

apprenticeship FRAMEWORK

Design (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 6 APRIL 2015

Modifications to SASE came into effect on 6th April 2015. These changes **ONLY** relate to the Transferable Skills requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 6th April 2015. Apprenticeships starts before this date must continue to meet the 2013 SASE requirements for Transferable Skills. For more details of the changes and how they will affect new Apprenticeship starts, please read the following preface page to the framework document.

NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03183

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Issued by
Creative and Cultural Skills

apprenticeship
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Issued



CHANGES TO TRANSFERABLE SKILLS REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 6TH APRIL 2015

Modifications to SASE came into effect on 6th April 2015. The changes ONLY relate to the Transferable Skills requirements of a framework and they ONLY apply to new Apprenticeship starts on, or after, 6th April 2015. Apprenticeships started before this date must continue to meet the 2013 SASE requirements for Transferable Skills.

The modifications removed the “5 year rule”, meaning that acceptable qualifications, achieved before September 2012, are now in scope. This includes iGCSEs, A and AS Levels, O Levels and Key Skills. However, there are still minimum grade/level requirements that need to be achieved, depending on the level of Apprenticeship being undertaken. There have also been some changes to the minimum grade/level requirements which, in summary are:

Intermediate Apprenticeship:	GCSE/iGCSE/A and AS Levels - minimum acceptable grade is now E, irrespective of achievement date (for ALL acceptable GCSEs/iGCSEs/A/AS Levels)
	Key Skills - minimum acceptable is Level 1, irrespective of achievement date
	O Levels – minimum acceptable grade is C, irrespective of achievement date
Advanced Apprenticeship:	GCSE/iGCSE - minimum acceptable grade is now C, irrespective of achievement date (for ALL acceptable GCSEs/iGCSEs)
	A/AS Level - minimum acceptable is grade E, irrespective of achievement date
	Key Skills - minimum acceptable is Level 2, irrespective of achievement date
	O Levels - minimum acceptable grade is C, irrespective of achievement date
Higher Apprenticeship:	There remains no mandatory requirement for Transferable Skills qualifications to be achieved.

Please note that some frameworks may have grade/level requirements that are above the SASE minimum requirements. Please check the framework to ascertain where this is the case and/or check directly with the specific Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here: <http://afo.sscalliance.org/SASE>

PLEASE NOTE THAT THAT THE NEW REQUIREMENTS FOR TRANSFERABLE SKILLS, AS DETAILED ABOVE, OVERRIDE THE NOTES AND GRADES/LEVELS ASSOCIATED WITH THE TRANSFERABLE SKILLS TABLES, WITHIN THIS DOCUMENT. Until the Transferable Skills tables can be updated, any references to “**achieved before Sept 2012 and within 5 years of starting Apprenticeship**” or “**achieved before September 2012, otherwise at any time prior to starting Apprenticeship**” can now be ignored.

Over the next few months, the Transferable Skills section within AFO will be amended to reflect the SASE modifications and all current frameworks will be updated and reissued to incorporate these changes. In the meantime, if you are in any doubt as to the requirements of any framework then please contact the relevant Issuing Authority.

Design (England)

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Framework summary

Design

Design Support

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Design Support

Competence qualifications available to this pathway:

C1 - Level 2 NVQ Certificate in Design Support

Knowledge qualifications available to this pathway:

K1 - Pearson BTEC Level 2 Diploma in Art and Design

K2 - BTEC Level 2 Certificate in Design

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Design

Design

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Design

Competence qualifications available to this pathway:

C1 - Level 3 NVQ Diploma in Design

Knowledge qualifications available to this pathway:

K1 - Level 3 Subsidiary Diploma in Art and Design

K2 - Level 3 Diploma in Art and Design (QCF)

K3 - Level 3 Extended Diploma in Art and Design (QCF)

K4 - Level 3 90-credit Diploma in Art and Design (QCF)

K5 - Level 3 Diploma in Art & Design (QCF)

K6 - Level 3 Diploma in Art and Design - Foundation Studies (QCF)

Combined qualifications available to this pathway:

N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Creative and Cultural Skills

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

Issue number: 9	This framework includes:
Framework ID: FR03183	Level 2 Level 3
Date this framework is to be reviewed by: 01/06/2016	This framework is for use in: England

Short description

The Design Apprenticeship has been designed with the help of employers to widen the pool of potential recruits into the industry. Intermediate Level Apprentices will train as Design Assistant/Trainee, Trainee Technical Illustrator or Graphic Design Assistant or Junior Art worker. Advanced Level Apprentices will train as a Desktop Publishing Assistant, Technical Illustrator, Junior Graphic or Product Designer or Assistant Copywriter.

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:

Ico Design Consultancy

Stills Design

Design Council

Upper Street Events

Virgin Atlantic

IBM

Tangerine

Cardiff School of Art & Design

BGD Workfutures

Developer of this framework

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Issuing Authority's contact details

Issued by: Creative and Cultural Skills
Issuer contact name: Dawn Hillier
Issuer phone: 07867330228
Issuer email: dawn.hillier@ccskills.org.uk

Revising a framework

Contact details

Who is making this revision: Helen Hart
Your organisation: Creative & Cultural Skills
Your email address: Helen.Hart@ccskills.org.uk

Why this framework is being revised

This framework has been revised as a result of the addition of SQA and AIM Awards competence and knowledge qualifications, and the removal of Pearson qualifications.

Summary of changes made to this framework

- Addition of SQA and AIM Awards competence and knowledge qualifications
- Removal of Pearson qualifications
- Correction of errors in transferrable skills

Qualifications removed

501/0342/8 Pearson Level 2 NVQ Certificate in Design Support

501/0705/7 Pearson Level 3 NVQ Diploma in Design

Qualifications added

SQA Level 2 Level 2 NVQ Certificate in Design Support 601/5163/8

SQA Level 3 NVQ Diploma in Design 601/5158/4

AIM Awards Level 2 Level 2 NVQ Certificate in Design Support 601/5270/9

AIM Awards Level 3 NVQ Diploma in Design 601/5271/0

AIM Awards Level 2 Certificate in Design 601/5330/1

Qualifications that have been extended

501/0574/7 Pearson BTEC Level 2 Certificate in Design

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

The Design Industry employs around 200,000 people in three main areas - product and industrial design, stage and set design and in communications.

The UK Design Industry is relatively young, fragmented and has a huge variety of talents. UK designers are generally well qualified – currently, 41 per cent are educated to BA (hons) level or above – and their skills and creativity are valued by clients in the UK and abroad.

Design can have a significant impact on business productivity, as well as addressing social and environmental issues and our world class creative skills could help give the UK a competitive edge in the world economy.

The value of designers and their skills is becoming better recognised. In recent years, designers have brought their processes and insights to bear in new areas, including high-tech innovation, environmental sustainability and education and health services.

Challenges which face the Design Industry include the growing need to:

- meet consumer demand for creative design solutions which meet environmental, social and sustainability criteria.
- develop leadership skills, which includes business management and strategic skills.

- ensure designers make the most of fast-emerging new market opportunities and understand how to translate these into practical design strategies
- training to meet the continuing professional development needs of those already working in the Industry
- understand the technical knowledge of materials and product lifecycles and customer behaviour change.
- widen the talent beyond graduate entry and open up an entry route for those without formal qualifications.

The Design Industry is part of the wider creative and cultural sector, which will need the following skills in the future to replace those who leave or retire:

- 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 a Design Assistant/Trainee, Trainee Technical Illustrator or Graphic Design Assistant or Junior Art worker.

Advanced Level Apprentices will train as a Desktop Publishing Assistant, Technical Illustrator, Junior Graphic or Product Designer or Assistant Copywriter.

Aims and objectives of this framework (England)

Aim

The aim of this framework is to attract new people into the Design Industry from a wide range of backgrounds with the skills employers need to replace those who leave or retire and to

provide a career pathway within the Industry and career 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 the Design Industry at Levels 2 and 3
2. develop the technical skills and knowledge which employers need to increase their competitiveness and profitability
3. provide opportunities for career progression within the Design Industry 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 Design and they are particularly interested in those who:

- show a keen interest in working in the Industry and who can show a creative flair
- understand the importance of providing high standards of customer service;
- have communication and problem solving skills on which this apprenticeship will build;
- understand the importance of working in teams.

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

Design Support

Pathways for this framework at level 2

Pathway 1: Design Support

Level 2, Pathway 1: Design Support

Description of this pathway

Design Support

Total Minimum Credits: **76**

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

None in addition to the general entry requirements

Job title(s)	Job role(s)
Design Assistant/Trainee	Design Assistant works as part of a team, supporting Designers on projects/campaigns. This could include preparing documents, writing presentations and assisting with briefs, marketing, learning and utilising software and artwork.
Trainee Technical Illustrator	Supports in developing, amending and drafting final illustrations for review by the customer. Carries out research and works as part of team.
Trainee Technical Graphic Design Assistant	Works within the design and production department undertaking all product installation on leaflets, labelling and stationery. This involves liaising with technical personnel from various departments and external suppliers.
Junior Artworker	Working as part of a team on brochures, logos, packaging and other products depending on the company. With some projects you will be given the opportunity to use a blank canvas so you need to be confident to bring your own ideas to the table.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 NVQ Certificate in Design Support					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5163/8	SQA	31	202	N/A
C1b	601/5270/9	AIM Awards	31	202	N/A

Knowledge qualifications available to this pathway

K1 - Pearson BTEC Level 2 Diploma in Art and Design					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/7104/X	Pearson Education Ltd	60	360	N/A

K2 - BTEC Level 2 Certificate in Design					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	501/0574/7	Pearson Education Ltd	30	180	N/A
K2b	601/5330/1	AIM Awards	30	180	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

As they are based on the same suite of National Occupational Standards K1 and K2 provide the underpinning knowledge and understanding for the competence qualifications in C1.

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.

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)

ICT is included as a mandatory skill.

Progression routes into and from this pathway

Progression into the Intermediate Level Apprenticeship:

- Young Apprenticeship in Art and Design.
- 14-19 Creative and Media Diploma or Diploma in Manufacturing and Product Design
- Completion of Level one or Level 2 qualifications in a Design Discipline

- GCSE in Design and Technology
- Work experience in a relevant Design discipline
- General or vocational qualifications related to or relevant for the creative and cultural industries

Progression from the Intermediate Level Apprenticeship:

Jobs

Those completing a Level 2 Design (Support) Apprenticeship may find work as:

- Design Assistant/Trainee Designer
- Technical Illustrator
- Technical Graphic Design Assistant
- Junior Artworker.

FE/HE

- Level 3 Apprenticeship in Design
- Other Apprenticeship frameworks in the creative and cultural sectors
- Level 2 Apprenticeship in Team Leading or Level 3 Advanced Apprenticeship in Management
- (14 – 19) Diploma in Creative and Media or Diploma in Manufacturing and Product Design at Higher or Advanced Level
- Level 3 vocational qualifications in a design discipline (e.g. interior, product or graphic design)
- After further development and training possibly a Foundation degree for example Art and Design, Graphic or Fashion Design and Manufacturing, Production Design and Development.

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

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

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

Level 3

Title for this framework at level 3

Design

Pathways for this framework at level 3

Pathway 1: Design

Level 3, Pathway 1: Design

Description of this pathway

Design

Total minimum credits: 124

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)
Desktop Publishing Assistant	Works as part of a team designing and producing collateral. Prepares and proofs copy for online and offline, internal and external marketing and communication materials.
Technical Illustrator	Use illustration to visually communicate information of a technical nature.
Junior Graphic Designer	Working on print based materials, presentations, art work and graphics. Work will include liaising with printers and taking projects from briefs to completion.
Junior Product Designer	Produce technical drawings, prototypes and samples, developing these further to create a final product.
Assistant Copywriter	Prepare and proof copy for online and offline, internal and external marketing communication materials.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Diploma in Design					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/5158/4	SQA	49	288	N/A
C1b	601/5271/0	AIM Awards	49	289	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Subsidiary Diploma in Art and Design					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/7144/0	Pearson Education Ltd	60	360	N/A

K2 - Level 3 Diploma in Art and Design (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/7298/5	Pearson Education Ltd.	120	720	N/A

Knowledge qualifications available to this pathway (cont.)

K3 - Level 3 Extended Diploma in Art and Design (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/7566/4	Pearson Education Ltd.	180	1080	N/A

K4 - Level 3 90-credit Diploma in Art and Design (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	600/3890/1	Pearson Education Ltd.	90	540	N/A

K5 - Level 3 Diploma in Art & Design (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	600/2827/0	University of the Arts London	114	570	N/A

K6 - Level 3 Diploma in Art and Design - Foundation Studies (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	500/5316/4	University of the Arts London	120	680	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The knowledge qualifications are based on the same suite of National Occupational Standards as used to develop the competence qualification and there is therefore a direct relationship between the two types of qualification.

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

Transferable skills (England)

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

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

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

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

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

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

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

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

ICT

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

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	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

This can be from a variety of routes including:

- Level 2 (Intermediate) Apprenticeship in Design

- 14-19 Diploma in Creative and Media or Manufacturing and Product Design
- GCSE Design and Technology
- General or vocational qualifications related to or relevant for the creative and cultural industries

Progression from the Advanced Apprenticeship

Jobs

- Desktop Publishing Assistant
- Junior Graphic Designer
- Technical Illustrator
- Junior Product Designer
- Assistant Copywriter

FE/HE

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

- Level 4 NVQ Diploma in Design Management
- Foundation degrees, for example Art and Design, Graphic or Fashion Design and Manufacturing, Production Design and Development
- BA Honours Degrees in Product Design
- Teacher training for Design and Technology
- other vocational qualifications related to or relevant 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 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

The average UK designer is male, white and 38 years old. Women in design are critically under-represented at the higher levels of the design industry, at managerial and executive level and only 7% of UK designers are from ethnic minority backgrounds. Five per cent of people working in design have a disability which affects their job performance.

The design sector is the most unequal in terms of the gender gap of any industry covered in the Creative & Cultural Skills footprint. 68% of the sector is made up of men, and the gender gap is fairly even across each of the design sub sectors.

Likely reasons for this include:

- higher education courses for Art and Design are the main route into the design industry and there is a lower admission rate for ethnic minority students than university admissions in general
- the design sector, much like the music industry, is also unequal for women that manage to gain entry into the workforce. Just 3% of women working in design are paid above £29,000 in comparison to 37% of men
- It seems that women's wages are almost capped in the design industry at £29,000. This is in spite of the fact that women in the sector are actually marginally higher qualified than men. 66% of women have level 4 or above qualifications in comparison with 64% of men
- lack of role models for women and those with a disability at business executive or senior executive level;
- 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 Design 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 minimum on and off the job Guided Learning Hours

LEVEL 2:

- Total ON AND OFF THE JOB GLH for the programme is 607

LEVEL 3:

- Total ON AND OFF THE JOB GLH for the programme is 867

Given the predominance of SMEs in the creative and cultural sector, patterns of delivery will vary. However, as a guide, we would expect a minimum of 280 GLH to be delivered in the first 12 months.

Minimum off-the-job guided learning hours

OFF THE JOB GLH:

Level 2:

Total minimum off the job GLH is 405 which exceeds the 30% or minimum of 100 GLH per year

Level 3:

Minimum off the job GLH is 585 which exceeds the 30% or 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
- use a range of delivery models, including one or more of the following methods: individual and group teaching; e-learning; distance learning; induction (refer to 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 minimum requirement will be met:

- minimum 180 GLH for the knowledge element
- 135 GLH for the three Functional Skills
- 45 GLH for ERR and induction
- 45 GLH for mentoring apprentices (minimum of one hour a week)

Level 3: How this requirement will be met:

- minimum 360 GLH for the knowledge element
- 135 GLH for the three Functional Skills
- 45 GLH for ERR and induction
- 45 GLH for mentoring apprentices (minimum of one hour a week)

Evidence of off the job GLH:

Level 2

- Level 2 BTEC Diploma in Art and Design or Level 2 BTEC Certificate in Design
- 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 BTEC Subsidiary Diploma in Art and Design or one of the other listed knowledge qualifications
- 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

Education providers should upload the ERR workbook sign off sheet as evidence of achievement when requesting Apprenticeship completion certificates.

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/>

Minimum on-the-job guided learning hours

Level 2

- 202 GLH for the Level 2 NVQ Certificate in Design Support

Level 3

- 282 GLH for the Level 3 Diploma in Design

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 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 of on the job training:

Level 2:

- Level 2 NVQ Certificate in Design Support

Level 3:

- Level 3 NVQ Diploma in Design

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

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

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

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

Creative thinking

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

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

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

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

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

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