

Technical Theatre: Lighting, Sound & Stage (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

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Creative and Cultural Skills

Apprenticeship Certificates
England

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Technical Theatre: Lighting, Sound & Stage (England)

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Framework information

Information on the Issuing Authority for this framework:

Creative and Cultural Skills

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

Issue number: 9	This framework includes:
Framework ID: FR03447	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 01/06/2016	This framework is for use in: England

Short description

The Technical Theatre Apprenticeship at Levels 2 and 3 has been designed with the help of employers to widen the pool of potential recruits into the industry and to provide them with the skills they need to progress within specialist areas : Lighting, Sound & Stage.

Intermediate Level

Level 2 apprentices on the Lighting Pathway will train as Assistant Lighting Electricians, Board / Console Operators, Followspot Operators or Lighting Maintenance Technicians. Apprentices on the Sound Pathway will train as Assistant Sound Technicians. Those taking the Stage pathway will train as Stage Technicians or Assistant Flymen.

Advanced Level

Level 3 apprentices on the Lighting Pathway will train as Senior Lighting Electricians / Deputy Heads of Lighting, Board / Console Operators, Lighting Technicians (or Lead Lighting Technicians) or Lighting Maintenance Supervisor / Managers. Apprentices on the Sound Pathway will train as Senior Sound Technicians. Those taking the Stage Pathway will train as Senior Stage Technicians or Head Flymen.

Contact information

Proposer of this framework

Creative & Cultural Skills has developed this framework with support from, key stakeholders, employers, training providers, industry bodies and awarding organisations.

Those involved include:

- Sadlers Wells
- Opera North
- Creative Concepts
- PLASA
- Skillscene
- The National Theatre
- Cameron Mackintosh Theatres

Developer of this framework

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Issuing Authority's contact details

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Issuer Email:	dawn.hillier@ccskills.org.uk

Revising a framework

Why this framework is being revised

This framework has been revised due to the addition of BIIAB competence and knowledge qualifications

Summary of changes made to this framework

- Addition of BIIAB competence and knowledge qualifications

Qualifications removed

None

Qualifications added

601/6165/6 BIIAB Level 2 Award in Principles of the Creative and Cultural Sector (QCF)

601/6169/3 BIIAB Level 3 Certificate in Principles of the creative and Cultural Sector (QCF)

601/6119/X BIIAB Level 2 Certificate in Technical Theatre Support: Sound, Light and Stage (QCF)

601/6120/6 BIIAB Level 3 Certificate in Technical Theatre: Sound, Light and Stage (QCF)

Qualifications that have been extended

None

Purpose of this framework

Summary of the purpose of the framework

An apprenticeship is a job with an accompanying skills development programme under an apprenticeship agreement designed by employers in the sector. It allows the apprentice to gain technical knowledge and a 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 practise and embed new skills in a real work context. This broader mix differentiates the apprenticeship from training delivered to meet narrowly focussed job needs.

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 industry.

Technical Theatre plays a vital role in creating the right ambiance for audiences to enjoy theatrical performances.

Employers have highlighted these back-stage and off-stage jobs as particularly challenging for recruitment because each job is highly specialised. Progression routes are also difficult and there is a need for support moving into supervisory roles as well as recognised qualifications which are both supported and recognised by employers.

Technical Theatre is part of the Performing Arts Industry which has around 5,500 businesses, employing 100,000 people. The Performing Arts Industry is growing rapidly and 30,000 skilled workers will be required in off stage/back stage roles by 2017 of which there is a forecast shortage of 6,000.

The Performing Arts Industry is part of the wider creative and cultural sector which is experiencing a number of challenges which need to be addressed if businesses are to attract new talent into the industry and develop the skills they need:

- over half of employers have recruitment issues because applicants lack experience, and about a quarter say that applicants lack the right specialist skills for the job
- Companies often recruit from the rich over-supply of general arts graduates and miss out on the wider pool of talent available from other areas of study or those without formal qualifications
- skills gaps in the current workforce can lead to loss of existing business through poor delivery or impossible pressure on the workforce and the need to find time and finance for training

- skills gaps include ICT, Marketing/Advertising and PR, Technical Skills, Business Development, Administration, Finance and Accounting, Digital Skills, Sales and Management
- management skills are required to manage complex creative organisations often 'not for profit' and a need for progression pathways to enable staff to progress quickly from practitioner, supervisor, manager and to CEO
- the industry is predominantly young and white; nearly 50% of the workforce is under 40 years of age, and evidence suggests that people drop out of the sector in significant numbers in their thirties and forties
- the availability of finance and the ability to support investment in skills is key to the development and growth of the industry. 90% of business in the Performing Arts are micro-businesses (employing less than 10 people) and ensuring sufficient finance is in place to support all aspects of the business can be challenging
- the consequence of a potential workforce that is highly qualified but skills deficient, is that businesses and employees in the industry and those wanting to work in the industry require re-skilling in specific areas to be adequately prepared for work, or to increase productivity for the sector itself. Funding for second level 3 or 4 qualifications is not always possible and thus the cost of such training falls either on the individual or the business providing the training.

This can be a huge burden on venues within in the industry as they are generally small and – more than the UK as a whole – are likely to be self-employed or freelancers. This can put great strain on the ability for businesses to fund and provide training for their staff.

Amongst the future skills needs for the creative and cultural sector are:

- Administrative skills
- Business skills
- Creative expertise
- Digital skills
- Finance/ accounting
- Foreign language skills
- Freelance Skills
- Fundraising
- ICT skills
- Management
- Marketing
- Online skills
- Teaching skills

Employers are keen to increase the level of work based learning in order to change the culture of graduate recruitment to the Industry. They have helped to design the qualifications in this Level 2 and 3 Apprenticeship programme to ensure that it meets their current and future skills needs and at the same time, meets the requirements of the Specification of Apprenticeship Standards for England.

Depending on the qualification pathway taken, a Level 2 Intermediate Apprentice will train as;

Pathway 1 - Technical Theatre Support (Lighting)

Lighting Technician Assistants, Assistant Electrician, Board / Console Operator, Followspot Operator, Maintenance Technician.

Pathway 2 - Technical Theatre Support (Sound)

Assistant Sound Technician

Pathway 3 - Technical Theatre Support (Stage)

Stage Technician, Flyman.

Depending on the pathway taken, a Level 3 Advanced Apprentice will train as;

Pathway 1 - Technical Theatre (Lighting)

Lighting Technician (or Lead Lighting Technician), Senior Electrician / Deputy Head of Electrics, Board / Console Operator, Maintenance Supervisor / Manager

Pathway 2 - Technical Theatre (Sound)

Senior Sound Technician

Pathway 3 - Technical Theatre (Stage)

Senior Stage Technician, Head Flyman

Aims and objectives of this framework (England)

The aim of this framework is to provide a work based entry route to attract new people into Technical Theatre from a wide range of backgrounds and to provide a career pathway within Technical Theatre and the Performing Arts.

Objectives of this framework are to:

1. provide a flexible work based entry route to attract a wider range of applicants into Technical Theatre;
2. increase and strengthen the technical and specialist knowledge and skills in the sector;
3. provide a progression route into management to improve management and leadership skills and to facilitate career progression across the sector.
4. provide micro businesses, which account for 90% of businesses in the sector with access to a quality work based training and development programme to increase business productivity and efficiency.

Entry conditions for this framework

Employers are looking to widen the pool of potential recruits into Technical Theatre to enable individuals to get their foot in the door of the industry and create an alternative entry route. Employers are particularly interested in those who:

- show a keen interest in working in backstage roles (Lighting, Sound or Stage)
- who understand the importance of working in teams and are willing to work shifts

Please note: technician roles often require manual handling and may also involve working at height and in cramped conditions.

Applicants may have prior experience or qualifications in any of the creative industries or technical support roles, supported by a portfolio of evidence, but this is not mandatory as training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability. Programmes will then be tailored to meet individual needs, recognising prior qualifications and experience.

Level 2

Title for this framework at level 2

Technical Theatre Support

Pathways for this framework at level 2

- Pathway 1: Technical Theatre Support (Lighting)
- Pathway 2: Technical Theatre Support (Sound)
- Pathway 3: Technical Theatre Support (Stage)

Level 2, Pathway 1: Technical Theatre Support (Lighting)

Description of this pathway

Technical Theatre Support (Lighting)

Total Credits: **50**

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)
Assistant Lighting Technician	Under supervision, installs all electrical equipment for a live performance. Sets up stage electrics and effects. Performs checks on electrical equipment and provides support during the live performance. Involves some working at height; focussing, rigging, providing cues during a performance.
Board/Console Operator	The board operator supports the lighting designer to programme (or plot) the control system (board), either the light board or audio mixing console and will operate it during a live performance. In some venues, Assistant Technicians may also operate the board (console).
Followspot Operator	Carries out many of the tasks of an Assistant Lighting Technician. In addition, operates the followspot during a live performance. Involves working at height, using access equipment.
Lighting Maintenance Technician	Uses tools and equipment for construction and maintenance within in the venue. Carries out all maintenance duties safely. In some venues, an Assistant Electrician may be also required to perform maintenance duties.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Certificate in Technical Theatre Support: Sound, Light and Stage					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5012/9	SQA	25	158	N/A
C1b	601/5274/6	AIM Awards	25	161	N/A
C1c	601/6119/X	BIIAB	25	161	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Award in Principles of the Creative and Cultural Sector					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/4926/7	SQA	10	55	N/A
K1b	601/5178/X	AIM Awards	10	55	N/A
K1c	601/6165/6	BIIAB	10	55	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Level 2 Award in Principles of the Creative and Cultural Sector

The mandatory units for the Level 2 Award in Principles of the Creative and Cultural Sector have been developed in response to employer demand for a qualification which aids transferability of knowledge across the creative and cultural sector. The qualification provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Technical Theatre (Lighting) in order to meet the requirements of this framework.

This means that learners on the Technical Theatre endorsed pathway must achieve the following:

Mandatory units:

- Understand Features of the Creative and Cultural Industry - 3 credits
- Principles of Developing Creative and Cultural Ideas - 2 credits
- Principles of technical and production developments in the live arts - 3 credits

And a minimum of one of the following optional units:

- Awareness of health and safety in the creative and cultural sector - 2 credits
- Principles of keeping up to date with trends and developments within the arts - 2 credits
- Deliver customer service - 2 credits

Completion of the specified units within the qualification achieves 10 credits worth of knowledge coverage, required by the SASE.

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 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 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 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:

Information Technology is included as a mandatory skill.

Progression routes into and from this pathway

Progression into the Level 2 Intermediate Apprenticeship in Technical Theatre Support: Lighting, Sound & Stage:

This will be from a variety of routes including:

- Studies that have included the arts
- Young Apprenticeship Programme
- (14 – 19) Creative & Media Diploma
- Work or work experience - including a portfolio of evidence
- General or vocational qualifications related to or relevant for the creative and cultural industries

Progression from the Level 2 Intermediate Apprenticeship:

- Level 3 (Advanced) Apprenticeship in Technical Theatre; Lighting, Sound & Stage
- Other apprenticeship frameworks in the creative and cultural family including: Live Events and Promotion, Community Arts
- (14 – 19) Diploma in Creative and Media at Higher or Advanced Level
- General or vocational qualifications related to or relevant for the creative and cultural industries

Jobs

Specific roles that might lead on from this pathway include:

- Assistant Lighting Electrician
- Board/Console Operator
- Followspot Operator
- Lighting Maintenance Technician

Following a period of working within the same role and the development of additional skills either at a higher level or at the same level; Assistant Sound Technician, Stage Technician, Flyman, Senior Electrician / Deputy Head of Electrics, Board Console Operator, Lighting Technician (or Leading Technician), Lighting Maintenance Supervisor / Manager, Senior Sound Technician, Senior Stage Technician, Head Flyman.

And with further development and training, potential jobs may include, for example, a Technical Manager or Stage Manager.

FE/HE

- After further development and training, learners could take higher level qualifications for example HND/HNC Theatre Electrics or a Foundation degree in Technical Theatre.
- Other higher level vocational qualifications related to or relevant for the creative and cultural industries.

For an insight into jobs as lighting technicians and general careers in the creative and cultural industries visit: <http://www.creative-choices.co.uk/>

Level 2, Pathway 2: Technical Theatre Support (Sound)

Description of this pathway

Technical Theatre Support (Sound)

Total Credits: **50**

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

None in addition to the general entry requirements

Job title(s)	Job role(s)
Assistant Sound Technician	Works with the sound designer and other technicians to plan sound requirements for a live performance. Carries out maintenance, pre show checks of sound equipment including radio mics, pre-recorded sound effects. Provides amplified sound during the performance. Involves manual handling.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Certificate in Technical Theatre Support: Sound, Light and Stage					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5012/9	SQA	25	158	N/A
C1b	601/5274/6	AIM Awards	25	161	N/A
C1c	601/6119/X	BIIAB	25	161	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Award in Principles of the Creative and Cultural Sector					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/4926/7	SQA	10	55	N/A
K1b	601/5178/X	AIM Awards	10	55	N/A
K1c	601/6165/6	BIIAB	10	55	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Level 2 Award in Principles of the Creative and Cultural Sector

The mandatory units for the Level 2 Award in Principles of the Creative and Cultural Sector have been developed in response to employer demand for a qualification which aids transferability of knowledge across the creative and cultural sector. The qualification provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Technical Theatre (Sound) in order to meet the requirements of this framework.

This means that learners on the Technical Theatre endorsed pathway must achieve the following:

Mandatory units:

- Understand Features of the Creative and Cultural Industry - 3 credits
- Principles of Developing Creative and Cultural Ideas - 2 credits
- Principles of technical and production developments in the live arts - 3 credits

And a minimum of one of the following optional units:

- Awareness of health and safety in the creative and cultural sector - 2 credits
- Principles of keeping up to date with trends and developments within the arts - 2 credits
- Deliver customer service - 2 credits

Completion of the specified units within the qualification achieves 10 credits worth of knowledge coverage, required by the SASE.

Employee rights and responsibilities

Delivery and assessment of ERR

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

ERR will be covered through an ERR workbook and relevant induction activity to ensure that the apprentice knows and understands each of the nine national outcomes for ERR as follows:

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

The ERR workbook can be downloaded from ccskills.org.uk/supporters/employer-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook

Education providers should ensure that evidence of achievement of either the ERR workbook sign off sheet or a certificate for a relevant qualification are maintained for audit purposes.

From 1st March 2014, providers should use Version 3 of the ACE Apprentice Declaration and Authorisation form as part of the certification request process. This can be downloaded directly from ACE: <http://acecerts.co.uk>

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.

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 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 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 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)	1	5
GCSE qualification in ICT (with enhanced functional content)	E	N/A
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or... *	1	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)

Information Technology is included as a mandatory skill.

Progression routes into and from this pathway

Progression into the Level 2 Intermediate Apprenticeship in Technical Theatre Support: Lighting, Sound & Stage

This will be from a variety of routes including:

- Studies that have included the arts
- Young Apprenticeship Programme
- (14 – 19) Creative & Media Diploma
- Work or work experience - including a portfolio of evidence
- General or vocational qualifications related to or relevant for the creative and cultural industries

Progression from the Level 2 Intermediate Apprenticeship:

- Level 3 (Advanced) Apprenticeship in Technical Theatre; Lighting & Sound Stage
- Other apprenticeship frameworks in the creative and cultural family including: Live Events and Promotion and Community Arts
- (14 – 19) Diploma in Creative and Media at Higher or Advanced Level
- General or vocational qualifications related to or relevant for the creative and cultural industries

Jobs

Specific roles which might lead on from this pathway include:

- Assistant Sound Technician

Following a period of working within the same role and the development of additional skills either at a higher level or at the same level; Assistant Electrician, Board / Console Operator, Followspot Operator, Stage Technician, Flyman, Senior Electrician / Deputy Head of Electrics, Lighting Technician (or Leading Technician), Maintenance Supervisor / Manager, Senior Sound Technician, Senior Stage Technician, Head Flyman,

And with further development and training, potential jobs may include, for example, a Technical Manager or Stage Manager.

... Technical Theatre: Lighting, Sound & Stage (England)
..... level 2
..... Pathway 2

FE/HE

After further development and training, learners could take higher level qualifications for example HND/HNC Theatre Electrics or a Foundation degree in Technical Theatre. Other higher level vocational qualifications related to or relevant for the creative and cultural industries

For an insight into jobs as lighting technicians and general careers in the creative and cultural industries visit: <http://www.creative-choices.co.uk/>

Employee rights and responsibilities

Delivery and assessment of ERR

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

ERR will be covered through an ERR workbook and relevant induction activity to ensure that the apprentice knows and understands each of the nine national outcomes for ERR as follows:

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

The ERR workbook can be downloaded from ccskills.org.uk/supporters/employer-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook

Education providers should ensure that evidence of achievement of either the ERR workbook sign off sheet or a certificate for a relevant qualification are maintained for audit purposes.

From 1st March 2014, providers should use Version 3 of the ACE Apprentice Declaration and Authorisation form as part of the certification request process. This can be downloaded directly from ACE: <http://acecerts.co.uk/>

Level 2, Pathway 3: Technical Theatre Support (Stage)

Description of this pathway

Technical Theatre Support (Stage)

Total Credits: **50**

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

None in addition to the general entry requirements

Job title(s)	Job role(s)
Stage Technician	Involves setting up the stage for a live performance; getting in, setting up equipment and getting out, loading / unloading and manual handling safely. Prepares and operates equipment during rehearsals and a live performance eg. Flying and special effects equipment.
Assistant Flyman	Under supervision, prepares flying and lifting equipment and components for use in a live performance. This may include; using chain hoists, operation of automated winches and will involve manual handling.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Certificate in Technical Theatre Support: Sound, Light and Stage					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5012/9	SQA	25	158	N/A
C1b	601/5274/6	AIM Awards	25	161	N/A
C1c	601/6119/X	BIIAB	25	161	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Award in Principles of the Creative and Cultural Sector					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/4926/7	SQA	10	55	N/A
K1b	601/5178/X	AIM Awards	10	55	N/A
K1c	601/6165/6	BIIAB	10	55	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Level 2 Award in Principles of the Creative and Cultural Sector

The mandatory units for the Level 2 Award in Principles of the Creative and Cultural Sector have been developed in response to employer demand for a qualification which aids transferability of knowledge across the creative and cultural sector. The qualification provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Technical Theatre (Stage) in order to meet the requirements of this framework.

This means that learners on the Technical Theatre endorsed pathway must achieve the following:

Mandatory units:

- Understand Features of the Creative and Cultural Industry - 3 credits
- Principles of Developing Creative and Cultural Ideas - 2 credits
- Principles of technical and production developments in the live arts - 3 credits

And a minimum of one of the following optional units:

- Awareness of health and safety in the creative and cultural sector - 2 credits
- Principles of keeping up to date with trends and developments within the arts - 2 credits
- Deliver customer service - 2 credits

Completion of the specified units within the qualification achieves 10 credits worth of knowledge coverage, required by the SASE.

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 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 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 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)	1	5
GCSE qualification in ICT (with enhanced functional content)	E	N/A
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or... *	1	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)

Information Technology is included as a mandatory skill.

Progression routes into and from this pathway

Progression into the Level 2 Intermediate Apprenticeship in Technical Theatre Support: Lighting, Sound & Stage

This will be from a variety of routes including:

- Studies that have included the arts
- Young Apprenticeship Programme
- (14 – 19) Creative & Media Diploma
- Work or work experience - including a portfolio of evidence
- General or vocational qualifications related to or relevant for the creative and cultural industries

Progression from the Level 2 Intermediate Apprenticeship:

- Level 3 (Advanced) Apprenticeship in Technical Theatre; Lighting, Sound & Stage
- Other apprenticeship frameworks in the creative and cultural family including: Live Events and Promotion, Community Arts, Music Business
- (14 – 19) Diploma in Creative and Media at Higher or Advanced Level
- General or vocational qualifications related to or relevant for the creative and cultural industries

Jobs

Specific roles which may lead on from this pathway include:

- Stage Technician
- Assistant Flyman

Following a period of working within the same role and the development of additional skills either at a higher level or at the same level; Assistant Sound Technician, Senior Electrician / Deputy Head of Electrics, Board / Console Operator, Lighting Technician (or Leading Technician), Maintenance Supervisor / Manager, Senior Sound Technician, Senior Stage Technician, Head Flyman.

And with further development and training, potential jobs may include, for example, a Technical Manager or Stage Manager.

FE/HE

- After further development and training, learners could take higher level qualifications for example HND/HNC Theatre Electrics or a Foundation degree in Technical Theatre.
- Other higher level vocational qualifications related to or relevant for the creative and cultural industries

For an insight into jobs as lighting technicians and general careers in the creative and cultural industries visit: <http://www.creative-choices.co.uk/>

Employee rights and responsibilities

Delivery and assessment of ERR

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

ERR will be covered through an ERR workbook and relevant induction activity to ensure that the apprentice knows and understands each of the nine national outcomes for ERR as follows:

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

The ERR workbook can be downloaded from ccskills.org.uk/supporters/employer-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook

Education providers should ensure that evidence of achievement of either the ERR workbook sign off sheet or a certificate for a relevant qualification are maintained for audit purposes.

From 1st March 2014, providers should use Version 3 of the ACE Apprentice Declaration and Authorisation form as part of the certification request process. This can be downloaded directly from ACE: <http://acecerts.co.uk/>

Level 3

Title for this framework at level 3

Technical Theatre

Pathways for this framework at level 3

- Pathway 1: Technical Theatre (Lighting)
- Pathway 2: Technical Theatre (Sound)
- Pathway 3: Technical Theatre (Stage)

Level 3, Pathway 1: Technical Theatre (Lighting)

Description of this pathway

Technical Theatre (Lighting)

Total Credits **60**

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

There are no additional requirements other than the general entry requirements

Job title(s)	Job role(s)
Lighting Technician or Lead Lighting Technician	Works with the lighting designer and director to plan lighting requirements for a live performance. Sources lighting/special effects equipment, supervises the operation of lighting control systems, operates lighting for a live performance, checking control systems and health & safety.
Production Technician/Senior Production Technician	Plans and oversees the maintenance of production items and equipment. Supervises the installation and use of electrical equipment during a live performance. In some venues, may be responsible for the provision of resources/scheduling of staff and maintenance, budgeting, production schedules.
Board/Console Operator	The board operator works with the lighting designer and is responsible for the programming (or plotting) of the control system (board). This could be either the light board or audio mixing console during a live performance.
Lighting Maintenance Supervisor / Manager	Plans and oversees the maintenance of production items and equipment for a performance. Ensures all maintenance duties are carried out safely. Supervises the installation and use of electrical equipment during a live performance.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Certificate in Technical Theatre: Sound, Light and Stage					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5136/5	SQA	30	147	N/A
C1b	601/5275/8	AIM Awards	30	148	N/A
C1c	601/6120/6	BIIAB	30	148	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Principles of the Creative and Cultural Sector					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/4924/3	SQA	15	94	N/A
K1b	601/5181/X	AIM Awards	15	119	N/A
K1c	601/6169/3	BIIAB	15	119	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Level 3 Certificate in Principles of the Creative and Cultural Sector

The mandatory Units for the Level 3 Certificate in Principles of the Creative and Cultural Sector have been developed in response to employer demand for a qualification which aids transferability of knowledge across the creative and cultural sector. The qualification contains provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Technical Theatre (Lighting) in order to meet the requirements of this framework.

This means that learners on the Technical Theatre endorsed pathway must achieve the following:

Mandatory units

- Understand the Creative and Cultural Industry - 4 credits
- Principles of personal responsibilities and how to develop and evaluate own performance at work - 4 credits
- Principles of technical and production developments in the live arts - 3 credits

And a minimum of 4 credits from the following optional units:

- Principles of project management- 2 credits
- Awareness of health and safety in the creative and cultural sector- 2 credits
- Principles of team leading - 5 credits

Achievement of the specified units within the qualification exceed the 10 credits worth of knowledge coverage, required by the SASE.

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 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 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 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)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	N/A
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 included as a mandatory skill.

Progression routes into and from this pathway

Progression into the Level 3 Advanced Apprenticeship in Technical Theatre: Lighting, Sound & Stage

This can be from a variety of routes including:

- Intermediate Apprenticeship in Technical Theatre Support: Lighting, Sound & Stage
- (14 – 19) Diploma in Creative and Media at Higher or Advanced Level
- General or vocational qualifications related to or relevant for the creative and cultural industries

Progression from the Advanced Apprenticeship

Jobs

Specific roles which might lead on from this pathway include:

- Lighting Technician (or Lead Lighting Technician)
- Senior Lighting Electrician / Deputy Head of Lighting
- Board / Console Operator
- Lighting Maintenance Technician / Manager

Following a period of working within the same role and the development of additional skills either at a higher level or at the same level; Senior Sound Technician, Senior Stage Technician, Head Flyman.

And with further development and training, potential jobs may include, for example, a Technical Manager or Stage Manager.

FE/HE

For those who wish to continue their development of skills and qualifications beyond Level 3, opportunities exist to undertake higher qualifications as follows:

- HND/HNC Theatre Electrics
- After further development and training possibly a Foundation degree in Technical Theatre
- Level 4/5 qualifications in Management
- Other vocational qualifications related to or relevant for the creative and cultural industries

For an insight into jobs as lighting technicians and for general information visit:

<http://www.creative-choices.co.uk>

UCAS points for this pathway: N/A

Employee rights and responsibilities

Delivery and assessment of ERR

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

ERR will be covered through an ERR workbook and relevant induction activity to ensure that the apprentice knows and understands each of the nine national outcomes for ERR as follows:

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

The ERR workbook can be downloaded from ccskills.org.uk/supporters/employer-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook

Education providers should ensure that evidence of achievement of either the ERR workbook sign off sheet or a certificate for a relevant qualification are maintained for audit purposes.

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Level 3, Pathway 2: Technical Theatre (Sound)

Description of this pathway

Technical Theatre (Sound)

Total Credits: **60**

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

There are no additional requirements other than the general entry requirements

Job title(s)	Job role(s)
Senior Sound Technician	Works with the director, sound designer and technicians to plan sound requirements for a live performance. Supervises the getting in, setting up and getting out within the venue. Oversees sound operation during the performance and may mix live sound and supervises the maintenance of equipment.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Certificate in Technical Theatre: Sound, Light and Stage					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5136/5	SQA	30	147	N/A
C1b	601/5275/8	AIM Awards	30	148	N/A
C1c	601/6120/6	BIIAB	30	148	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Principles of the Creative and Cultural Sector					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/4924/3	SQA	15	94	N/A
K1b	601/5181/X	AIM Awards	15	119	N/A
K1c	601/6169/3	BIIAB	15	119	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Level 3 Certificate in Principles of the Creative and Cultural Sector

The mandatory Units for the Level 3 Certificate in Principles of the Creative and Cultural Sector have been developed in response to employer demand for a qualification which aids transferability of knowledge across the creative and cultural sector. The qualification contains provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Technical Theatre (Lighting) in order to meet the requirements of this framework.

This means that learners on the Technical Theatre endorsed pathway must achieve the following:

Mandatory units

- Understand the Creative and Cultural Industry - 4 credits
- Principles of personal responsibilities and how to develop and evaluate own performance at work - 4 credits
- Principles of technical and production developments in the live arts - 3 credits

And a minimum of 4 credits from the following optional units:

- Principles of project management- 2 credits
- Awareness of health and safety in the creative and cultural sector- 2 credits
- Principles of team leading - 5 credits

Achievement of the specified units within the qualification exceed the 10 credits worth of knowledge coverage, required by the SASE.

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 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 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 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)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	N/A
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 included as a mandatory skill.

Progression routes into and from this pathway

Progression into the Level 3 Advanced Apprenticeship in Technical Theatre: Lighting, Sound & Stage

This can be from a variety of routes including:

- Intermediate Apprenticeship in Technical Theatre Support: Lighting, Sound & Stage
- (14 – 19) Diploma in Creative and Media at Higher or Advanced Level
- General or vocational qualifications related to or relevant for the creative and cultural industries

Progression from the Advanced Apprenticeship

Jobs

Specific roles which might lead on from this pathway include:

- Senior Sound Technician

Following a period of working within the same role and the development of additional skills either at a higher level or at the same level; Senior Stage Technician, Head Flyman, Senior Electrician / Deputy Head of Electrics, Board / Console Operator, Lighting Technician (or Lead Lighting Technician), Maintenance Supervisor / Manager.

And with further development and training, potential jobs may include, for example, a Technical Manager or Stage Manager.

FE/HE

For those who wish to continue their development of skills and qualifications beyond Level 3, opportunities exist to undertake higher qualifications as follows:

- HND/HNC Theatre Electrics
- After further development and training possibly a Foundation degree in Technical Theatre
- Level 4/5 qualifications in Management
- Other vocational qualifications related to or relevant for the creative and cultural industries

For an insight into jobs as lighting technicians and for general information visit:

<http://www.creative-choices.co.uk>

UCAS points for this pathway: *(no information)*

Employee rights and responsibilities

Delivery and assessment of ERR

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

ERR will be covered through an ERR workbook and relevant induction activity to ensure that the apprentice knows and understands each of the nine national outcomes for ERR as follows:

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

The ERR workbook can be downloaded from ccskills.org.uk/supporters/employer-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook

Education providers should ensure that evidence of achievement of either the ERR workbook sign off sheet or a certificate for a relevant qualification are maintained for audit purposes.

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Level 3, Pathway 3: Technical Theatre (Stage)

Description of this pathway

Technical Theatre (Stage)

Total Credits **60**

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

There are no additional requirements other than the general entry requirements

Job title(s)	Job role(s)
Senior Stage Technician	Sources materials and equipment for sets. Supervises the getting in and getting out, ensuring loads are handled safely. Working with others, oversees the set up and operation of special effects equipment during rehearsals and the live performance.
Head Flyman	Supervises the preparation and operation of flying equipment for use during a live performance. In some venues, may be required to create lifting plans and order supplies.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Certificate in Technical Theatre: Sound, Light and Stage					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5136/5	SQA	30	147	N/A
C1b	601/5275/8	AIM Awards	30	148	N/A
C1c	601/6120/6	BIIAB	30	148	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Principles of the Creative and Cultural Sector					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/4924/3	SQA	15	94	N/A
K1b	601/5181/X	AIM Awards	15	119	N/A
K1c	601/6169/3	BIIAB	15	119	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Level 3 Certificate in Principles of the Creative and Cultural Sector

The mandatory Units for the Level 3 Certificate in Principles of the Creative and Cultural Sector have been developed in response to employer demand for a qualification which aids transferability of knowledge across the creative and cultural sector. The qualification contains provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Technical Theatre (Lighting) in order to meet the requirements of this framework.

This means that learners on the Technical Theatre endorsed pathway must achieve the following:

Mandatory units

- Understand the Creative and Cultural Industry - 4 credits
- Principles of personal responsibilities and how to develop and evaluate own performance at work - 4 credits
- Principles of technical and production developments in the live arts - 3 credits

And a minimum of 4 credits from the following optional units:

- Principles of project management- 2 credits
- Awareness of health and safety in the creative and cultural sector- 2 credits
- Principles of team leading - 5 credits

Achievement of the specified units within the qualification exceed the 10 credits worth of knowledge coverage, required by the SASE.

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 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 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 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)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	N/A
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 included as a mandatory skill.

Progression routes into and from this pathway

Progression into the Level 3 Advanced Apprenticeship in Technical Theatre, Lighting, Sound, Stage

This can be from a variety of routes including:

- Intermediate Apprenticeship in Technical Theatre
- (14 – 19) Diploma in Creative and Media at Higher or Advanced Level
- General or vocational qualifications related to or relevant for the creative and cultural industries

Progression from the Advanced Apprenticeship

Jobs

Specific roles that would lead on from this pathway include:

- Stage Technician
- Flyman

Following a period of working within the same role and the development of additional skills either at a higher level or at the same level: Lighting Technician (or Lead Lighting Technician), Senior Electrician / Deputy Head of Electrics, Board Console Operator, Maintenance Supervisor / Manager, Senior Sound Technician, Senior Stage Technician, Head Flyman.

And with further development and training, potential jobs may include, for example, a Technical Manager or Stage Manager.

FE/HE

For those who wish to continue their development of skills and qualifications beyond Level 3, opportunities exist to undertake higher qualifications as follows:

- HND/HNC Theatre Electrics
- After further development and training possibly a Foundation degree in Technical Theatre
- Level 4/5 qualifications in Management
- Other vocational qualifications related to or relevant for the creative and cultural

industries

For an insight into jobs as lighting technicians and for general information visit:
<http://www.creative-choices.co.uk>

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

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

ERR will be covered through an ERR workbook and relevant induction activity to ensure that the apprentice knows and understands each of the nine national outcomes for ERR as follows:

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

The ERR workbook can be downloaded from ccskills.org.uk/supporters/employer-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook

Education providers should ensure that evidence of achievement of either the ERR workbook sign off sheet or a certificate for a relevant qualification are maintained for audit purposes.

From 1st March 2014, providers should use Version 3 of the ACE Apprentice Declaration and Authorisation form as part of the certification request process. This can be downloaded directly from ACE: <http://acecerts.co.uk/>

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

How equality and diversity will be met

Although the figures vary by region, overall the creative and cultural sector is predominantly white (93%), nearly half of the workforce is under 40 years of age, male and female representation is 60/40% and around 13% have a disability.

Likely reasons for these imbalances are:

- a lack of identifiable career progression routes in the industry to date
- tendency within the sector for new recruits to start on no or low wages for up to two years in some instances means that opportunities for people from disadvantaged socio-economic backgrounds can be limited
- the industry has a history of graduate entry which might deter those without a degree from applying
- the history of graduate entry means that those recruiting may automatically seek graduates even for entry level roles and this is the culture of graduate bias during recruitment which we hope this framework will begin to address.

In order to counteract some of these issues, awareness of careers in Technical Theatre and other creative and cultural industries is being raised through:

- actively challenging the culture of unpaid work experience which dominates the creative and cultural industries and creating better choices for more people. Creative Apprenticeships were a brand new alternative route into the creative industries, one based on ability and potential rather than academic track record or social background and contacts. We built a ground swell of support through targeted engagement and campaigning activity in order to demonstrate how apprenticeships could work for learners and employers alike.
- the (14-19) Diploma in Creative and Media and the Young Apprenticeship Programme in Art and Design or Performing Arts, which has been raising awareness in schools
- Creative Choices careers website offers careers information and advice, listings for training, case studies about working in the industry, access to networks and mentoring - <http://www.creative-choices.co.uk/>

Apprenticeships are seen as a vital route to encourage and facilitate, a greater diversity of individuals into the industry in order to challenge graduate bias at the point of entry. Entry conditions to this framework, therefore, are extremely flexible and mentoring has been included to offer additional support and increase the chances of apprentices successfully completing the Apprenticeship.

Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the

Industry, using the protected characteristics of:

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnerships
6. Pregnancy and maternity
7. Race
8. Religion and Belief
9. Sexual orientation

Download the Equality Act 2010 Guidance here:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

Creative & Cultural Skills will monitor take up and achievement of all Apprenticeships through its employer led Qualifications and Apprenticeships Group and take steps to address any barriers to take up and achievement as part of our Sector Qualifications Strategy.

On and off the job guided learning (England)

Total GLH for each pathway

National Apprenticeship Service (NAS) Statement on Apprenticeship Quality

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.

Total on and off the job Guided learning Hours

LEVEL 2 (the average time to complete the Level 2 is 15 months)

Pathway 1 (Lighting) Total GLH is 438

Pathway 2 (Sound) Total GLH is 438

Pathway 3 (Stage) Total GLH is 438

LEVEL 3 (the average time to complete the Level 3 is 18 months)

Pathway 1 (Lighting) Total GLH is 466

Pathway 2 (Sound) Total GLH is 466

Pathway 3 (Stage) Total GLH is 466

Given the predominance of SMEs in the creative and cultural sector, patterns of delivery will vary, with some provision being front loaded within the first 12 months while others may wish

to spread training over the length of the Apprenticeship. However, as a guide, we would expect a minimum of 280 GLH to be delivered in the first 12 months.

Minimum off-the-job guided learning hours

OFF THE JOB GLH:

LEVEL 2:

Total off the job GLH is 280, based on an average 15 month apprenticeship

LEVEL 3

Total off the job GLH is 319, based on an average 18 month apprenticeship.

How this requirement will be met

GLH should:

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

Level 2: How this requirement will be met:

- 55 GLH for the Level 2 Award in Principles of the Creative and Cultural Sector
- 135 GLH for the three Functional Skills
- 45 hours for ERR and induction
- 45 hours for mentoring apprentices (minimum of one hour a week)

Level 3: How this requirement will be met:

- 94 GLH for the Level 3 Certificate in in Principles of the Creative and Cultural Sector
- 135 GLH for the three Functional Skills
- 45 hours for ERR and induction
- 45 hours for mentoring apprentices (minimum of one hour a week)

Evidence of off the job GLH

Level 2

- Level 2 Award in in Principles of the Creative and Cultural Sector
- Level 1 Functional Skills Certificates for Maths, English and ICT or Level 1 Key Skills Certificates for Communication, Application of Number and ICT, or GCSEs in these subjects with enhanced functional content.
- ERR sign off sheet from the workbook

Level 3

- Level 3 Certificate in in Principles of the Creative and Cultural Sector
- Level 2 Functional skills Certificates for Maths, English and ICT or Level 2 Key Skills Certificates for Communication, Application of Number and ICT, or GCSEs in these subjects with enhanced functional content.
- ERR sign off sheet from the workbook

Minimum on-the-job guided learning hours

ON THE JOB GLH

LEVEL 2:

- Pathway 1 Minimum 158 GLH (Lighting)
- Pathway 2 Minimum 158 GLH (Sound)
- Pathway 3 Minimum 158 GLH (Stage)

LEVEL 3:

- Pathway 1 Minimum 147 GLH (Lighting)
- Pathway 2 Minimum 147 GLH (Sound)
- Pathway 3 Minimum 147 GLH (Stage)

How this requirement will be met

On the job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours;
- be delivered through a range of models, including one or more of the following methods: individual and group teaching; e-learning; distance learning; induction (see ERR sections), coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study
- providers can select the best method for recording and evidencing PLTS, on the job GLH and mentoring which may be done through a log book or reflective diary.

Evidence for on-the-job GLH:

LEVEL 2 APPRENTICESHIP

- Level 2 Certificate in Technical Theatre: Sound, Light and Stage

LEVEL 3 ADVANCED APPRENTICESHIP

- Level 3 Certificate in Technical Theatre: Sound, Light and Stage

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

Summary of Personal Learning and Thinking Skills

Apprentices must be introduced to Creative Thinking during induction so that they learn to recognise for themselves when and where they are practising these skills.

Creative & Cultural Skills has mapped Creative Thinking to the mandatory units for competence and knowledge for the qualifications in this framework at level 2 and 3

Providers must ensure that achievement of PLTS is recorded and a statement that these have been achieved is included on the apprenticeship certificate application form.

From 1st March 2014, providers should upload Version 3 of the ACE Apprentice Declaration and Authorisation form when requesting certificates. This can be downloaded directly from ACE:

<http://acecerts.co.uk/>

Certification Requirements for PLTS

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.

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.

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.

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.

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.

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.

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.

apprenticeship **FRAMEWORK**

For more information visit-
www.acecerts.co.uk/framework_library