

# apprenticeship FRAMEWORK

## Photo Imaging (England)

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# Photo Imaging (England)

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# Framework summary

## Photo Imaging

## Photo Imaging

This framework includes information on Personal Learning and Thinking Skills

### Pathways for this framework at level 3 include:

#### Pathway 1: Photo Imaging

**Competence qualifications available to this pathway:**

C1 - Level 3 Diploma in Photo Imaging Competence

**Knowledge qualifications available to this pathway:**

K1 - Level 3 Certificate in Photo Image Capture and Presentation

K2 - Level 3 Certificate in Specialist Photography and Presentation

K3 - Level 3 Certificate in Specialist Photography and Image Output

K4 - Level 3 Certificate in Photo Image Capture and Manipulation

K5 - Level 3 Certificate in Principles of Crime Scene Investigation Photography

K6 - Level 3 Certificate in Image Management and Storage

**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 Skillset

The Apprenticeship sector for occupations in media and manufacturing and design of clothing and textiles.

Issue number: 3	<b>This framework includes:</b>
Framework ID: FR01356	Level 3
Date this framework is to be reviewed by: 31/10/2013	<b>This framework is for use in: England</b>

## 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

Employers and organisations including the Ministry of Defence, and the Defence School of Photography, were involved in the proposal of the framework, which is now being used more widely across the photo imaging industry.

## Developer of this framework

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# Revising a framework

## Contact details

Who is making this revision: John West  
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## Why this framework is being revised

- The framework has been revised due to the re brand of Skillset to Creative Skillset from April 2012.
- To include the new minimum duration policy for 16-18 year olds.
- ICT Transferable skill removed following employer / provider feedback.

## Summary of changes made to this framework

- Communication channels and all aspects of branding terminology have been addressed following the change to Creative Skillset.
- Minimum duration policy statement added in both Entry Conditions and On and Off the job Guided Learning sections.

## Qualifications removed

N/A

## Qualifications added

N/A

## Qualifications that have been extended

N/A

# Purpose of this framework

## Summary of the purpose of the framework

Apprenticeships are at the heart of the new 'Skills for Sustainable Growth Strategy' and Creative Skillset believes, as does the Government, that apprentices should receive the same recognition as those who have achieved traditional qualifications such as GCSEs, A levels and degrees. 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 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 Strategic Skills Assessment (2010) highlights that 73% 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 primary potential role for advanced apprentices would be as a trainee photographer with a company offering:

- 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.

Looking at roles other than photographer, the three main areas are within picture libraries, digital imaging bureaux/prolabs and photo retail/minilabs. Roles for advanced apprentices in these areas include minilab printer, trainee digital imaging technician and picture library keyworder.

## Aims and objectives of this framework (England)

The previous Photo Imaging Apprenticeship for Staff Photographers was developed primarily to meet the needs of the Ministry of Defence (MOD). It has been delivered by the Defence School of Photography and has trained photographers for all three branches of the Services. The MOD is keen to continue using this route to train their new entrants and forecast a regular intake of candidates per year.

The aim of this revised Advanced Apprenticeship is to appeal to employers in the wider photo imaging sector, as well as updating some elements to meet the changing needs and demands of the MOD. This is reflected in the revised title of the framework - no longer for staff photographers only but for the sector as a whole.

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 Media 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.

Candidates without prior qualifications may be able to demonstrate prior skills and knowledge they have developed as a result of relevant employment or voluntary activities. However there is no specific qualifying period set as an entry condition.

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 which may provide a useful grounding include:

- GCSE Art and Design;
- Photography at A or AS level;
- Photography National Diploma;
- the Photo Imaging pathway of the 14-19 Creative & Media Diploma;
- Level 2 or 3 Photo Imaging qualifications e.g. Level 3 Certificate in Photo Image Capture and Presentation (this qualification 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.

**Please Note** - The minimum duration for Apprenticeship training (12 months) for those aged 16-18 will commence in August 2012. The 12 month minimum duration will apply to all new starts from 1 August 2012 onwards.

## Level 3

Title for this framework at level 3

# Photo Imaging

### Pathways for this framework at level 3

Pathway 1: Photo Imaging

## Level 3, Pathway 1: Photo Imaging

### Description of this pathway

There are no specific pathways through this framework. The framework has a minimum of 70 credits.

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

See framework entry requirements.

<b>Job title(s)</b>	<b>Job role(s)</b>
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 Competence					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	501/1301/X	City & Guilds	47	212-370	N/A

## Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Photo Image Capture and Presentation					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/7288/2	City & Guilds	15	100	N/A

K2 - Level 3 Certificate in Specialist Photography and Presentation					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/7287/0	City & Guilds	15	100	N/A

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

K3 - Level 3 Certificate in Specialist Photography and Image Output					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/6958/5	City & Guilds	18	130	N/A

  

K4 - Level 3 Certificate in Photo Image Capture and Manipulation					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K4a	500/6959/7	City & Guilds	18	130	N/A

  

K5 - Level 3 Certificate in Principles of Crime Scene Investigation Photography					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K5a	500/6960/3	City & Guilds	16	90	N/A

  

K6 - Level 3 Certificate in Image Management and Storage					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K6a	500/6965/2	City & Guilds	13	90	N/A

## Combined qualifications available to this pathway

N/A

## Notes on competence and knowledge qualifications (if any)

Advanced apprentices and their employer may select any one of the knowledge qualifications K1-6, to provide the technical skills, knowledge and understanding to complement the competence qualification, C1. The knowledge qualifications offer different, but complementary units to the competence qualification, and can be tailored flexibly to meet the needs of a photography or non-photography focused 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. The knowledge qualifications contain between 2 and 4 units, all of which will be mandatory for the achievement of the qualification in question.

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:

- Contribute to good working relationships;
- Ensure your own actions reduce risks to health and safety;
- Undertake the photographic assignment;
- Manage personal development;
- Print photographic images by hand/machine;
- Send and receive images digitally;
- Research and access images;
- Record/edit audiovisual materials;
- Maximise product sales in a retail environment;
- Source required goods and services in a retail environment.

# 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	5
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	5
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.

## Inclusion of Information and Communications Technology (ICT)

Feedback from both employers and providers in early 2012 revealed that there was no requirement for ICT for the Photo Imaging Framework as learners use trade specific software on a daily basis to perform their role.

# 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.

### **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](#).

While a Higher Apprenticeship framework does not currently exist, the Level 4 Diploma in Photo Imaging Competence is accredited and would form an ideal Competence element for such a framework. This would also allow for transfer of units from the Advanced Apprenticeship, as some units are shared between Levels 3 and 4. Industry requirement of a Higher Apprenticeship will continue to be gauged.

For further information on career progression within the sector please go to <http://www.creativeskillset.org/careers/>

**UCAS points for this pathway: N/A**

# Delivery and assessment of 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 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).

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

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

## How equality and diversity will be met

The photo imaging sector has a highly skilled and well qualified workforce, compared to the entire UK population of working age. More than two fifths have a degree and over a fifth have a technical qualification, including a quarter of all photographers. There are barriers therefore for those wishing to enter the sector without a higher level qualification and the Advanced Apprenticeship in Photo Imaging aims to reduce those barriers.

The workforce is older than that of the Creative Media Industries as a whole, with an average age of 42. However this is similar to the age profile of the wider economy.

Women are under-represented in all areas of the photo imaging sector, making up only a third of the overall workforce. Among photographers this figure is even lower, at 20%. Within other areas of the sector, this rises to just over 40%, but this is still less than the UK average for female employment.

Across England, there is a 5% BAME representation in the photo imaging sector, which is one of the highest levels within the Creative Media Industries. 16% of the workforce consider themselves to be disabled, and this figure is comparably higher than in the rest of the Creative Media Industries.

Over 90% of photo imaging businesses employ less than 5 people, which can present barriers for new entrants in the industry. With such a high proportion of sole traders as well, new entrants need to develop not just their technical knowledge and skills, but also their business acumen. Freelancing is common and new entrants may benefit from seeking to work on a 'per job' basis rather than as a full-time employee.

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;
- 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 [www.creativeskillset.org/diversity/](http://www.creativeskillset.org/diversity/)

# 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 443 GLH. The minimum delivery time for this framework is 18 months.

The minimum GLH for the first 12 months of this framework is 295. The advanced apprentice is entitled to the remaining 148 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.

**Please Note** - The minimum duration for Apprenticeship training (12 months) for those aged 16-18 will commence in August 2012. The 12 month minimum duration will apply to all new starts from 1 August 2012 onwards.

## Minimum off-the-job guided learning hours

The total off the job GLH for the whole framework is 213 GLH.

The very minimum off the job GLH for the first 12 months of this framework is 142 GLH (there is a range however, depending on the units and qualifications chosen). This figure is based on an 18 month delivery.

The advanced apprentice is entitled to the remaining 71 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.

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

- Minimum 90 GLH - Choice of knowledge qualifications;

- 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.

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 one of the City and Guilds Level 3 Certificates 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 very minimum on-the-job GLH for the first 12 months is 153 GLH (there is a range however, based on the units and qualifications 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.

## 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.

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

- Minimum 212 GLH – City and Guilds Level 3 Diploma in Photo Imaging Competence;
- 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.

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 City and Guilds Level 3 Diploma in Photo Imaging Competence;
- 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 sector documents for the appropriate level. These documents are known as the 'Personal Learning and Thinking Skills - Signposting and Assessment Checklist'. The 'PLTS Signposting and Assessment checklist' can be used by assessors to formally assess and record the achievement of PLTS that have been demonstrated by the candidate and referenced within portfolios. Providers must incorporate these appropriately into their delivery of the above units.

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).

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](mailto:apprenticeships@creativeskillset.org)

## Creative thinking

Young 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, advanced 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.

This PLTS is signposted against at least one of mandatory units within the competence qualification. The assessment of the relevant unit/s should be used to demonstrate and evidence the achievement of this PLTS.

## 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.

To demonstrate these skills, behaviours and personal qualities, advanced apprentices should:

- 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.

This PLTS is signposted against at least one of mandatory units within the competence qualification. The assessment of the relevant unit/s should be used to demonstrate and evidence the achievement of this PLTS.

## 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.

To demonstrate these skills, behaviours and personal qualities, advanced 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.

This PLTS is signposted against at least one of mandatory units within the competence qualification. The assessment of the relevant unit/s should be used to demonstrate and evidence the achievement of this PLTS.

## 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.

Skills, behaviours and personal qualities:

- 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.

This PLTS is signposted against at least one of mandatory units within the competence qualification. The assessment of the relevant unit/s should be used to demonstrate and evidence the achievement of this PLTS.

## 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.

To demonstrate these skills, behaviours and personal qualities, advanced 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.

This PLTS is signposted against at least one of mandatory units within the competence qualification. The assessment of the relevant unit/s should be used to demonstrate and evidence the achievement of this PLTS.

## 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.

To demonstrate these skills, behaviours and personal qualities, advanced 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.

This PLTS is signposted against at least one of mandatory units within the competence qualification. The assessment of the relevant unit/s should be used to demonstrate and evidence the achievement of this PLTS.

# Additional employer requirements

There are no additional employer requirements.

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[www.afo.sscalliance.org](http://www.afo.sscalliance.org)