and deliver the first Level 6 Higher Apprenticeship in Broadcast Technology. This Higher Apprenticeship has been shaped by a steering group comprising of key industry partners and employers: BBC, ITV,

Channel 4, Arqiva and Red Bee Media.

The Higher Apprenticeship in Broadcast Technology has been developed to address the critical skills gaps in higher level technical roles. Traditional degrees may cover electronics, engineering or creative media, but what makes the level 6 framework unique, is its blend of all these subject areas in the HE modules that have been selected and added to the workplace learning experience, which is tailored to the specific job role of Broadcast Engineer.

The Higher Apprenticeship in Broadcast Technology is also being used to trial an innovative HE delivery model, whereby apprentices will undertake modular learning in a university setting and then apply this learning in their industry work placements. The apprentices will attend both the universities on a rotating basis and the Bachelors in Broadcast Engineering (Hons) will be jointly awarded by both institutions. BBC Technology and the BBC Academy will run the employer training and work based elements of the programme, with apprentices being given placements at various BBC sites and with a range of industry partners, including infrastructure companies such as Red Bee Media & Arqiva, providing a private sector experience for the apprentices.

The BBC will employ the apprentices, and operate as an unofficial Apprenticeship Training Association (ATA) hub, arranging placements inside and outside of the BBC across the industry. The apprentices will be employed as non-graduate trainee Broadcast Engineers and their time will be split between working on the job, employer training and block release for university attendance. The apprentices will be employed by the BBC on a fixed term contract for the duration of the apprenticeship.

## Aims and objectives of this framework (England)

The aim for this framework is to attract and develop competent work-ready apprentices, who are multi-skilled and can work in broadcast engineering roles, across varied broadcast technology areas, for public and independent broadcasters.

Objectives for this Apprenticeship framework:

- to provide a non-traditional route into the broadcast technology industry, which had been historically dominated by graduates;
- to provide an entry route for under represented groups, in particular women who account for less than 5% of the current workforce;
- to allow employers to add value to their organisations by bringing in new expertise, techniques and technologies;
- to provide the Creative Industries and in particular, broadcasters, with a stream of motivated employees equipped with the industry specified blend of digital, electronic, engineering and creative skills required for the future;
- to provide flexible routes into broadcast technology roles within the industry and into further higher and professional training and education.

Creative Skillset will carry out ongoing monitoring and evaluation to assess the extent to which the Higher Apprenticeship meets the above objectives.

The delivery model and blend of work based and academic learning will also be evaluated as part of the Employer Ownership element of the programme.

# Entry conditions for this framework

New entrants into the Creative Industries must have an understanding and appreciation of different and emerging technologies, alongside general knowledge and soft skills, including the capacity to work efficiently and in teams. Employers are looking for work ready individuals who are hard working, have the right attitude, strong communication and IT skills and a good understanding of what it takes to work their way up in the Creative Industries.

The Higher Apprenticeship is open to all people who can demonstrate that they have the necessary technical aptitude to become a broadcast engineer and the potential to achieve the relevant Honours degree. Specific entry requirements will be determined by the BBC on behalf of the wider broadcast industry and the higher education providers validating the degree programme.

In accordance with the requirements for Apprenticeships, all applicants must be employed on an Apprenticeship contract for a minimum of 30 hours per week.

Essentially applicants will be:

- able to complete the BBC selection process and;
- able to work unsocial hours and away from home;
- passionate about how things work and problem solving, and be able to interact with people at all levels.

And typically applicants will:

- be aged 18 or over;
- have at least five GCSEs at Grade C or above including English Language and Mathematics;
- have attained a UCAS tariff score of 300 (from GCSE A-Levels which must include Mathematics and at least one Science) or;
- have completed an Advanced Apprenticeship or other equivalent level 3 qualification in a relevant subject, and for all non-UK applicants;
- hold an IELTS certificate at Level 6 or equivalent (for speakers of English as a second language only).

## Accreditation of Prior and Experiential Learning

As the admitting body, the University of Salford APEL policy applies to this Apprenticeship and the degree programme within it.

An applicant who does not possess one of the qualifications which satisfies the General Academic Entry Requirement may be admitted through the Accreditation of Prior Learning (APL). The Accreditation of Prior Certificated Learning (APCL) or the Accreditation of Prior

Experiential Learning (APEL) may be used for entry. For certain programmes which regularly admit students through a specific entry route not covered by the General Entry Requirements, there may be an approved programme-specific entry profile, e.g. for entry to a taught postgraduate programme candidates may be admitted with a specific professional qualification, incorporating study at least comparable to 120 credits at level 5, together with several years' relevant industrial or professional experience. Where such entry profiles are approved they may be identified in programme promotional material such as the online Course-Finder tool at [www.salford.ac.uk/courses](http://www.salford.ac.uk/courses)

Whilst APEL is applicable to taught programmes only, a research degree candidate's possession of higher entry qualifications than the minimum acceptable may be considered a factor in reducing their duration of study.

# Level 6

Title for this framework at level 6

## Higher Apprenticeship in Broadcast Technology

Pathways for the framework at level 6:

Pathway 1: Broadcast Engineering

# Level 6, Pathway 1: Broadcast Engineering

## Description of this pathway

### Higher Apprenticeship in Broadcast Technology: Broadcast Engineering

Total minimum credit value for this pathway is **360** credits.

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

There are no additional requirements other than the general entry conditions **or Framework Editor to state any additional requirements**

Job title(s)	Job role(s)
Trainee Broadcast Engineer	Part of technical support, Apprentice Trainee Broadcast Engineers work in teams to fix and maintain studios and equipment, applying technical engineering expertise. Including, assessing and advising on the technical quality of pictures, sound and data broadcast to meet organisational requirements.

---

# Qualifications

## Competence qualifications available to this pathway

N/A

---

## Knowledge qualifications available to this pathway

N/A

---

## Combined qualifications available to this pathway

B1 - B. Eng (Hons) - Broadcast Engineering					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	E/BE/F H641	University of Salford and Birmingham City University	360	N/A	

## Relationship between competence and knowledge qualifications

This Higher Apprenticeship is delivered through a HE qualification that combines competence and knowledge and application of this learning in the workplace. The degree programme integrates competence and knowledge components throughout, with the assessment of knowledge and competence combined. This learning commences at level 4 and progresses through to level 6; all levels must be completed to achieve the Higher Apprenticeship and the award of B.Eng (Hons) Broadcast Engineering. On completion of the degree qualification, candidates can then apply for their Apprenticeship Framework certificate.

### Degree programme specification

#### Level 4 Credits 120

- Introduction to Audio and Video Systems - 20 credits;
- Introduction to Software Programming - 40 credits;
- Devices and circuits - 30 credits;
- Computer networking basics - 30 credits.

#### Level 5 Credits 120

- Advanced Audio and Video systems - 40 credits;
- Introduction to databases - 20 credits;
- Digital electronics - 30 credits;
- Networks and IP Distribution - 30 credits.

#### Level 6 Credits 120

- A/V Systems Integration - 20 credits;
- Computer graphics - 20 credits;
- Linear broadcast transmission systems - 20 credits;

- IP Quality of Service - 20 credits;
- Third year Major project, work based - 40 credits.

The integrated competence and knowledge elements of the degree in this pathway are benchmarked against the relevant National Occupational Standards (NOS) for Broadcast Technology, Interactive Media and Computer Games, IT User and Engineering Maintenance.

Creative Skillset Broadcast Media Technology NOS

[http://www.creativeskillset.org/standards/standards/BroadcastMediaTechnology/index\\_1.asp](http://www.creativeskillset.org/standards/standards/BroadcastMediaTechnology/index_1.asp)

Creative Skillset NOS Interactive Media and Computer Games

[http://www.creativeskillset.org/standards/standards/IM/index\\_1.asp](http://www.creativeskillset.org/standards/standards/IM/index_1.asp)

E-Skills IT User

<http://nos.ukces.org.uk/nos-search/Pages/NOS-Search-Results.aspx?k=%28organization%3D%22e%2Dskills%20UK%22%29&r=suite%3D%22IT%20Users%206%2E%22>

SEMTA Engineering Maintenance

<http://nos.ukces.org.uk/nos-search/Pages/NOS-Search-Results.aspx?k=%28organization%3D%22SEMTA%22%29&r>

The delivery methods for this blended programme include a conventional university based environment, work based learning and specialist employer training programmes. Although ERR and PLTS are no longer a mandatory element with Higher Apprenticeships and are not a completion condition of this framework, they have informed the content of the induction programme and been mapped to, the initial employer training. Subject areas that will be covered by the employer training programme include Health and Safety, Project Management, Presentation Skills and Industry Awareness.

# Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

## ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

**NO**

If YES, please state the grade/level required for English:

Click here to enter text.

## MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

**NO**

If YES, please state the grade/level required for Maths:

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement?      **YES**       **NO**

### ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the [www.gov.uk](http://www.gov.uk) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

**NO**

If YES, please state the grade/level required for ICT:

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	N/A	
GCSE qualification in ICT (with enhanced functional content)	N/A	

\* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

\*\* achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

## Inclusion of Information and Communications Technology (ICT)

ICT skills to an appropriate level for this Higher Apprenticeship are implicit in the achievement of any of the entry requirements specified for this pathway, and their further development is integrated into the programme as necessary for the successful achievement of the Higher Apprenticeship and performance of the job role.

# Progression routes into and from this pathway

## Progression into the Higher Apprenticeship in Broadcast Technology: Broadcast Engineering

The qualification requirements for entry into the Higher Apprenticeship in Broadcast Technology are as follows:

- At least five GCSE's at Grade C or above including English Language and Mathematics;
- UCAS tariff score of 300 (from GCSE A-Levels which must include Mathematics and at least one Science) **or**;
- Advanced Apprenticeship or other equivalent level 3 qualification in a relevant subject and for all non-UK applicants;
- To hold an IELTS certificate at Level 6 or equivalent (for speakers of English as a second language only).

## Accreditation of Prior and Experiential Learning (APEL)

As the admitting body, the University of Salford APEL Policy applies to this Apprenticeship and the degree programme within it. An applicant who does not possess one of the qualifications which satisfies the General Academic Entry Requirement may be admitted through the Accreditation of Prior Learning (APL). The Accreditation of Prior Certificated Learning (APCL) or the Accreditation of Prior Experiential Learning (APEL) may be used for entry. For certain programmes which regularly admit students through a specific entry route not covered by the General Entry Requirements, there may be an approved programme-specific entry profile, e.g. for entry to a taught postgraduate programme candidates may be admitted with a specific professional qualification, incorporating study at least comparable to 120 credits at level 5, together with several years' relevant industrial or professional experience.

Where such entry profiles are approved they may be identified in programme promotional material such as the online Course-Finder tool at [www.salford.ac.uk/courses](http://www.salford.ac.uk/courses)

Whilst APL is applicable to taught programmes only, a research degree candidate's possession of higher entry qualifications than the minimum acceptable may be considered a factor in reducing their duration of study.

In addition to the entry requirements above, prospective candidates will also be expected to pass the BBC selection process.

## Progression from the Higher Apprenticeship in Broadcast Technology: Broadcast Engineering

The apprentice will be able to progress to further employment, self-employment or further study. With further experience, apprentices could move into roles such as Technologist or

Graduate Trainee Broadcast Engineer.

### **Further work based learning**

- BBC Level 7/8 Graduate Trainee Broadcast Engineer programme;
- Continuous Professional Development (CPD) within the job role attained;
- Relevant Professional Bodies sector specific training

### **Higher Education Progression**

Progression from the Higher Apprenticeship in Broadcast Technology should be articulated to the relevant Higher level programmes of learning. Apprentices can progress to higher or professional levels such as Masters Degrees or Level 7 Post Graduate awards in the relevant specialism.

For more information on Higher Education courses in creative and digital media and engineering related subjects, please see the UCAS website [www.ucas.ac.uk](http://www.ucas.ac.uk)

For further information on career progression within the Creative Industries, please go to <http://www.creativeskillset.org>

**UCAS points for this pathway: N/A**

## Employee rights and responsibilities

N/A

### Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

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

## How equality and diversity will be met

Representation of women varies greatly across the Creative Industries, from 50% in film production to just 6% in online content production. In technical roles, such as Broadcast Engineering the figure is around 20%, however for delivery roles within engineering teams, the figure is much lower, as most woman are in managerial or administrative roles within the teams. Black, Asian and Minority Ethnic (BAME) representation also varies greatly across the sectors, but on the whole equates to 6% of the workforce. However labour market intelligence shows representation of both groups is increasing, and one of the key objectives of the framework is to continue this trend.

The workforce, particularly those with the skills and knowledge in the field of broadcast engineering is ageing, with a widely accepted estimate that more than 45% of the current workforce are due to retire in the next 10-15 years: <http://www.theiabm.org/>

The broadcast industry, and particularly the BBC, have been encouraging recruitment of women into these roles through initiatives such as the BBC Academy Expert Women and from advertising on Women in Engineering STEM groups.

Through opening the technical roles to non-graduates, which were traditionally graduate entrant roles, to apprentices, it also hoped that this will break the cycle of graduate recruitment into the industry and remove some of the barriers to employment in the industry.

The Higher Apprenticeship framework aims to:

- Increase the diversity of the workforce to more accurately reflect society;
- Provide an alternative non-graduate entry route into the Creative Industries;
- Increase the Apprenticeship opportunities at Higher Levels in the Creative Industries footprint.

The BBC as the lead employer for the programme, will ensure that the recruitment process will have no adverse impact on applicants, and the BBC will monitor the social diversity of the Apprenticeship cohort post recruitment.

Employers/providers must be able to demonstrate their selection, recruitment and employment practices are in line with the Equality Act 2010 and there are no overt or covert discriminatory practices in relation to any of the following protected characteristics:

- age;
- disability;
- gender;
- gender reassignment;

- marriage and civil partnerships;
- pregnancy and maternity;
- race;
- religion or belief;
- sexual orientation.

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

For more details on research into the makeup 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/](http://www.creativeskillset.org/diversity/)

## On and off the job guided learning (England)

### Total GLH for each pathway

GLH does not apply to Higher Apprenticeship frameworks.

### Minimum off-the-job guided learning hours

N/A

### How this requirement will be met

N/A

### Minimum on-the-job guided learning hours

N/A

### How this requirement will be met

N/A

## Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

# Personal learning and thinking skills assessment and recognition (England)

## Summary of Personal Learning and Thinking Skills

N/A

### Creative thinking

N/A

### Independent enquiry

- N/A

### Reflective learning

- N/A

### Team working

N/A

### Self management

- N/A

### Effective participation

- N/A

# apprenticeship **FRAMEWORK**

For more information visit-  
[www.acecerts.co.uk/framework\\_library](http://www.acecerts.co.uk/framework_library)