apprenticeship FRAMEWORK

Community Arts (England)

Latest framework version?
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Creative and Cultural Skills

Apprenticeship Certificates England

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Issued

Apprenticeships

Community Arts (England)

Contents

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: 13	This framework includes:
Framework ID: FR03493	Level 2 ☒ Level 3 ☒ Level 4-7 ☐
Date this framework is to be reviewed by: 01/06/2014	This framework is for use in: England

Short description

This Level 2 and 3 Apprenticeship has been designed with the help of employers to widen the pool of potential recruits into Community Arts and to give more opportunity to individuals to get their foot in the door of the Industry. Intermediate Level Apprentices will train as a Community Arts Administration Assistant and Advanced Level Apprentices will train as a Community Arts Administrator.

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.

A broad range of employers, freelancers and those reprenting the Community Arts sector were involved in the development of this framework.

The steering group was made up of the following employers:

- Whitechapel Gallery
- Tate Liverpool
- Council for Dance Education and Training
- Liverpool Philharmonic
- Sound Sense
- The Sage, Gateshead
- Scottish Royal Ballet
- Ex Orpheus
- Creative Blast
- Random Juice
- Creative Alliance
- Kids in Control
- Apples and Snakes
- Upper Springfield Development Company

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:	www.ccskills.org.uk

Issuing Authority's contact details

Issued by:	Creative and Cultural Skills
Issuer contact name:	Dawn Hillier
Issuer contact phone:	07867330228
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

(no information)

Qualifications added

BIIAB Level 2 Award In Principles of the Creative and Cultural Sector 601/6165/6
BIIAB Level 3 Certificate In Principles of the Creative and Cultural Sector 601/6169/3
BIIAB Level 2 Certificate in Community Arts Administration 601/6664/2
BIIAB Level 3 Diploma in Community Arts Management 601/6614/9

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.

Community Arts Sectoral Information

Community Arts helps to enrich the lives of local communities by planning, promoting and running participatory events, exhibitions and projects to engage individuals and groups of all ages.

The creative and cultural sector is experiencing a number of challenges which need to be addressed if businesses are to attract new talent into the industry and to replace those who leave or retire:

- 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 manage 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.
- 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 businesses 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, meet the requirements of the Specification of Apprenticeship Standards for England.

Intermediate Level Apprentices will train as Community Arts Admninistration Assistants helping

to organise and publicise events and exhibitions, assisting with financial record keeping, customer care, dealing with touring and resident groups bands/orchestras, assisting with the management of the building and general office work including using a range of IT software.

Advanced level Apprentices will train as Community Arts Administrators responsible for assisting with the efficient running of the organisation, to ensure that the local community benefits from a range of arts programmes. This includes assisting with the recruitment of administrators, artist services, maintenance and security, external relationship management and book keeping.

Aims and objectives of this framework (England)

Aim:

The aim of this framework is to attract new people into Community Arts from a wide range of backgrounds with the skills employers need to replace those who leave and to provide a career pathway within and across all the creative industries.

Objectives of this framework are to:

1. provide a flexible entry route to attract a wider range of applicants into Community Arts at Levels 2 and 3;
2. develop business, administrative, problem solving, communication, team working, literacy, numeracy and ICT skills, which are a priority for the sector;
3. 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;
4. provide opportunities for career progression 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 Community Arts and 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 community arts and in providing high standards of customer service;
- have communication skills on which this apprenticeship will build;
- understand the importance of working in teams and the benefits which community arts programmes bring to local communities.

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.

Some job roles may require applicants to undergo a CRB check.

Level 2

Title for this framework at level 2

Community Arts Administration

Pathways for the framework at level 2:

Pathway 1:   Community Arts Administration

Level 2, Pathway 1: Community Arts Administration

Description of this pathway

Community Arts (Administration). Total credits 51 minimum

The breakdown of this pathway is as follows:

Competence Qualification - 26 credits

Knowledge Qualification - 10 credits minimum

Functional Skills English - 5 credits

Functional Skills Mathematics - 5 credits

Functional Skills ICT - 5 credits

ERR workbook

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

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)
Community Arts Administration Assistant	Helping to organise and publicise events and exhibitions, assisting with financial record keeping, customer care, dealing with touring and resident artists/ groups/ bands/orchestras, assisting with the management of the building and general office work including using a range of IT software.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Certificate in Community Arts Administration

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5014/2	SQA	26	165	N/A
C1b	601/5278/3	AIM Awards	26	165	N/A
C1c	601/6664/2	BIIAB	26	165	N/A

Knowledge qualifications available to this pathway

K1 - SFEDI Level 2 Certificate in Preparing and Delivering a Sustainable Social Enterprise Activity (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/0432/6	SFEDI Awards	13	95	N/A

Apprenticeship Certificates England

Knowledge qualifications available to this pathway (cont.)

K2 - Level 2 Award In Principles of the Creative and Cultural Sector (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	601/4926/7	SQA	10	55	N/A
K2b	601/5178/X	AIM Awards	10	55	N/A
K2c	601/6165/6	BIIAB	10	55	N/A

K3 - TCL Level 2 Award in the Arts (QCF)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/9914/0	Trinity College London (TCL)	10	60	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

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 contains an endorsed route for Community Arts and, therefore, provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Community Arts in order to meet the requirements of this framework.

This means that learners on the Community Arts 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 keeping up to date with trends and developments within the arts – 2 credits

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

• Deliver customer service – 5 credits
• Principles of providing administrative services – 4 credits

SFEDI Awards Level 2 Certificate In Planning and Delivering Ongoing Social Enterprise Activity (QCF)

This qualification is an alternative to the Award in Principles of the Creative and Cultural Sector, for those Apprentices who wish to focus on social enterprise, alongside their occupational qualification.

There are two mandatory units and no optional units.

- Develop and deliver a one off enterprise activity - 8 credits
- Develop and deliver a sustained social enterprise activity - 5 credits

TCL Level 2 Award in the Arts (QCF)

This qualification is an alternative to the Award in Principles of the Creative and Cultural Sector, for those Apprentices who wish to focus on arts practice and leadership, alongside their

Occupational qualification.

There are two mandatory units and no optional units.

- Arts Practice - 5 credits
- Supervised Arts Leadership - 5 credits

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 <u>above</u> 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 <u>above</u> 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 <u>above</u> 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)

This framework includes ICT as a mandatory skill

Progression routes into and from this pathway

Progression into the Intermediate Level Apprenticeship in Community Arts Administration

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 Intermediate Level Apprenticeship:

• onto the Level 3 (Advanced) Apprenticeship in Community Arts
• other level 3 (Advanced) Apprenticeships in the creative and cultural sectors
• Level 2 (Intermediate) Apprenticeship in Team Leading or Level 3 (Advanced) Apprenticeship in Management
• other Arts, Media and Publishing Apprenticeship frameworks
• (14 – 19) Diploma in Creative and Media at Higher or Advanced Level
• other vocational qualifications related to or relevant for the creative industries

Jobs

- Community Arts Administration Assistant
- Community Arts Administrator

FE

• Other vocational qualifications related to or relevant for the creative industries
• After further development and training, possibly a Foundation degree in Management and Leadership, creative and cultural industries, HNCs/HNDs in music and creative industries, or a range of community theatre and arts programmes.

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 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

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Title for this framework at level 3

Community Arts Management

Pathways for this framework at level 3

Pathway 1:   Community Arts Management

25

Level 3, Pathway 1: Community Arts Management

Description of this pathway

Community Arts (Management). 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

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

There are no additional requirements other than the general entry conditions

... Community Arts (England)
...... level 3
.... Pathway 1

Job title(s)	Job role(s)
Community Arts Administrator	Responsible for assisting with the efficient running of the organisation, to ensure that the local community benefits from a range of arts programmes. This includes assisting with the recruitment of administrators, artist services, maintenance and security, customer relationships and book keeping.

Apprenticeship Certificates
England

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Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Diploma in Community Arts Management					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5090/7	SQA	39	233	N/A
C1b	601/5279/5	AIM Awards	39	233	N/A
C1c	601/6614/9	BIIAB	39	233	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 - Level 3 Certificate in the Arts (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/9666/7	Trinity College London (TCL)	15	90	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

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 an endorsed route for Community Arts and, therefore, provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Community Arts in order to meet the requirements of this framework.

This means that learners on the Community Arts 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
• Keep up to date with developments in the arts – 6 credits

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

• Principles of team leading – 5 credits
• Principles of project management – 2 credits
• Understand the customer service environment – 5 credits

TCL Level 3 Certificate in the Arts (QCF)

This qualification is an alternative to the Award in Principles of the Creative and Cultural Sector, for those Apprentices who wish to focus on social enterprise, alongside their occupational qualification.

There are two mandatory units and no optional units.

Personal arts development - 8 credits
Arts project leadership - 7 credits

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 <u>above</u> 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 <u>above</u> 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 ☐

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	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	A	N/A

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

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

Inclusion of Information and Communications Technology (ICT)

ICT is included in this framework as a mandatory skill.

Progression routes into and from this pathway

Progression into the Advanced Level Apprenticeship in Community Arts

This can be from a variety of routes including:

- Level 2 (Intermediate) Apprenticeship in Community Arts Administration
- Other Level 2 (Intermediate) Apprenticeships in in creative and cultural sectors
- General or vocational qualifications related to or relevant for the creative and cultural industries
- Experience of working in a paid or unpaid customer facing role at level 2 for a period of 12 months

Progression from the Advanced Level Apprenticeship

Jobs

- Community Arts Administrator
- 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
- Into a management role in any of the creative and cultural industries
- In-house development programmes and CPD
- Training and development of staff
- Sideways development into a different role, e.g., theatre technician to production, or cultural venue
- Working with the community in other roles such as theatre and community music leader

FE/HE

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

- higher qualifications in business or customer service
- other qualifications relevant to music and creative industries, e.g. music, art and design
- Foundation Degrees in Management and Leadership, creative and cultural industries or a range of community theatre and arts programmes.
- general or vocational qualifications related to or relevant for the creative and cultural industries
- 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 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 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 sctor 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 Community Arts and other creative and cltural idustries 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/
- we work with employers to raise awareness of apprenticeships in the creative and cultural sector and set up the Apprenticeship Training Service to simplify the apprentice recruitment process. This diversifies the types of employers involved by encouraging small and medium businesses therefore extending the reach of the programme. http://nsa-ccskills. co.uk/apprenticeship-training-service

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 Guidance on the Equality Act 2010 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

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.

LEVEL 2:

- Total ON AND OFF THE JOB GLH is 445 GLH

LEVEL 3:

- Total ON AND OFF THE JOB GLH is 548 GLH

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 280 GLH to be delivered in the first 12 months for the Advanced Level 3 Apprenticeship.

Minimum off-the-job guided learning hours

Level 2

The minimum recommended duration for the programme is 12 months

Total off the job GLH is 280

The breakdown of this pathway is as follows:

- minimum 55 GLH for the Knowledge qualification

- 45   GLH for Functional Skills in English

- 45   GLH for Functional Skills in Mathematics

- 45   GLH for Functional Skills in ICT

- 45   GLH for ERR and induction

- 45   GLH for mentoring apprentices

Level 3

The minimum recommended duration for the programme is 12 months

Total off the job GLH is 315 The breakdown of this pathway is as follows:

- 90 GLH for the Knowledge qualification minimum

- 45   GLH for Functional Skills in English

- 45   GLH for Functional Skills in Mathematics

- 45   GLH for Functional Skills in ICT

- 45   GLH for ERR and induction

- 45   GLH for mentoring apprentices

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 section) 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.

Evidence of off the job GLH

Level 2:

- Level 2 Award in Principles of Creative and Cultural Sector or other knowledge qualification listed
- 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 Creative and Cultural Sector or other knowledge qualification listed
- 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

Level 2

- 165 GLH for the Level 2 Certificate in Community Arts Administration

Level 3:

- 233 GLH for the Level 3 Diploma in Community Arts Management

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 delivery models including one or more of the following methods: individual and group teaching; e-learning; distance learning; induction (see ERR section) coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study.
- be focused on outcomes as Apprenticeships are not time served, therefore, the average length of stay is indicative only
- 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 will include: LEVEL 2

APPRENTICESHIP

- Level 2 Certificate in Community Arts Administration

LEVEL 3 ADVANCED APPRENTICESHIP

- Level 3 Diploma in Community Arts Management

Evidence Requirements

As of the 1st March 2013, all providers should upload a completed Version 2 of the ACE new Apprentice Declaration & Authorisation Form when requesting Apprenticeship complete

certificates. This can be downloaded directly from ACE: http://acecerts.co.uk/

By completing the form, apprentices will declare that:

• there was an Apprenticeship Agreement between themselves and their employer;
• achievement of ERR requirements;
• achievement of all 6 PLTS;
• they received at least the minimum levels of GLH set out in the 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.

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.

Employee rights and responsibilities

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.

Personal learning and thinking skills assessment and recognition (England)

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.

Evidence of PLTS achievement

As PLTS are embedded in the competency qualifications within this framework, providers are NOT required to upload separate evidence of this ACE (Apprenticeship Certificates England).

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