

apprenticeship FRAMEWORK

Jewellery, Silversmithing and Allied Trades (England)

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Jewellery, Silversmithing and Allied Trades (England)

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Framework summary

Jewellery, Silversmithing and Allied Trades

Jewellery, Silversmithing and Allied Trades

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Jewellery, Silversmithing & Allied Trades

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - Level 2 Diploma in Jewellery Manufacturing

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

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: 6	This framework includes:
Framework ID: FR02829	Level 2
Date this framework is to be reviewed by: 01/08/2014	This framework is for use in: England

Short description

This apprenticeship has been designed with the help of employers to create a non-graduate entry route into jewellery, silversmithing and allied trades. Its aim is to increase the range of work-based learning opportunities and provide a supply of new entrants to the sector who are technically proficient in these areas.

Intermediate Level apprentices will train as specialists in one of the following at Level 2 and have knowledge of some of the other key areas: Goldsmith/Jeweller, Silversmith, Enameller, Engraver, Gem Setter, CAD/CAM worker, Polisher & Finisher, Jobbing Jeweller/Jewellery Technician.

Contact information

Proposer of this framework

Creative & Cultural Skills

This framework has been developed working in partnership with employers, The Goldsmiths Centre and Holts Academy. This framework is by all the employers originally involved in the framework development namely

R H Wilkins

Wayne Parrott

Robin Kyte

Richard Fox Silver

David Marshall Jewellery

The Goldsmith Company (The London Assay Office)

Mark Gartrell

Holts Group

The development has taken place via steering group meetings and email consultation.

Developer of this framework

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Revising a framework

Contact details

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Your email address: helen.hart@ccskills.org.uk

Why this framework is being revised

This framework has been revised for the following reasons due to qualification changes and changes to functional skill requirements.

Summary of changes made to this framework

- the combined qualification has been replaced with a newer qualification with revised GLH
- the advanced level apprenticeship has been removed from this framework
- ICT as a transferable skill has been removed from this framework and a rationale provided
- the advanced level has been removed

Qualifications removed

Level 2 Diploma in Jewellery Manufacturing

600/0644/4 AIM Awards

600/1625/5 City and Guilds

600/0641/9 SQA

Level 3 Diploma in Jewellery Manufacturing

600/2749/6 City & Guilds

600/2520/7 SQA

600/3127/X AIM Awards

Level 3 Diploma in Silversmithing

600/2750/2 City & Guilds

600/3023/9 SQA

600/3084/7 AIM Awards

Level 3 Diploma in Precious Metal CAD/CAM

600/2754/X City & Guilds

600/2519/0 SQA

600/3062/8 AIM Awards

Level 3 Diploma in Precious Metal Enamelling

600/3065/3 AIM Awards

600/2976/6 SQA

600/2927/4 City & Guilds

Level 3 Diploma in Precious Metal Engraving

600/2930/4 City & Guilds

600/2977/8 SQA

600/3063/X AIM Awards

Level 3 Diploma in Precious Metal Polishing and Finishing

600/2751/4 City & Guilds

600/3041/0 SQA

600/3064/1 AIM Awards

Level 3 Diploma in Gem Setting

600/2929/8 City & Guilds

600/3022/7 SQA

600/3078/1 AIM Awards

Qualifications added

Level 2 Diploma in Jewellery Manufacturing

601/2932/3 SQA

601/3129/9 City & Guilds

Qualifications that have been extended

(no information)

Purpose of this framework

Summary of the purpose of the framework

An apprenticeship is a job with an accompanying skills development programme under an apprenticeship agreement designed by employers in the sector. It allows the apprentice to gain technical knowledge and a real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practise and embed new skills in a real work context. This broader mix differentiates the apprenticeship from training delivered to meet narrowly focussed job needs.

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

There are over 9,000 individuals working in the UK's 1,445 jewellery businesses, including sole traders as well as those in retail. There are many more individuals working in this sector if you include the very large numbers of those in wholesale jewellery manufacture and distribution. The jewellery sector therefore makes a significant contribution to the UK economy. Creative & Cultural Skills is supporting this growing sector by working with employers to create apprenticeship opportunities to address the gaps that currently exists in training and development.

The jewellery sector consists of many designer-makers and although these creative roles are important, what is lacking is young individuals entering the sector in manufacturing and technical areas. This apprenticeship will address the balance.

Through Creative & Cultural Skills' Labour Market Intelligence (LMI) and employer engagement activities, including our sector-specific Blueprint reports written with industry, we have identified skills gaps in specialist areas (such as jewellery manufacturing), alongside generic skills (such as digital skills) and business skills (such as business development skills). The key to resolving these skills shortages is ensuring that the right set of vocational qualifications (including Apprenticeships and Higher Apprenticeships) are in place so that the right supply of skilled individuals can enter the sector.

Specific characteristics of the jewellery industry and issues which this apprenticeship framework will help to address include:

- 65% of the workforce is between 45 and 65 years old. The apprenticeship in Jewellery, Silversmithing and Allied Trades will help generate a younger workforce.
- 87.2% of the jewellery workforce is white. This apprenticeship will help attract individuals to

the sector who would not usually access this area of work.

- Only 17.7% of people working in jewellery occupations are qualified to level 4 and above. 23.8% of people in jewellery occupations have no qualifications at all. This apprenticeship will address the gap.

Employers are keen to increase the level of work-based learning in order to change the culture of an over reliance on graduate recruitment to this industry. They have helped to design the qualifications in this apprenticeship framework. This ensures that it meets their current and future skills needs and at the same time, meets the requirements of the Specification of Apprenticeship Standards for England (SASE).

Aims and objectives of this framework (England)

The aim of this framework is to attract new people into jewellery, silversmithing and allied trades from a wide range of backgrounds, equip them with the skills needed to replace those who leave and to provide clear career development pathways for those progressing within the sector.

Objectives of this framework are to:

- Provide a flexible entry route to attract a wider range of individuals into jewellery, silversmithing and allied trades at Level 2
- Increase and strengthen the technical and specialist knowledge base and skills within the sector;
- Provide SMEs and micro-businesses with access to a quality work-based training and development programme to increase business productivity and efficiency;
- Provide opportunities for career progression within jewellery, silversmithing and allied trades for those new to the sector into more skilled positions through further training and development, FE and HE programmes.

Entry conditions for this framework

There is a shortage of young people entering this sector with an interest in and aptitude for technical skills which are more in line with manufacturing and the engineering industry. Employers are seeking to widen the pool of potential new recruits into jewellery, silversmithing and allied trades, and to create an alternative route entry to the sector.

Employers are particularly interested in those who:

- show a keen interest in working in the sector and have an interest in the engineering, making, producing and design process
- have technical and creative skills and/or strong hand-eye coordination

Applicants may have prior experience or qualifications in any of the creative industries that demonstrate the above. However, prior experience or qualifications are not mandatory as training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate any interests or abilities. Programmes will then be tailored to meet individual needs, recognising any prior qualifications and experience.

Level 2

Title for this framework at level 2

Jewellery, Silversmithing and Allied Trades

Pathways for this framework at level 2

Pathway 1: Jewellery, Silversmithing & Allied Trades

Level 2, Pathway 1: Jewellery, Silversmithing & Allied Trades

Description of this pathway

Pathway 1: Jewellery, Silversmithing and Allied Trades Credit: 70 credits

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

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Jewellery Technician	Maintenance of tools, machinery and equipment within the workshop; knowledge of how to use the equipment and basic jewellery techniques.
Silversmith	Designs and makes a wide range of objects, including flatware (spoons and forks), cutlery (knives), pots, bowls, tankards, boxes, trophies and badges working with hollowware, box making/small work.
Engraver	Hand engraving, decorative, lettering or seal work on jewellery, silverware or other allied trades.
Gem Setter	This can involve a range of hand and machine setting techniques predominately on jewellery.
Polisher/Finisher	Polishes and finishes a wide range of items and can cover both jewellery and silverware. It can also include plated finishes in a variety of metals.
Enameller	This involves the vitreous enamelling of jewellery, silversmithing and objet d'art.
Goldsmith/Jeweller	This involves working in gold and silver producing jewellery, silversmithing and objet d'art.
CAD/CAM worker	Produces computer aided design models of jewellery and silversmithing items for production using rapid prototyping and manufacturing.
Jobbing Jeweller	This involves the repair, renovation and alteration of jewellery.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - Level 2 Diploma in Jewellery Manufacturing					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	601/3129/9	City and Guilds	60	433	N/A
B1b	601/2932/3	SQA	60	433	N/A

Relationship between competence and knowledge qualifications

All units for the Level 2 Diploma in Jewellery Manufacturing are mandatory. These units have been developed in response to employer demand for a qualification which gives a strong grounding in jewellery, silversmithing and allied trades from which learners can progress and specialise.

The units within the qualification include a minimum of 10 credits worth of knowledge coverage. The competence and technical knowledge will be assessed separately.

Total knowledge credits = 27

Total competency credits = 33

The **knowledge** credits will be achieved as follows:

Contribute to keeping the workshop tidy and safe in jewellery, silversmithing and allied trades - 2 credits

Interpret jewellery manufacture or silversmithing drawings - 2 credits

Mark out and measure materials for jewellery and silverware components - 2 credits

Identify and use common precious metals and alloys for jewellery manufacture or silversmithing - 2 credits

Use tools to cut and pierce jewellery or silverware components - 2 credits

Use tools to file jewellery or silverware components - 2 credits

Use tools to produce formed jewellery or formed silverware components - 1 credit

Use equipment to permanently join jewellery or silverware components - 3 credits

use hand and mechanical techniques to polish and finish jewellery or silverware components - 3 credits

Use tools to produce hand engraving on jewellery or silverware products - 2 credits

Use techniques to identify and secure stones in setting in jewellery or silverware products - 2 credits

identify and explain methods and tools used in vitreous enamelling to produce jewellery or silverware products - 2 credits

Develop skills in response to new and emerging technologies in the jewellery industry - 2 credits

Transferable skills (England)

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

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

English	Minimum level or grade	Credit value
Functional Skills qualification in English	1	5
GCSE qualification in English (with enhanced functional content)	E	N/A
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

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

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

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	1	5
GCSE qualification (with enhanced functional content) in Mathematics	E	N/A
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

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

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

Inclusion of Information and Communications Technology (ICT)

This framework does not include ICT as a framework requirement. Employers and providers have previously flagged up that the ICT was a barrier to achievement and consultation with industry throughout the revision of this framework has identified that they wish for ICT to be removed.

It is felt that the generic ICT activities and criteria covered within the specified qualifications hold little or no relevance to the working environment that a learner within the jewellery and silversmithing industry is progressing to or working within. Where ICT is used within the industry it is within a specialist function such as Computer Aided Design and Manufacturing and specialist units for these skills are included in the advanced apprenticeship, which the industry believes is a far more relevant and effective way for the skills to be delivered.

Progression routes into and from this pathway

Progression into the Level 2 Intermediate Apprenticeship in Jewellery, Silversmithing and Allied Trades may be from a variety of routes including:

- work or work experience - including a portfolio of evidence
- general or vocational qualifications related to or relevant for the creative and cultural industries
- studies that have included art and design, engineering or manufacturing
- short courses and non-accredited training in jewellery, for general interest and skills development

(It is envisaged that many learners may come to the apprenticeship straight from school, therefore work experience, short courses etc are preferred but not mandatory)

Progression from the Level 2 Intermediate Level Apprenticeship in Jewellery, Silversmithing and Allied Trades may include a variety of routes, for example:

Education: FE/HE

- Level 3 (Advanced) Apprenticeship in Jewellery and Silverware Manufacturing
- Level 3 (Advanced) Apprenticeship in Jewellery Allied Trades
- Level 3 (Advanced) Apprenticeship in Jewellery Manufacturing CAD/CAM
- Level 3 Diploma in Jewellery Manufacturing and Silversmithing
- Level 3 Diploma in Jewellery Allied Trades
- Level 3 Diploma in Jewellery Manufacturing CAD/CAM
- Other vocational qualifications related to or relevant for the creative and / or manufacturing industries.

Specific roles which would lead on from completion of this framework include:

- Goldsmith/Jeweller
- Silversmith
- Enameller
- Engraver
- Gem Setter
- CAD/CAM worker
- Polisher & Finisher
- Jobbing Jewellers/Jewellery Technicians

With further development and training, potential jobs might also include: Metal Refiner, Material suppliers (including Precious and Non-precious), Stone Suppliers, Tool Suppliers,

Display and Exhibition Suppliers, Jewellery Designer, Auctioneer/Valuer, Buyer for Accessories, Merchandiser, Giftware and accessories, Jewellery Gallery/Shop/Retail, and Engineering.

For more information about careers in the creative and cultural industries visit:

<http://www.creativechoices.co.uk/>

Employee rights and responsibilities

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

ERR will be covered through an ERR workbook 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>

Recognition of ERR

When applying for an apprenticeship completion certificate, an ERR sign off sheet (found at the back of the workbook) must be submitted to Creative & Cultural Skills.

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

How equality and diversity will be met

How equality and diversity will be met

The jewellery industry exhibits similar characteristics to other creative and cultural sectors in relation to equality and diversity issues.

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 and a 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 culture of graduate bias during recruitment we hope will begin to be addressed by this framework;

In order to counteract some of these issues, awareness of careers in jewellery, silversmithing and allied trades and other creative and cultural sectors 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;
- 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/>;
- Creative & Cultural Skills has worked with employers to raise awareness of apprenticeships in the creative and cultural sector with the aim of diversifying the types of employers involved by encouraging small and medium sized businesses therefore extending the reach of the programme.

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 framework.

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.

On and off the job guided learning (England)

Total GLH for each pathway

Total on and off the job Guided learning Hours

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

Total on and off-the-job GLH is 613

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 individual's circumstances or the particular nature of employment in a given sector make 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 a minimum of 12 months on the programme 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 opportunity for apprentices to embed and extend their learning through repeated workplace practice

Given the predominance of SMEs in the creative and cultural sector, patterns of delivery will vary, with some provision being front loaded within the first 12 months while others may wish to spread training over the length of the Apprenticeship. However, as a guide, we would expect a minimum of 350 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 367

How this requirement will be met

Off the job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the 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 off the job GLH and mentoring which may be done through a log book or reflective diary.

How this requirement will be met:

Level 2 - Pathway 1 (Jewellery Manufacturing)

- 187 GLH of knowledge from the Level 2 Diploma in Jewellery Manufacturing
- 90 GLH for the two Functional Skills
- 45 GLH/hours for ERR and induction
- 45 GLH/hours for mentoring Apprentices

Minimum on-the-job guided learning hours

ON THE JOB GLH:

Level 2 Total on-the-job GLH is 246

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 Diploma in Jewellery Manufacturing total on-the-job GLH is 246

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Apprentices must be introduced to Personal Learning and Thinking Skills during their induction so that they learn to recognise for themselves when and where they are practising these skills. Creative & Cultural Skills has mapped Personal Learning and Thinking Skills to the mandatory units for competence and knowledge for the qualifications in this framework at level 2.

Evidence of PLTS achievement

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

Creative thinking

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

Young people:

- 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
- adapt ideas as circumstances change

Independent enquiry

Young 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.

Young people:

- 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

Young 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.

Young people:

- 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

Young 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.

Young people:

- 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

Young 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.

Young people:

- 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

Young 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.

Young people:

- 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

Additional employer requirements

None

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org