

Photo Imaging (England)

Creative Skillset

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

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

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

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Framework information

Information on the Issuing Authority for this framework:

Creative Skillset

The Apprenticeship sector for occupations in creative and digital media – including broadcast; animation, games and VFX; radio; journalism; advertising and marketing communications; set crafts; and photo imaging.

Issue number: 5	This framework includes:
Framework ID: FR03973	Level 2 <input type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 29/09/2017	This framework is for use in: England

Short description

This Advanced Apprenticeship is designed to give advanced apprentices the skills to work in the photo imaging sector, either as a photographer, or in digital image production, photo retail or picture libraries. There are job opportunities for photographers in the armed forces and the police, in photographic studios or as schools or event photographers. Non-photographer roles for advanced apprentices include minilab printer, digital imaging technician and picture library keyworder.

Contact information

Proposer of this framework

<Details of who proposed the framework>

Developer of this framework

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Revising a framework

Why this framework is being revised

This framework is being revised due to the withdrawal of all component qualifications by City and Guilds.

Summary of changes made to this framework

All City and Guilds qualifications within this framework have been removed and replaced with the replacement provision developed by AIM Awards.

During the re-development, it was agreed to combine the individual knowledge City & Guilds Level 3 Photo Imaging qualifications into a larger, more generic single qualification where all units are available as optional. This would give learners more flexibility and opportunities in choosing and undertaking specialist individual units in areas such as crime scene photography, studio photography etc.

Qualifications removed

- C1 - City & Guilds Level 3 Diploma in Photo Imaging Competence (501/1301/X)
- K1 - City & Guilds Level 3 Certificate in Photo Image Capture and Presentation (500/7288/2)
- K2 - City & Guilds Level 3 Certificate in Specialist Photography and Presentation (500/7287/0)
- K3 - City & Guilds Level 3 Certificate in Specialist Photography and Image Output (500/6958/5)
- K4 - City & Guilds Level 3 Certificate in Photo Image Capture and Manipulation (500/6959/7)
- K5 - City & Guilds Level 3 Certificate in Principles of Crime Scene Investigation Photography (500/6960/3)
- K6 - City & Guilds Level 3 Certificate in Image Management and Storage (500/6965/2)

Qualifications added

- Competence - AIM Awards Level 3 Diploma in Photo Imaging (603/0349/9)
- Knowledge - AIM Awards Level 3 Certificate in Photo Imaging (603/0347/5)

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

An Apprenticeship is a job with an accompanying skills development programme 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 focussed job needs. All apprentices commencing their Apprenticeship on or after the 6th April 2012, 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.

Apprenticeships bring together individuals, who are motivated and working hard to develop themselves, and employers, investing in their own success but supporting a wider programme of social, environmental and economic value. To widen access, we will ensure clear progression routes into Apprenticeships, through to higher level skills development in further and higher education, taking into account the needs of all types of learners.

The photo imaging workforce is the third largest within the Creative Media Industries in England. The Photo Imaging industry is made up of 8,700 companies, two thirds (68%) of which are sole trading or freelance photographers. The remaining companies can be broadly divided into the following categories:

- Image producers (including laboratories and minilabs)
- Photo retail
- Picture libraries and agencies
- Manufacturers
- Support services (e.g. equipment hire and repair)

Across the industry as a whole, 91% of companies employ five people or fewer. The photo imaging sector increasingly requires a workforce with a **wide ranging skill set**, combining **technical proficiency** with **creativity**, **visual awareness** and **business acumen**. Practitioners across the industry need to be **motivated** and **self-sufficient**, **committed** and **enthusiastic**. Career success typically requires a **strong passion for the subject** and a high level of **entrepreneurial ability**. Competition is vigorous, especially for photographers, and the financial rewards vary greatly depending on the skills and specialisms of the individual photographer. That said, the work is usually interesting and seldom routine.

Creative Skillset's latest Photo Imaging Labour Market Intelligence Profile highlights that 76%

of the photo imaging workforce is 35 and over. Given the informal nature of much recruitment into the sector, the danger is that a cohort of experienced workers will soon come to retirement at the same time and the new supply of workers will not have the knowledge and skills to replace them. For a sector whose worth is based on the perceived quality of its output, that is a major risk.

Across the sector as a whole, the most significant specialist skills gaps continue to be around the use of digital technology, knowledge of digital workflow and management of digital assets. The rapid pace of technological change means that businesses and individuals must develop **strong market awareness** and demonstrate **flexibility to adapt rapidly** to new business opportunities. In addition, widespread **internet access** and the opportunity for image sharing across a number of platforms, makes an understanding of intellectual property rights and how to protect them increasingly important. This Advanced Apprenticeship has been designed to tackle these skills gaps.

The framework is targeted at photography and non-photography roles. Photography roles may focus on:

- Schools photography
- Staff photography
- Commercial photography
- Wedding and portrait (social/high street) photography
- Event photography
- Studio photography specialising in advertising or fashion
- Cruise ship photography

Other areas of photographic employment are within the police or fire services as accident investigation/crime scene photographers, retail or health and social care roles, or within the communications departments of companies in a wide range of sectors.

Non-photography roles are available in digital imaging bureaux/prolabs and photo retail/minilabs. Roles for advanced apprentices in these areas include minilabprinter, trainee digital imaging technician and picture library keyworder.

Aims and objectives of this framework (England)

The aim of this Advanced Apprenticeship is to attract new entrants into the photo imaging sector, through a structured and employer-led framework.

The main objectives of this Advanced Apprenticeship are:

- to provide a non-traditional route into the industry;
- to provide an entry route for under-represented groups;
- to allow employers to supplement their organisations with new expertise, techniques and

technologies;

- to provide the photo imaging sector with a stream of motivated recruits equipped with the technical, creative and business skills required for the future;
- to offer sufficient flexibility within the framework to ensure that it can be used to support entry into a wide variety of roles within the photo imaging sector.

Creative Skillset will carry out ongoing monitoring and evaluation to assess the extent to which this Advanced Apprenticeship meets the above objectives. As and when required, Creative Skillset will update the content of the framework to respond to the fast-moving changes within the Creative Industries.

Entry conditions for this framework

The fundamental entry condition is the employer's and training provider's confidence in the candidate's ability to thrive and achieve their potential within the Advanced Apprenticeship. Employers are encouraged to get involved in the recruitment and selection stages, to ensure they get to know the apprentices before their employment. Depending on the qualification options chosen within the framework, the employer may stipulate further requirements for entry.

Career success typically requires a strong passion for the subject, so candidates should show a high level of interest and enthusiasm for the subject and the sector in general. This could be demonstrated by providing a portfolio of their personal photographic work or through evidence of work experience.

For many jobs roles good colour vision is essential, although this is not a prerequisite for entry onto the framework.

It is important that initial assessments are used effectively to attract and retain apprentices who are committed to working in the photo imaging sector but who may not hold formal qualifications.

Qualifications and other prior achievements, which may provide a useful grounding include:

- a portfolio of evidence from work experience, non-accredited courses, volunteering, previously worked or are working in the sector; OR
- previously worked or are working in the sector; OR
- QCF Awards, Certificates or Diplomas at Level 3 in Media related subjects; OR
- GCSE or A Levels; OR
- a 14-19 Foundation or Higher Diploma, OR

... Photo Imaging (England)

- Level 2 or 3 Photo Imaging qualifications e.g. Level 3 Certificate in Photo Image Capture and Presentation (these qualifications can also be taken as part of the framework).

Processes exist to ensure that candidates with prior knowledge, qualifications and experience are not disadvantaged by having to repeat their learning. Training providers and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Photo Imaging

Pathways for the framework at level 3:

Pathway 1: Photo Imaging

Level 3, Pathway 1: Photo Imaging

Description of this pathway

Total minimum credit value for this pathway is 70 credits:

- Competence qualification - 47 credits;
- Knowledge qualification - minimum 13 credits;
- Transferable Skills - 10 credits for English and Maths.

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)
Trainee/assistant photographer	Taking photographs to client specification in various settings
Trainee/assistant staff photographer	Taking photographs for the business e.g. to be used for promotional materials
Trainee investigative/crime scene photographer	Taking photographs as required to assist in official investigations
Junior minilab printer	Operating minilab equipment, usually in a retail environment
Junior digital imaging technician	Operating digital image manipulation or printing systems to client or organisational specifications
Picture library keyworder	Appending metadata (description of content) to archived photographic images

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Diploma in Photo Imaging

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	603/0349/9	AIM Awards	47	212 - 370	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Photo Imaging

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	603/0347/5	AIM Awards	13	100	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Advanced apprentices and their employers will select one of the specialist areas within the knowledge qualification (K1), to provide the technical skills, knowledge and understanding to reflect their specific job role. They will then take a common competence qualification: C1.

The knowledge qualification offers different, but complementary, units to the competence qualification and can be used to meet the needs of a **photography** or **non-photography** focused business. For example, apprentices can specialise in crime scene photography or they may work in a mini-lab business.

The qualifications are based on the National Occupational Standards for Photo Imaging, which also include Standards in Retail, Management and Leadership, and Enterprise Development. Where units have been imported from other sectors' qualifications, Creative Skillset has contacted the relevant Sector Skills Councils/Bodies to inform them of the use of the units within the framework.

The competence qualification contains 5 or 6 mandatory units (depending whether the photography or non-photography route is taken), plus a large number of optional units. Advanced apprentices and their employers can choose from units such as:

- Undertake the photographic assignment;
- Manage personal development;
- Print photographic images by hand/machine;
- Send and receive images digitally;
- Research and access images;
- Record/edit audio-visual materials;
- Maximise product sales in a retail environment;
- Source required goods and services in a retail environment.

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

Transferable skills (England)

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

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

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

ENGLISH

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

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

YES

NO

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

Click here to enter text.

MATHS

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

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

YES

NO

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

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

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

ICT

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

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

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

Click here to enter text.

Progression routes into and from this pathway

Into the framework

The fundamental entry condition is the employer's and training provider's confidence in the candidate's ability to thrive and achieve their potential within the Advanced Apprenticeship.

Non-accredited prior learning related to the photo imaging sector may provide useful progression into the framework, as it will demonstrate an interest in the subject, e.g. voluntary or unpaid employment in a photo imaging role, and relevant training covering activities such as capturing, processing, researching or storing images.

Accredited learning

There are no formal qualification requirements for entry to this framework, although there are a number of qualifications that would provide useful preparation, and therefore support progression into the framework, such as the following:

- GCSE Art and Design;
- Photography at A' or AS level;
- Photography National Diploma;
- Photo Imaging pathway of 14-19 Creative & Media Diploma;
- City & Guilds Level 2 or 3 Photo Imaging VRQs;
- Photo Imaging Level 2 Diploma in Photo Imaging Competence (NVQ);
- Level 3 Diploma in Creative and Digital Media Competence.

From the framework

Employers are looking for dedicated people, so it is important for advanced apprentices to show an active interest in what they do. For photography in particular, entering competitions can be a great way to gain experience of interpreting or working to briefs, with the added benefit that short-listings or awards will look great on a CV. Many magazines such as Photography Monthly and Professional Photographer run competitions, but these may also be found through local photographers' clubs or community groups. In these very competitive industries, an individual cannot just have the right qualification, or just be really keen, or just have some experience behind them. They need ALL these things - and more. Every skill, piece of knowledge, training and personal attribute needs to be used and demonstrated to make them more employable than the next person. Freelancing is common within the sector, so advanced apprentices will also need to consider this form of employment to progress their career.

Examples of progression into employment

Employment, either employed or self-employed/freelance, in roles such as photographer, minilab printer, crime scene photographer, or digital imaging technician.

Further and higher education

This framework provides progression opportunities into various areas of further and higher Education. Training providers offering this framework should ensure high-quality careers advice is available to apprentices to support their progression. Examples of **further education** progression opportunities are:

- Level 4 Diploma in Photo Imaging Competence;
- BTEC Level 4 HNC Diploma in Art and Design;
- BTEC Level 4 HNC Diploma in Photography.

Examples of **higher education** progression opportunities are:

- Foundation Degree in photography or related subject;
- Bachelor's Degree in photography, photo imaging or related subject.

Examples of subject areas related to photo imaging include commercial photography, photojournalism, fashion, and picture research and editing.

Progression arrangements into higher education, formal and informal, should be explored and supported. For details on higher education courses in photography and related subjects, please see the [UCAS](#) website.

For further information on career progression within the sector please go to http://creativeskillset.org/creative_industries/photo_imaging/job_roles

UCAS points for this pathway: N/A

Employee rights and responsibilities

The below employee rights and responsibilities (ERR) outcomes must be used to shape an induction programme for the advanced apprentice. They must be delivered and assessed at relevant points on and off the job, in an approach agreed between the employer, advanced apprentice and training provider. The nine ERR outcomes are:

- Knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law, and employment rights that can be affected by other legislation as well. This should cover the advanced apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health and Safety, together with the responsibilities and duties of the employer;
- Knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health and Safety and Equality and Diversity training must be an integral part of the advanced apprentice's learning programme;
- Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- Understands the role played by their occupation within their organisation and industry;
- Has an informed view of the types of career pathways open to them;
- Knows the types of representative bodies and understands the relevance to their industry and organisation, and understands their role and responsibilities;
- Knows where and how to get industry information and advice on their industry, occupation, training and career;
- Can describe and work within their organisation's principles and codes of conduct;
- Recognises and can form a view on issues of public concern that affect their organisation and industry.

Delivery and assessment

Relevant ERR outcomes must be delivered and assessed during induction programmes, organised by the provider and employer, and be specific to the occupational area and job role e.g. 'Can describe and work within their organisation's principles and codes of conduct.' Other outcomes must be delivered and assessed within the workplace at a later point, once the advanced apprentice has a better understanding of the environment e.g. 'Recognises and can form a view on issues of public concern that affect their organisation and industry'.

Evidence

Creative Skillset will provide a template which specifies the 9 ERR outcomes and this must be used to record achievement and evidence of each outcome. This template must be completed

by the advanced apprentice, with their assessor and their employer, who should both spend time on-the-job and off-the-job to assess and record the achievement of the ERR outcomes. This template will be passed to the training provider for verification and submitted by the apprentice when applying for certification (the provider can facilitate this process on behalf of the apprentice also).

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.

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

How equality and diversity will be met

Over three-quarters (76%) of the Photo Imaging workforce is aged 35 or over (this has risen from 68% in 2007). This is much higher than both the wider Creative Media workforce (61%) and the wider economy (65%). The Advanced Apprenticeship in Photo Imaging is being used to tackle this issue, aiming to attract new entrants into the sector and encouraging experienced members of the workforce to pass on their skills.

7% of the Photo Imaging workforce are from a BAME background, which has not changed in recent years. There is a higher proportion of BAME individuals than in the wider Creative Media Industries but lower than the wider UK economy. 12% of the workforce consider themselves to be disabled (an increase of 5% since 2007), compared to 9% in the rest of the Creative Media Industries. The Advanced Apprenticeship aims to provide an entry-route for under-represented groups and there is a need to continue efforts to attract diverse talent.

47% of the Photo Imaging workforce are female, a 10% increase on the figure for 2007. This is also higher than the proportion of women in the wider Creative Media Industries (39%) and the same as the wider UK economy (47%). Two thirds (66%) of employees in the Photo Imaging industry are women, compared to just 38% of freelancers.

Over 90% of photo imaging businesses employ less than 5 people, and this is a major barrier for new entrants in the industry. With such a high proportion of sole traders as well, new entrants, through this Advanced Apprenticeship, need to develop not just their technical knowledge and skills, but also their business acumen.

There are no prescribed entry conditions to this framework so that inappropriate barriers to entry, which would impact negatively on equality and diversity, are not created.

Employers/providers must be able to demonstrate their selection, recruitment and employment practices are in line with the Equality Act 2010 and there are no overt or covert discriminatory practices in relation to any of the following protected characteristics: age; disability; gender reassignment; marriage and civil partnerships; pregnancy and maternity; race; religion or belief; sex; sexual orientation; and socio-economic disadvantage.

Creative Skillset is passionate about promoting diversity and will be seeking and sharing good practice across the delivery partners in order to highlight positive examples of marketing and communication materials, and other strategies and activities used to break down the barriers to entry and ensure a more diverse talent base. Creative Skillset will also provide marketing and communications to ensure consistency of message. Creative Skillset is involved in a number of activities such as:

- Targeted training initiatives, used as a key tool in getting new talent from under-represented groups into the industry;
- Providing links to training providers working with under-represented groups;
- Providing links to organisations who provide media training, support and information to people with disabilities;
- Supporting Group Training Associations (GTAs) across England that will connect training providers and employers in the regions to deliver Apprenticeships;
- Raising awareness of the under-representation of people with disabilities in the workforce by monitoring employment trends, identifying barriers to training and development, and sharing that information with partners.

For more details on research into the makeup of the sector, Creative Skillset's Diversity Policy and Strategy, and links to other diversity activities, see the Creative Skillset website <http://creativeskillset.org/about/diversity>

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.

On and off the job guided learning (England)

Total GLH for each pathway

The minimum amount of Guided Learning Hours (GLH) for the framework (on-the-job and off-the-job) is **453 GLH**. The minimum duration for this framework is **18 months**.

The minimum GLH for the first 12 months of this framework is **302**. The advanced apprentice is entitled to the remaining **151 GLH** in the subsequent six months of delivery and is entitled to a minimum of 280 GLH pro rata for any further 12 months of delivery.

Regardless of how long the Advanced Apprenticeship takes, apprentices are entitled to the **minimum of 453 GLH**.

National Apprenticeship Service (NAS) Statement on Apprenticeship Quality Definition

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 a 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.

Minimum off-the-job guided learning hours

The total off the job GLH for the whole framework is **223 GLH**.

The very minimum off the job GLH for the first 12 months of this framework is **149 GLH** (there is a range however, depending on the knowledge units chosen). This figure is based on an **18 month delivery**.

The advanced apprentice is entitled to the remaining **74 GLH** in the subsequent 6 months of

delivery and is entitled to a minimum of 280 GLH pro rata for any further 12 months of delivery (a minimum of 30% must be off-the-job). If providers complete the framework in less than 18 months, they must still ensure that the total framework GLH are achieved and recorded.

The below figures are the minimum GLH figures attached to the various activities:

- Minimum 100 GLH - knowledge qualification;
- 45 GLH - Level 2 Maths Transferable Skills qualifications;
- 45 GLH - Level 2 English Transferable Skills qualifications;
- Minimum 15 GLH – Induction, and relevant delivery and assessment of Personal Learning Thinking Skills (PLTS) and ERR;
- Minimum 18 GLH - Mentoring, progress reviews, pastoral care, signposting PLTS and ERR.

Certification Requirements for GLH

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new 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.

How this requirement will be met

Off-the-job GLH take place away from the pressures of the workplace. Off-the-job GLH in this framework is covered by a number of accredited and non-accredited activities which should be used to ensure that the advanced apprentice benefits from a rich learning experience throughout the framework.

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 advanced apprentice and a tutor, teacher, mentor or manager;

- Allow access as and when required by the advanced apprentice either to a tutor, assessor, mentor or manager;
- Be delivered during contracted working hours.

Providers and employers are encouraged to deliver the GLH through innovative, engaging and relevant methods. Activities could include: individual and group teaching; e-learning and e-assessment; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study; inductions; project work; setting briefs.

It is important that advanced apprentices record their off-the-job learning experiences e.g. in a log book, blog, e-portfolio/portfolio or diary.

Other evidence of off-the-job GLH should be collated through:

- Completion of the knowledge qualification specified in the framework;
- Evidence of achievement of transferable skills;
- Reflective notes on induction, mentoring, reviews and pastoral care activities;
- Completion and sign-off of the ERR form;
- Completion and sign-off of the PLTS assessment form (PLTS are mapped into the mandatory competence units).

Minimum on-the-job guided learning hours

< On-the-job guided learning hours take place in the workplace. The total on-the-job GLH for the whole framework is **230 GLH**.

The below figures are the minimum GLH figures attached to the various activities:

- Minimum 212 GLH – Competence qualification;
- Minimum 18 GLH - Dedicated time spent with employer/mentor to enhance the advanced apprentice's training, further delivery and assessment of ERR and PLTS, recording and verifying ERR and PLTS.

The very minimum on-the-job GLH for the first 12 months is **153 GLH** (there is a range however, based on the competence units chosen). This figure is based on an 18 month delivery.

The advanced apprentice is entitled to the remaining **77 on-the-job GLH** in the subsequent 6 months of delivery and is entitled to a minimum of 280 GLH pro rata for any further 12 months of delivery. If providers complete the framework in less than 18 months, they must still ensure that the total framework GLH are achieved and recorded.

Certification Requirements for GLH

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice

Declaration & Authorisation Form when claiming for the apprentice's Apprenticeship certificate. The new 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.

How this requirement will be met

On-the-job guided learning hours take place in the workplace. Each of the job roles covered by this framework requires a high level of technical competence, which will be based in extensive workplace training, practice and experience. While some roles may require less technical knowledge than others, each of the jobs covered by this framework is highly skilled.

On-the-job GLH in this framework are covered by activities which should be used to: apply, and further develop, knowledge and skills developed throughout the framework; demonstrate competence in the workplace; enhance the training experience, ensuring work readiness.

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 advanced apprentice and a tutor, teacher, mentor or manager;
- Allow access as and when required by the advanced apprentice either to a tutor, assessor, mentor or manager;
- Be delivered during contracted working hours.

Providers and employers are encouraged to deliver the GLH through innovative, engaging and relevant methods in the workplace. Activities could include: individual and group teaching; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study; inductions; project work; setting briefs.

It is important that advanced apprentices record their on-the-job learning experiences e.g. in a

log book, blog, e-portfolio/portfolio or diary.

Other evidence of on-the-job GLH should be collated through:

- Completion of the competence qualification specified in the framework;
- Reflective notes on induction, mentoring, reviews and pastoral care activities;
- Completion and sign-off of the PLTS assessment form;
- Completion and sign-off of the ERR form.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

The six Personal Learning and Thinking Skills (PLTS) have been signposted to mandatory units within the competence qualification so advanced apprentices will be able to achieve them as part of the assessment of those units.

The assessment and achievement of the relevant mandatory competence units constitutes the achievement of the PLTS. Training providers must incorporate the PLTS appropriately into their delivery of the units, and share this information with the advanced apprentice and employer so all parties are aware of the ways in which the PLTS is met. It is important that advanced apprentices are introduced to PLTS during induction and for PLTS to be reiterated throughout delivery of the framework.

Creative Skillset has produced 'Personal Learning and Thinking Skills - Signposting and Assessment Checklists', which include signposting between the PLTS and the relevant qualification units, plus an evidence checklist. These can be used by assessors to formally assess and record the achievement of PLTS, which will help to further embed the various skills.

Time has been allocated in the overall framework GLH (please see the GLH section of this document) to allow for both ongoing dialogue between assessor and learner to review progress towards achievement and the final formal assessment of PLTS. Training providers must incorporate the PLTS appropriately into their delivery of the units, and share this information with the apprentice and employer so all parties are aware of the ways in which each PLTS is met. It is important that apprentices are introduced to PLTS during induction and for PLTS to be reiterated throughout delivery of the framework.

Awarding organisations are not responsible for quality assuring the achievement of PLTS within their qualifications. When applying for certification, apprentices will be required by the 'certifying authority' to provide a record of successful demonstration of these skills by the submission of the completed 'Personal Learning and Thinking Skills - Signposting and Assessment Checklist' (the provider can facilitate this process on behalf of the apprentice also).

Certification Requirements for PLTS

As of the 1st January 2013 all providers and apprentices must complete the new Apprentice Declaration & Authorisation Form when claiming for the Apprentice's apprenticeship certificate. The new 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.

For further detail on the signposting and documentation for PLTS, please visit <http://www.creativeskillset.org/photoapprenticeship>. For any other technical queries please email apprenticeships@creativeskillset.org

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