

apprenticeship FRAMEWORK

Creative and Digital Media (England)

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Creative and Digital Media (England)

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Framework summary

Creative and Digital Media

Advanced Level Apprenticeship in Creative and Digital Media

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Creative and Digital Media

Competence qualifications available to this pathway:

- C1 - Level 3 Diploma in Creative and Digital Media Competence
- C2 - Level 3 Diploma in Creative and Digital Media

Knowledge qualifications available to this pathway:

- K1 - Level 3 Certificate for Creative iMedia
- K2 - BTEC Level 3 Certificate in Creative and Digital Media
- K3 - City and Guilds Level 3 Certificate in Media Techniques (QCF)

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Creative Skillset

The Apprenticeship sector for occupations in creative and digital media, broadcast, journalism, fashion and textiles, advertising and marketing communications, set crafts and photo imaging.

Issue number: 8	This framework includes:
Framework ID: FR02687	Level 3
Date this framework is to be reviewed by: 31/03/2016	This framework is for use in: England

Short description

The Advanced Apprenticeship in Creative and Digital Media is aimed at learners who are interested in developing a new set of skills needed by Creative Industries employers: a fusion of creativity, technology and business. Ranging from production and editing, to animation, camerawork, radio and photo imaging, the Advanced Apprenticeship delivers the skills required by employers to compete and progress in a digital world.

Contact information

Proposer of this framework

The employers and organisations proposing the framework include the BBC, Adobe, Apple Europe Ltd, Channel 4, Sony Business Europe, Channel M, Red Production, Lime Pictures and BECTU have proposed this framework.

Developer of this framework

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Revising a framework

Contact details

Who is making this revision: Nicole Suter
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Why this framework is being revised

This framework is being revised in line with SASE 2013 guidelines relating to multiple level frameworks.

Summary of changes made to this framework

Removal of the Level 4 Higher Apprenticeship pathway in Interactive Design and Development from the Creative and Digital Media framework, per SASE 2013 guidelines. The level 4 pathway is now a separate framework, Higher Apprenticeship in Interactive Design and Development.

Qualifications removed

Level 4 BTEC Diploma in Interactive Design and Development 600/8167/3

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

National Apprenticeship Service (NAS) - Statement on Apprenticeships Quality Definition

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 functional and 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 training 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 focussed job needs.

All apprentices commencing their Apprenticeship on or after the 6th April 2012, 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. 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.

Apprenticeships bring together individuals, who are motivated and working hard to develop themselves, and employers, investing in their own success but supporting a wider programme of social, environmental and economic value. To widen access, we will ensure clear progression routes into Apprenticeships, through to higher level skills development in further and higher education, taking into account the needs of all types of learners. The Advanced Apprenticeship in Creative and Digital Media superseded the Media Production Apprenticeship Pilot delivered in the north west of England with partners such as the BBC, Channel M, ITV Granada, Lime Pictures and the Red Production Company. Throughout the development process, Creative Skillset carried out ongoing consultation with employers and providers involved in the north west, plus all those who have expressed an interest elsewhere in England and Wales. The qualification components of the framework were developed with awarding organisations and industry experts, to ensure they met the needs of the changing world of the Creative Industries.

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 invention and technological innovation which is so distinctive of the UK's Creative Industries, and which underpins its competitive advantage – particularly with regards to the digital media industries of emerging economies.

Creative Skillset's Sector Skills Assessment for the Creative Media Industries in England (2011) highlighted that, in what is now a global economy, it can be difficult for smaller or even medium sized companies to keep up to date with technology and market developments to capitalise on globally driven opportunities. Indeed perhaps partly in response to this, the global picture in recent years has been one of market concentration with the emergence of large media multinationals (such as Sky and Sony) with broad and ever expanding interests across a number of sectors, genres and platforms. Secondly, it is known that both freelancers and small companies in relative terms find it more difficult to invest in skills development. All this emphasises the important role played by the public sector – working with the industry – to facilitate access to high quality information, advice and education and learning and development provision for the entire creative media workforce. Digital technologies are continually changing the ways in which media content is created, packaged, distributed, and consumed by audiences. For example, the Wii isn't just a gaming console, it is also a web browser and social networking tool; mobile phones aren't just used for conversations, but are digital cameras, voice recorders and mp3 players. The Creative Industries must stay ahead of the game and help the economy keep pace and grow.

Advanced apprentices must be able to hit the ground running with new ideas and a real understanding of what the industries need. Apprentices should be able to add value to the business, as soon as possible, and work with their employer to take advantage of new technologies. In return, employers will support, train and develop apprentices and provide them with invaluable experience to further develop their career in the Creative Industries. It is intended that this framework will allow employers in England to draw on a more diverse pool of talent that has traditionally been dominated by university graduates.

The Advanced Apprenticeship covers new entrant roles in a range of sectors, including:

- TV
- Archive
- Animation
- Interactive media
- Film
- Photo imaging
- Radio

Please note that both this framework may also be relevant to employers outside of Creative Industries - possibly those who have team members responsible for using digital technology for creative purposes.

Aims and objectives of this framework (England)

The aim for the framework is to attract and develop creative and digitally competent, work-ready apprentices, who are multi-skilled and can work across different technologies.

Objectives for this Apprenticeship framework:

- to provide a non-traditional route into the industries;
- to provide an entry route for underrepresented groups;
- to allow employers to add value to their organisations by bringing in new expertise, techniques and technologies;
- to provide the Creative Industries with a stream of motivated employees equipped with the digital, creative and business skills required for the future;
- to equip new entrants with the transferable soft and technical skills to undertake more varied and converging job roles;
- to provide flexible routes into a wide variety of job roles in the industries and into higher level training and education.

Creative Skillset will carry out ongoing monitoring and evaluation to assess the extent to which the Advanced Apprenticeship meet the above objectives. Employers will work with Creative Skillset as and when required to update the content of the framework in response to changes within the Creative Industries.

Entry conditions for this framework

New entrants in the Creative Industries must have an understanding and appreciation of different 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, which is a footprint in which freelancing is a common means of employment. Career success in these industries requires a strong passion for the subject area and an ability to network and confidently market personal skills and achievements.

The fundamental entry condition for the framework is the employer's and training provider's confidence in the candidate's ability to thrive and achieve their potential within the Apprenticeship. Employers are encouraged to get involved in the recruitment and selection stages, to ensure they get to know the apprentices before their employment. Depending on the qualification options chosen within the framework, the employer may stipulate further requirements for entry. For example, Camera Crew Assistants might be expected to carry heavy loads.

Candidates without prior qualifications may be able to demonstrate their prior skills and knowledge they have developed as a result of relevant employment or voluntary activities. However there is no specific qualifying period set as an entry condition.

Candidates wanting to become apprentices may be asked to demonstrate evidence of their skills and knowledge via a portfolio of past school/college work, a film, animation or piece of journalism created in their spare time, or via an interview. These types of evidence, especially in the form of e-portfolios, are highly valued by employers who will want to gain an understanding of the apprentice's talent and aptitude.

Qualifications which may provide a useful grounding include:

- GCSEs, A or AS Levels, or National Diplomas in media-related subjects; **OR**
- Qualifications from the Creative and Media Diploma; **OR**
- Vocational qualifications, such as the Level 2 or 3 Certificate in Preparing to Work in Creative Media; **OR**
- Qualifications from the Foundation Learning Curriculum are encouraged routes for progression, especially those which incorporate creative and digital skills development.

Please note - This list is not exhaustive and other qualifications may also be relevant to this apprenticeship. Processes exist to ensure that candidates with prior knowledge, qualifications and experience are not disadvantaged by having to repeat their learning. Training providers and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience.

There are some direct progression and credit transfer opportunities from particular vocational qualifications, such as the Level 2 or 3 Certificate in Preparing to Work in Creative Media.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Creative and Digital Media

Pathways for this framework at level 3

Pathway 1: Creative and Digital Media

Level 3, Pathway 1: Creative and Digital Media

Description of this pathway

Total minimum credit value for this pathway is 106 credits:

Competence qualification - 71 credits

Knowledge qualification - minimum 20 credits

Transferable Skills - 15 credits for English, Maths and ICT

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)
Production runner/assistant	Providing production assistance in film and TV, providing services to clients.
Post production runner	Providing post production assistance in film and TV, providing services to clients.
Broadcast assistant	Managing assets, logging, backing up data and liaising with the editor.
Archive assistant	Logging, cataloguing, shortlisting images into a database, adding metadata.
Animation assistant	Preparing 2D or 3D CGI or stop motion assets, preparing artwork as instructed, clean-up and breakdown.
Assistant to the camera crew	Providing assistance to crew during a shoot.
Junior researcher	Conducting research for film, TV, Interactive Media and Photo Imaging.
Web coordinator	Providing assistance for website administration.
Trainee/assistant photographer	Taking photographs to specification in various settings.
Digital assistant; Digital Design assistant; Digital Media assistant; Creative and Digital content assistant	These are new creative and digital media support roles with responsibilities such as: obtaining/creating assets; creating 2D animations/designs; creating web content/blogs; maintaining and editing content; use of social media, optimisation techniques and analysis tools to support business growth.
Production secretary	Preparing and distributing schedules, cast lists and scripts, and coordinating travel and accommodation.
Radio Broadcast Assistant	Radio broadcast assistants provide vital support in the development and day-to-day production of local and national radio. They give practical assistance to programme producers and presenters to ensure that shows run as smoothly as possible.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Diploma in Creative and Digital Media Competence					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/8357/0	OCR	71	460-560	N/A

C2 - Level 3 Diploma in Creative and Digital Media					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	500/9561/4	Pearson Edexcel	71	450-540	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Certificate for Creative iMedia					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/8389/2	OCR	24	200	N/A

Knowledge qualifications available to this pathway (cont.)

K2 - BTEC Level 3 Certificate in Creative and Digital Media					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/9772/6	Pearson	20	120	N/A

K3 - City and Guilds Level 3 Certificate in Media Techniques (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/9202/9	City & Guilds	21	180	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The qualification components have been designed to develop an understanding of the end to end production cycle, in relation to:

- Different platforms e.g. audio, visual, interactive and emerging technologies;
- Different genres e.g. entertainment, drama, news, sport, children's, features;
- Different formats e.g. live, studio, online, mobile technology.

Apprentices must complete one competence qualification - either C1 or C2 (awarded by either awarding organisation), and either one of the three knowledge qualifications- K1, K2 or K3. The competence qualifications have exactly the same units and contain 71 competence credits, and were developed by a working group comprising Creative Skillset, awarding organisations and industry experts. The three knowledge qualifications offer different, but complementary, units to the competence qualifications, and contain between 20 and 24 knowledge credits. These can be tailored as flexibly as the competence qualifications, to meet business needs and job roles. All qualifications provide credit transfer opportunities from other qualifications offered by the awarding organisations in question.

Due to the converging nature of the Creative Industries, there are no prescribed pathways through the qualifications. Advanced apprentices and employers will be able to tailor their framework, using combinations of units from a broad range of areas, including:

- Recording/editing journalistic material;
- Writing content for different platforms;
- Technical editing skills across different media;
- Technical skills in TV, interactive media and post production;
- Ideas development;
- Research;
- Story finding;
- Storytelling;
- Archiving;
- Digital animation;
- Understanding diverse audiences;
- Customer service;
- Team working;
- Communication and presentation;
- Pitching to employers;

- Exploiting converging technology;
- The digital end to end process;
- Project management;
- Craft and technical skills;
- Photo imaging;
- Employability;
- Working as a freelancer;
- Professional behaviour in Creative Media;
- Communicating using digital marketing;
- Manage audio material;
- Assist with radio productions.

When apprentices have achieved the knowledge and competence qualifications, they will be able to claim for their Advanced Apprenticeship completion certificate from the certifying body, Creative Skillset. From 1st March 2014, providers should upload version 2 of the ACE Apprentice Declaration and Authorisation form as part of the certification process. This can be downloaded directly from ACE: <http://acecerts.co.uk>

The units in the knowledge and competence qualifications are based on National Occupational Standards in Production for Film and TV; Radio Content Creation; Interactive Media; Broadcast Journalism; Camera; Design for Moving Image; Editing; Photo Imaging and Marketing and Sales. Further units will be developed in the future to reflect the needs of the industry, and these will be added to the qualifications.

N.B. Where job roles have been specified for this Advanced Apprenticeship, it should be borne in mind that in increasingly converged sectors, apprentices will very likely be trained in a varied range of skills from a number of traditional job roles. This is reflected in the flexibility of both the Competence and Knowledge Elements of the framework, for which any combination of the optional units is valid.

This Advanced Apprenticeship is also relevant to employers outside of the Creative Industries - possibly those who have team members responsible for using digital technology for creative purposes.

Those learners who have already achieved competence and/or knowledge qualifications before entry to the Advanced Apprenticeship must select options which will equip them with new skills and learning.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical 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 these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	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.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	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.

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)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	A	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 is a framework requirement. Please see above.

Progression routes into and from this pathway

Progression Into the Advanced Apprenticeship in Creative and Digital Media

There are no specific formal entry requirements into the Advanced Apprenticeship. The fundamental entry condition is the employer's and training provider's confidence in the

candidate's ability to thrive and achieve their potential within the Advanced Apprenticeship. Candidates without prior qualifications may be able to demonstrate their prior skills and knowledge they have developed as a result of relevant employment or voluntary activities; however, there is no specific qualifying period set as an entry condition.

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

Accredited prior learning

- GCSEs, A or AS Levels in media-related subjects; **OR**
- Qualifications from the Creative and Media Diploma; **OR**
- Vocationally related qualifications in media subjects e.g, BTECs in media production or OCR's Creative I Media qualifications; **OR**
- Qualifications from the Foundation Learning Curriculum are encouraged routes for progression, especially those which incorporate creative and digital skills development.

Please note - This list is not exhaustive and other qualifications may also be relevant to this apprenticeship. There are some direct progression and credit transfer opportunities from particular vocational qualifications, such as the Level 2 or 3 Certificate in Preparing to Work in Creative Media.

Non-accredited prior learning

Non accredited learning related to the Creative Industries may provide useful progression routes into the framework as it will demonstrate an interest in the area e.g. voluntary or unpaid employment in a Creative Industries role, and relevant training in areas such as creating content for the web, or making an animation or video.

Processes exist to ensure that candidates with prior knowledge, qualifications and experience are not disadvantaged by having to repeat their learning. Training providers and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience.

Progression routes from the Advanced Apprenticeship in Creative and Digital Media

The apprentice will be able to progress to further employment, self-employment or further study.

Progression into employment

With further experience, apprentices could move into the following roles; production assistant to researcher; production secretary to production coordinator; assistant to the camera crew to camera assistant; trainee photographer to photographer, digital assistant to web designer.

Freelancing is common with Creative Industries, so apprentices will need to consider this form of employment to progress their career. An integral part of training is the development of knowledge and skills to network and market personal skills and achievements. Apprentices will learn about the various sectors, and many will experience work with a number of employers (depending on local arrangements). In these very competitive industries, an individual cannot just have the right qualification, or just be really keen, or just have some experience behind them. They need **ALL** these things - and more. Every skill, piece of knowledge, training and personal attribute needs to be used, and demonstrated, to make them more employable than the next person.

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

Further Education progression opportunities include:

- Level 4 Higher Apprenticeship in Broadcast Production;
- Level 4 Higher Apprenticeship in Interactive Design and Development;
- Level 4 Higher Apprenticeship in Advertising and Marketing Communications;
- Higher National Certificates/Diplomas in interactive media, media, or photo imaging;
- Level 3 and 4 competence qualifications in radio, photo imaging, or craft and technical grades.

Higher Education progression opportunities include:

Foundation Degrees and Bachelor of Arts Degrees in subject such as:

- Film and TV Production;
- Media Production;
- Multi-media and Website Development;
- Radio Production;
- Photo Imaging.

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 Creative Industries related subjects, please see the UCAS website www.ucas.ac.uk

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

UCAS points for this pathway: N/A

Employee rights and responsibilities

Delivery and assessment

Relevant ERR outcomes must be delivered and assessed during induction programmes, organised by the provider and employer, and be specific to the occupational area and job role e.g. 'Can describe and work within their organisation's principles and codes of conduct.' Other outcomes must be delivered and assessed within the workplace at a later point, once the advanced apprentice has a better understanding of the environment e.g. 'Recognises and can form a view on issues of public concern that affect their organisation and industry'.

The Preparing to Work in Creative Media units (mandatory units in the competence qualification) are ideal ways of reiterating some of the ERR outcomes and these will be explained in the template provided by Creative Skillset.

Creative Skillset will provide a template which specifies the nine ERR outcomes and must be used to record achievement and evidence of each outcome. This template must be completed by the advanced apprentice, with their assessor and their employer, who should both spend time on-the-job and off-the-job to assess and record the achievement of the ERR outcomes. This template will be passed to the training provider for verification and submitted by the apprentice when applying for certification (the provider can facilitate this process on behalf of the apprentice also). For further detail on the signposting and documentation for ERR, please visit <http://www.creativeskillset.org/acdm>

For any other technical queries please email apprenticeships@creativeskillset.org

Certification Requirements for ERR

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new 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. Black, Asian and Minority Ethnic (BAME) representation also varies greatly across sectors but on the whole equates to 6% of the workforce. However, labour market intelligence shows representation of both groups increasing in most Creative Industries, and one of the key objectives of this framework is to continue this trend.

Historically, in many sectors, employers have expected new entrants to be educated to at least degree level and, as a result, there is a large pool of untapped talent. There also continues to be an oversupply of aspiring entrants (mostly graduates) and over 40% of the Creative Industries workforce have reported that they undertook unpaid work placements in order to gain employment; this presents a barrier to those individuals who cannot afford to work for free in order to gain employment. There is a great deal of buy-in from small and large media employers who are now using the Advanced Apprenticeship as an alternative entry route and a way to break down such barriers to employment.

The Advanced Apprenticeship in Creative and Digital Media aims to:

- Provide an alternative non-graduate entry route into the Creative Industries;
- Increase the diversity of the workforce to greater reflect wider society;
- Increase the Apprenticeship opportunities for the Creative Industries footprint.

There are no prescribed entry conditions to this framework so that inappropriate barriers to entry, which would impact negatively on equality and diversity, are not created.

Employers/providers must be able to demonstrate their selection, recruitment and employment practices are in line with the Equality Act 2010

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/> 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;
- or 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 communication materials, and other strategies and activities used to break down the barriers to entry and ensure a more diverse talent base. Creative Skillset is also marketing and communicating this framework to ensure consistency of message.

Creative Skillset is involved in a number of activities such as:

- Targeted training initiatives, used as a key tool in getting new talent from under-represented groups into the sectors;
- 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 who provide media training, support and information to people with disabilities;
- Supporting Group Training Associations (GTAs) across England that will connect training providers and employers in the regions to deliver Apprenticeships.
- Raising awareness of the under-representation of people with disabilities in the workforce by monitoring employment trends, identifying barriers to training and development, and sharing that information with partners.

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/

On and off the job guided learning (England)

Total GLH for each pathway

The minimum Guided Learning Hours (GLH) for the Advanced Apprenticeship in Creative and Digital Media is **750** hours. This includes

- the accredited on and off the job learning in the Knowledge and Competence qualifications;
- non-accredited on and off the job learning activity and;
- three Transferable Skills qualifications.

The minimum duration for the Advanced Apprenticeship is 15 months. The minimum GLH for the first 12 months of this Advanced Apprenticeship is **600** GLH. The apprentice is entitled to the remaining **150** GLH in the subsequent three months of delivery, and is entitled to a minimum of 280 GLH pro rata for any further 12 months of delivery. Regardless of how long the Advanced Apprenticeship takes, the minimum **750** hours of Guided Learning Hours must be met.

National Apprenticeship Service (NAS) Statement on Apprenticeship Quality Definition

The minimum hours of employment for an apprentice should be at least 30 hours per week. By exception, where the individual's circumstances or the particular nature of employment in a given sector makes this impossible, then an absolute minimum of 16 hours must be met. In such cases the duration of the Apprenticeship should be extended.

The duration of the Apprenticeship is expected to reflect that set out by employers in the relevant Apprenticeship Framework document, but at the very least must meet the minimum duration requirement announced by NAS. Learners aged 16-18 must spend a minimum of 12 months on the Apprenticeship programme. Learners aged 19 or over must spend at minimum of 12 months on the Apprenticeship unless relevant prior learning is recorded. Where this is the case, the Apprenticeship must not be for less than 6 months. Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice.

Minimum off-the-job guided learning hours

The minimum off-the-job GLH is **285 GLH** made up as follows:

- Edexcel or OCR or City and Guilds knowledge qualification - minimum 120 GLH;

- Transferable Skills qualifications - 135 GLH;
- Induction/enrichment activities - 15 GLH;
- Mentoring, progress reviews, pastoral care, signposting PLTS and ERR - 15 GLH.

The minimum off-the-job GLH for the first 12 months of this framework is **228 GLH** (based on a 15 month delivery). The apprentice is entitled to the remaining framework minimum of **57 GLH** in the subsequent three months of delivery (based on 15 months delivery) and is entitled to a minimum of 280 GLH pro rata for any further 12 months of delivery (a minimum of 30% of this must be off-the-job). If providers complete the framework in less than 15 months, they must still ensure that the total GLH for the framework are achieved and recorded.

How this requirement will be met

Off-the-job GLH take place away from the pressures of the workplace. Off-the-job GLH in this framework are covered by a number of accredited and non-accredited activities which should be used to ensure that the apprentice benefits from a rich learning experience throughout the framework.

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 advanced 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;
- Be delivered during contracted working hours.

Providers and employers are encouraged to deliver the GLH 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;
- 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.

Evidence of off-the-job GLH for apprentices:

- Edexcel Level 3 Certificate in Creative and Digital Media or OCR Level 3 Certificate in Creative iMedia or City and Guilds Level 3 Certificate in Media Techniques (QCF);
- Evidence of achievement of transferable skills;
- Reflective notes on induction, mentoring, reviews and pastoral care activities;
- Completion and sign-off of the ERR form;
- Completion and sign-off of the Personal Learning and Thinking Skills (PLTS) assessment form (PLTS are mapped into the mandatory competence units).

Minimum on-the-job guided learning hours

The minimum on-the-job GLH is **465 GLH** made up as follows:

- Minimum 450 GLH – Edexcel or OCR competence qualification;
- Minimum 15 GLH - Dedicated time spent with employer/mentor to enhance the apprentice's training; further delivery and assessment of ERR and PLTS, recording and verifying ERR and PLTS.

The minimum on-the-job GLH for the first 12 months is **372 GLH** (based on a 15 month delivery). The advanced apprentice is entitled to the remaining minimum of **93 GLH** in the subsequent three months of delivery (based on 15 months delivery) and is entitled to a minimum of 280 GLH pro rata in any further 12 months of delivery. If providers complete the framework in less than 15 months, they must still ensure that the total GLH for the framework are achieved and recorded.

How this requirement will be met

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

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, assessor, mentor or manager;
- Be delivered during contracted working hours.

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

- individual and group teaching;
- coaching;
- mentoring;
- e-learning and/or e-assessment;
- distance learning;
- feedback and assessment;
- collaborative/networked learning with peers;
- guided study;
- inductions;
- project work and set briefs.

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

Evidence of on-the-job GLH for apprentices

- Edexcel Level 3 Diploma in Creative and Digital Media or OCR Level 3 Diploma in Creative and Digital Media Competence;
- Reflective notes on induction, mentoring, reviews and pastoral care activities;
- Completion and sign-off of the ERR form;
- Completion and sign-off of the PLTS assessment form (PLTS are mapped into the mandatory competence units).

Certification Requirements for GLH

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the apprentice's Apprenticeship certificate. The new 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

The six Personal Learning and Thinking Skills (PLTS) have been signposted to mandatory units within the competence qualifications for apprentices. The assessment and achievement of the relevant mandatory units within the Competence (C1/C2) qualifications constitutes the achievement of PLTS for apprentices. Creative Skillset has produced 'Personal Learning and Thinking Skills - Signposting and Assessment Checklists', which include signposting between the PLTS and the relevant qualification units, plus an evidence checklist. These can be used by assessors to formally assess and record the achievement of PLTS, which will help to further embed the various skills.

Time has been allocated in the overall framework GLH (please see the GLH section of this document for each pathways GLH allocation) to allow for both ongoing dialogue between assessor and learner to review progress towards achievement and the final formal assessment of PLTS. Training providers must incorporate the PLTS appropriately into their delivery, and share this information with the apprentice and employer, so all parties are aware of the ways in which each PLTS is met. It is important that apprentices are introduced to PLTS during induction and for PLTS to be reiterated throughout delivery of the framework.

Awarding Organisations are not responsible for quality assuring the achievement of PLTS within their qualifications. When applying for certification, apprentices will be required by the 'certifying authority' to provide a record of successful demonstration of these skills via the submission of the completed 'Personal Learning and Thinking Skills - Signposting and Assessment Checklist' (the provider can facilitate this process on behalf of the apprentice also).

For further detail on the signposting and documentation for PLTS, please visit [http://www.skillset.org/qualifications/apprenticeships/Which Apprenticeship/article_9045_1.asp](http://www.skillset.org/qualifications/apprenticeships/Which_Apprenticeship/article_9045_1.asp)

For any other technical queries, please contact apprenticeships@creativeskillset.org

Certification Requirements for PLTS

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the apprentice's Apprenticeship certificate. The new 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.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways;
- Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through;
- Adapt ideas as circumstances change.

This PLTS is signposted to at least one of the mandatory units in the competence qualification. The assessment of the relevant unit/s should be used to demonstrate and evidence the achievement of this PLTS.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions;
- Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events;
- Support conclusions, using reasoned arguments and evidence.

This PLTS is signposted to at least one of the mandatory units in the competence qualification. The assessment of the relevant unit/s should be used to demonstrate and evidence the achievement of this PLTS.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism;
- Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

This PLTS is signposted to at least one of the mandatory units in the competence qualification. The assessment of the relevant unit/s should be used to demonstrate and evidence the achievement of this PLTS.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles;
- Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

This PLTS is signposted to at least one of the mandatory units in the competence qualification. The assessment of the relevant unit/s should be used to demonstrate and evidence the achievement of this PLTS.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

This PLTS is signposted to at least one of the mandatory units in the competence qualification. The assessment of the relevant unit/s should be used to demonstrate and evidence the achievement of this PLTS.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

This PLTS is signposted to at least one of the mandatory units in the competence qualification. The assessment of the relevant unit/s should be used to demonstrate and evidence the achievement of this PLTS.

Additional employer requirements

There are no additional employer requirements.

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org