

# apprenticeship FRAMEWORK

## Live Events and Promotion (England)

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

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

Latest framework version?

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

Issue date: 15 June 2015

**Issued By:**

**Creative and Cultural Skills**

Apprenticeship Certificates  
England

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

Document Status:  
**Issued**

# Live Events and Promotion (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: 11	This framework includes:
Framework ID: FR03448	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 Live Events and Promotion Apprenticeship has been designed with the help of employers to widen the pool of potential recruits into the industry. Live Events and Promotion involves everything to do with putting on a show or event from promoting the event to staging it. Intermediate Level Apprentices will train in administrative and/or support roles including stage/venue crew support, event booking support and booking agent assistants. Advanced Level Apprentices will train as music/events promotions assistant or events assistant, events/entertainment officer, venue and staff crew.

# Contact information

## Proposer of this framework

Creative & Cultural Skills has developed this apprenticeship framework in partnership with key stakeholders; employers, training providers and also awarding organisations.

The steering group included the following employers:

- Live Nation
- Access to Music
- British Music Experience
- Crew Class
- Rock School Club Harwich
- Stage Technologies
- Attitude is Everything
- Production Services Association (PSA)

## Developer of this framework

Name:	Vikki Williams
Organisation:	Creative & Cultural Skills
Organisation Type:	Sector Skills Council
Job Title:	Qualifications Manager
Email:	vikki.williams@ccskills.org.uk
Postal address:	The Backstage Centre High House Production Park Vellacott Close Purfleet Essex RM19 1RJ
Website:	<a href="http://www.ccskills.org.uk">www.ccskills.org.uk</a>

## Issuing Authority's contact details

Issued by:	Creative and Cultural Skills
Issuer contact name:	Dawn Hillier
Issuer contact phone:	020 7015 1800
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

601/6169/3 BIIAB Level 3 Certificate In Principles of the Creative and Cultural Sector

601/6197/8 BIIAB Level 2 Certificate in Supporting Live Events and Promotion

601/6198/X BIIAB Level 3 Diploma in Live Events and Promotion

## Qualifications that have been extended

None

# Purpose of this framework

## Summary of the purpose of the framework

### *Apprenticeships Definition*

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 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 focused job needs.

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

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

### *Sectoral Information*

Live Events and Promotion involves everything to do with putting on a show or event from promoting the event to staging it. Live events can be indoor or outdoors, one off events or tours and small to large scale productions.

There has been a growth in live outdoor and other special events often on a grand scale - Proms in the Park, Glastonbury, O2 Arena - which have had to use unqualified and untrained staff to build temporary or travelling stages and run spectacular events.

The growth in the 'live' sector means that new staff need to be attracted to the industry and existing staff need to be upskilled in technical, artistic and administrative roles including:

- Assistant to Artistic Directors
- Stage Management
- Production Management
- Technical Management
- Artist Management
- Contracting/Licensing

The Live Events and Promotion industry is part of the wider creative and cultural sector which is experiencing a number of challenges that need to be addressed if businesses are to attract

new talent into the industry and to replace those who leave or retire. Challenges include:

- 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;
- the future workforce is composed of a large pool of 'qualified' potential recruits who do not have the specific 'associate professional and technical' skills that nearly half of jobs require – these are the jobs where there is predicted growth over the next seven years;
- skills gaps in the current workforce can lead to existing business being lost through poor delivery or impossible pressure on the workforce and they need to find time for and finance 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 run complex creative organisations often 'not for profit', or with complicated stakeholder managements (e.g. subsidy, LA, sponsorship) 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. 92% of creative and cultural organisations 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.

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, meet the requirements of the Specification of Apprenticeship Standards for England.

This Intermediate Level Apprenticeship is suitable for those working in an administrative and/or support capacity in areas as diverse as indoor or outdoor events, one-off events or tours and small to large scale productions, it addresses common skills and knowledge required in all aspects of putting on a show or event. Apprentices will train as:

- Venue and Stage Crew Support road in, breakdown and load out equipment for a live event, safely supports the set up of the stage, instruments, sound and lighting for the live event
- Sales and Marketing Assistant supporting publicity activities and contribute to the production and distribution of publicity for live events, assist in the production of press releases and present live event ticket sales information
- Booking Agents Assistant supporting the setting up of live events for artists, provide administrative support and contribute to the preparation of contracts for live events

Advanced Level Apprentices undertake activities to secure funding for a live event, support the licensing and permissions application processes, research and assess the appropriateness of venue, contribute to the preparation of contracts and will train as:

- Music Promotions Assistant
- Events Promotions Assistant
- Events Assistant
- Events/Entertainment Officer
- Production Assistant, supporting the Production Manager to coordinate budgets, supporting the preparation of the performance and identifying suppliers.

## Aims and objectives of this framework (England)

### *Aim:*

The aim of this framework is to attract new people into Live Events and Promotion from a wide range of backgrounds with the skills employers need to replace those who leave and to provide a career pathway within Live Events and Promotion and mobility across the creative and cultural sector.

Objectives of this framework are to:

1. provide a flexible entry route to attract a wider range of applicants into Live Events and Promotion at levels 2 and 3
2. train staff at levels 2 and 3 in business and technical skills to meet the needs of employers
3. develop problem solving, communication, team working, literacy, numeracy and ICT

- skills, which are a priority for the sector
4. provide micro businesses, which account for 92% of businesses in the sector with access to a quality work based training and development programme to increase business productivity and efficiency
  5. provide opportunities for career progression within Live Events and Promotion and across the creative and cultural sector, into senior jobs through further training and development, FE and HE programmes.

## Entry conditions for this framework

Employers are looking to widen the pool of potential recruits into Live Events and Promotion to give more opportunity to individuals to get their foot in the door of the industry. They are particularly interested in those who show a keen interest in working in Live Events and Promotion. Applicants will need to understand the importance of working in teams and be willing to work shifts and travel.

Applicants may have prior experience or qualifications in any of the creative industries, 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

## **Live Events and Promotion**

### **Pathways for this framework at level 2**

Pathway 1: Live Events and Promotion

# Level 2, Pathway 1: Live Events and Promotion

## Description of this pathway

Live Events and Promotion (Level 2)

Total Credits: **51 minimum**

The breakdown of this pathway is as follows:

Competence Qualification - 26 credits

Knowledge Qualification - 10 credits

Functional Skills English - 5 credits

Functional Skills Mathematics - 5 credits

Functional Skills ICT - 5 credits

ERR workbook - available from

<http://ccskills.org.uk/supporters/employer-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook>

PLTS have been fully mapped to the qualifications, therefore there is no need to complete the workbook.

## 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)
Venue and Stage Crew Support	Support the team to load in, breakdown and load out equipment for a live event, safely supports the set up of the stage, instruments, sound and lighting for the live event.
Event Promotion Support Staff	Support publicity activities and contribute to the production and distribution of publicity for live events, assist in the production of press releases and present live event ticket sales information.
Booking Agents Assistant	Support the setting up of live events for artists, provide administrative support for indoor and outdoor events.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 2 Certificate in Supporting Live Events and Promotion					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5137/7	SQA	26	188	N/A
C1b	601/5183/3	AIM Awards	26	174	N/A
C1c	601/6197/8	BIIAB	26	174	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

## Knowledge qualifications available to this pathway (cont.)

K2 - Rock School Level 2 Certificate in Live Events and Promotion Skills (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/2299/1	Rock School Ltd	32	240	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 has been developed in response to employer demand for a qualification which aids transferability of knowledge across the creative and cultural sector. The qualification contains an endorsed route for Live Events and Promotion and, therefore, provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Live Events and Promotion in order to meet the requirements of this framework.

This means that learners on the Live Events endorsed pathway must achieve the following:

*Level 2 Award in Principles of the Creative and Cultural Sector*

### ***Mandatory units***

- Understand Features of the Creative and Cultural Industry – 3 credits
- Principles of Developing Creative and Cultural Ideas – 2 credits
- Understand how to support the planning of live events – 3 credits

### ***And a minimum of two credits from the following optional units:***

- Principles of providing administrative services – 4 credits
- Principles of keeping up to date with trends and developments within the arts – 2 credits
- Deliver customer service – 5 credits
- Awareness of health and safety in the creative and cultural sector – 2 credits

### **Rock School Level 2 Certificate in Live Events and Promotion**

#### ***Skills Mandatory units***

- Organising a music event - 8 credits
- Music Marketing and promotion - 8 credits

#### ***And a minimum of one of the optional units***

[Click here to enter text.](#)

# Transferable skills (England)

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

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

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

## ENGLISH

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

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

YES

**NO**

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

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)

ICT is included as a mandatory skill.

## MATHS

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

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

YES

**NO**

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

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

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

### ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES

**NO**

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

Click here to enter text.

# Progression routes into and from this pathway

## ***Progression into the Level 2 Intermediate Apprenticeship in Live Events and Promotion***

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 Live Events and Promotion
- other Apprenticeship frameworks in the creative and cultural sectors including; Technical Theatre, Community Arts or Music Business
- Level 2 Apprenticeship in Team Leading or Level 3 Advanced Apprenticeship in Management
- Level 2 Apprenticeship in Business Administration or Level 2 Apprenticeships in Customer Service
- (14 – 19) Diploma in Creative and Media at Higher or Advanced Level
- other vocational qualifications related to or relevant for the creative and cultural industries

### **Jobs**

- Venue and Stage Crew Support.
- Event Promotion Support Staff
- Booking Agent's Assistant.
- And with further development and training, jobs may include, for example, Music/Events Promotions Assistant, Events/Entertainment Officer, or Production Assistant

### **FE/HE**

- other vocational qualifications related to or relevant for the creative and cultural industries, including
- HNCs/HNDs in music and creative industries
- after further development and training possibly a Foundation degree in Management and Leadership, creative and cultural industries, or a range of community theatre and arts programme

For further information about 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 <http://ccskills.org.uk/supporters/employer-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook>

Education providers should ensure that evidence of achievement of the ERR workbook sign off sheet is maintained for audit purposes.

From 1st March 2014, providers should upload Version 3 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/>

## **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.

Title for this framework at level 3

# Live Events and Promotion Level 3

## Pathways for this framework at level 3

Pathway 1: Live Events and Promotion Level 3

## Level 3, Pathway 1: Live Events and Promotion Level 3

### Description of this pathway

Live Events and Promotion (Level 3)

Total Credits: **69**

The breakdown of this pathway is as follows:

Competence Qualification - 39 credits

Knowledge Qualification - 15 credits

Functional Skills English - 5 credits

Functional Skills Mathematics - 5 credits

Functional Skills ICT - 5 credits

ERR workbook available at <http://ccskills.org.uk/supporters/employer-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook>

PLTS have been fully mapped to the qualifications, therefore no need to complete the workbook.

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

None in addition to the general entry requirements

<b>Job title(s)</b>	<b>Job role(s)</b>
Venue and Stage Crew	Load in, breakdown and load out equipment for a live event, safely supports the set up of the stage, instruments, sound and lighting for the live event.
Music/Events Promotions Assistant, Events Assistant, Events/Entertainment Officer	Undertake activities to secure funding for a live event, support the licensing and permissions application processes, research and assess the appropriateness of venue, contribute to the preparation of contracts.
Production Assistant	Supporting the Production Manager to coordinate budgets, supporting the preparation of the performance and identifying suppliers.

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 3 Diploma in Live Events and Promotion					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5126/2	SQA	39	276	N/A
C1b	601/5184/5	AIM Awards	39	276	N/A
C1c	601/6198/X	BIIAB	39	276	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

## Knowledge qualifications available to this pathway (cont.)

K2 - Rock School Level 3 Certificate in Live Events and Promotion Skills (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	600/2682/0	Rock School Ltd	32	240-270	N/A

## Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

### *Level 3 Award in Principles of the Creative and Cultural Sector*

The mandatory units for the Level 3 Award in Principles of the Creative and Cultural Sector has been developed in response to employer demand for a qualification which aids transferability of knowledge across the creative and cultural sector. The qualification contains an endorsed route for Live Events and Promotion and, therefore, provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Live Events and Promotion in order to meet the requirements of this framework.

This means that learners on the Live Events endorsed pathway must achieve the following:

### *Level 3 Award in Principles of the Creative and Cultural Sector*

#### **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 budgets in a business environment – 2 credits
- Understand the role of marketing and advertising in live events and promotion – 2 credits

#### ***A minimum of three credits is to be achieved through the following optional units:***

- Principles of working with and supervising others – 3 credits
- Principles of project management- 2 credits
- Keep up to date with developments in the arts – 6 credits

### *Rock School Level 3 Certificate in Live Events and Promotion Skills*

#### **Mandatory units**

**Music Event Management - 12 credits**

**Music Promotion - 8 credits**

***The remaining credit is to be achieved through the optional units***

# Transferable skills (England)

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

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

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

## ENGLISH

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

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

YES

**NO**

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

Click here to enter text.

## MATHS

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

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

YES

**NO**

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

Click here to enter text.

## Inclusion of Information and Communications Technology (ICT)

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

### ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES

**NO**

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

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

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	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 Advanced Level Apprenticeship in Live Events and Promotion*

This can be from a variety of routes including:

- Level 2 (Intermediate) Apprenticeship in Live Events and Promotion
- other apprenticeship frameworks in the creative and cultural sectors including: Community Arts Management, Technical Theatre
- Level 2 (Intermediate) Apprenticeship, for example Team Leading, Business and Administration, Customer Service, Sales and Marketing
- general or vocational qualifications related to or relevant for the creative and cultural industries

## *Progression from the Advanced Apprenticeship*

### **Jobs**

- Music/Events Promotions Assistant
- Events Assistant
- Events/Entertainment Officer
- Production Assistant

And with further development and training, potential jobs may include, for example;

- Music/Events Promotions Manager
- Events Manager
- Events/Entertainment Manager
- Production Manager

For those who wish to continue their development beyond Level 3, opportunities exist to achieve higher level qualifications such as:

- general or vocational qualifications related to or relevant for the creative and cultural industries
- after further development and training, learners could take higher level qualifications such as HNC/Ds or Foundation Degrees, for example, Level 4/5 Higher Level qualifications in Management or Business or Foundation degrees in Management and Leadership, creative and cultural industries or a range of community theatre and arts programmes.
- undergraduate programmes, for example, BA Honours Degrees such as Entrepreneurship for the creative and cultural industries

For further information about careers in the creative and cultural industries 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 which will ensure that the Apprentice knows and understands each of the nine national outcomes for ERR as follows:

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

The ERR workbook can be downloaded from

<http://ccskills.org.uk/supporters/employer-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook>

Education providers should ensure that evidence of achievement of the ERR workbook sign off sheet is maintained for audit purposes.

From 1st March 2014, providers should upload Version 3 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 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 Live Events 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:

- Total ON AND OFF THE JOB GLH for the programme is 454

#### LEVEL 3:

- Total ON AND OFF THE JOB GLH for the programme is 595

Given the predominance of SMEs in the creative and cultural sector, patterns of delivery will vary, with some provision being front loaded within the early months while others may wish to spread training over the length of the Apprenticeship. However, as a guide, we would expect a minimum of 310 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 which exceeds the 30%/minimum of 100 GLH per year

### Level 3

Total off the job GLH is 319 which exceeds the 30%/minimum of 100 GLH per year

## 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.

### 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 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 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 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

*TOTAL ON THE JOB GLH*

### Level 2:

- Minimum 174 GLH for the Level 2 Certificate in Supporting Live Events and Promotion

*Level 3:*

- Minimum 276 GLH for the Level 3 Diploma in Live Events and Promotion

## 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 Supporting Live Events and Promotion

## *LEVEL 3 ADVANCED APPRENTICESHIP*

- Level 3 Diploma in Live Events and Promotion

## **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

Apprentices must be introduced to all PLTS during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Creative & Cultural Skills has mapped all PLTS to the mandatory units for competence and knowledge for the qualifications in this framework at Level 2 and 3.

### *Evidence of PLTS achievement*

As PLTS have been mapped to each qualification, there is no need to complete any documentation and upload it as certification evidence.

## 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](http://www.acecerts.co.uk/framework_library)