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# MODERN APPRENTICESHIP

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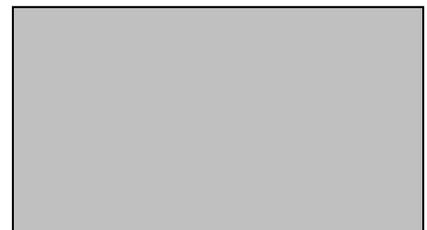
**Creative & Cultural**

**FRAMEWORK DOCUMENT  
FOR  
SCOTLAND**

**Creative & Cultural Skills**

**March 2014**

Creative & Cultural Skills  
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## Modern Apprenticeships in Scotland

### What are Modern Apprenticeships?

Modern Apprenticeships offer those aged over 16 paid employment combined with the opportunity to train for jobs at craft, technician and management level.

### Who develops them?

Modern Apprenticeships are developed by Sector Skills Councils (SSCs). SSCs consult with employers and key partners in their sector to produce a training programme, which meets the needs of employers.

### Who are they for?

Modern Apprenticeships are available to employees aged 16 or over. Employees need to demonstrate to their employer that they have the potential to complete the programme.

### What's in a Modern Apprenticeship?

In Scotland, there are more than 70 different Modern Apprenticeship Frameworks and they are all designed to deliver a training package around a minimum standard of competence defined by employers through SSCs. There are four different levels of Apprenticeship in Scotland: SCQF 5 (SVQ 2), SCQF 6/7 (SVQ 3), SCQF 8/9 (SVQ 4) and SCQF 10 (SVQ 5). They all contain the same 3 basic criteria:

- A relevant SVQ (or alternative competency based qualifications)
- Core Skills
- Industry specific training

Details of the content of this specific Modern Apprenticeship are given in the next section.

## Modern Apprenticeships in Creative & Cultural

### **The Creative and Cultural Sector: Overview**

The creative and cultural industries represent one of our economy's greatest success stories, and Scottish culture and creative talent is recognised throughout the world. The Scottish Government's Economic Strategy (2011) prioritises the creative industries and recognises that, given the right infrastructure, the sector, with its unique blend of creativity and commerce, has enormous capacity for growth. On this basis, the Government has acknowledged the importance of providing continued support for Scotland's creative businesses and the skills base that drives their success. For example, in recognition of the economic potential of smaller start-up firms in the industry, the Government has invested over £1 million since 2009 in NESTA's Creative Enterprise programme, which supports creative entrepreneurs.

Scotland's creative and cultural industries boast an impressive international reputation, and the Scottish Government's Skills Strategy (2010) has identified the creative industries as one of seven key sectors where Scotland has a global competitive advantage. Building on historic strengths, the Scottish advertising, design and music industries have adapted particularly well to the new opportunities the international marketplace offers in the digital age.

At a local level, the sector plays a significant role in education and community work, including rural and urban regeneration, and it is important to recognise that the industry's perception of success is based not just on economic, but also social, cultural and aesthetic achievements. Between 2012 and 2014, for example, Creative Scotland will run a 'Creative Places' award scheme, making £1 million available for communities in Scottish towns and villages to gain recognition for their creative and cultural tourism track record and build on their achievements.

At present, there are a number of key projects underway in Scotland that will raise the profile of the sector even further. The Victoria and Albert Museum will open an international centre of design in Dundee in 2015, hosting major exhibitions of outstanding design and celebrating Scotland's historic importance in this field. The project is likely to give a significant boost to Scotland's already prominent cultural heritage and design sectors.

The Glasgow Commonwealth Games 2014 will also offer the creative industries the opportunity to showcase Scottish culture to visitors from across the world. In their 'London 2012 and Glasgow 2014 Cultural Plan', Creative Scotland set out ambitious plans to use the Commonwealth Games as a platform from which not only to present a confident, contemporary image of Scottish culture but also to build a strong post-games cultural legacy, engaging new audiences and enhancing awareness of the positive impact the arts have on people's lives.

One of the five key legacies this plan sets out to develop is "a more highly skilled, more confident and more ambitious cultural sector that can connect effectively with other sectors", and developing a workforce with the appropriate high level skills will ensure that this aim is met. The Scottish Government's Skills Strategy recognises that a successful country with ambitious businesses requires "creative, innovative, enterprising people": investment in high quality, tailored workforce development programmes will be a vital support mechanism that will allow the sector to meet its considerable potential for growth in the coming years.

### **The Workforce**

Across Scotland, the creative industries employ around 57,000 people and contribute £1.68 billion Gross Value Added (GVA) per annum. There are almost 3000 creative and cultural businesses operating in

Scotland, and 6% of these businesses have a turnover of more than £1 million per annum. Research conducted in 2008 predicted that total employment in the sector in Scotland would grow by 18,000 between 2007 and 2017. 25% of this increase in employment will be through an expansion of the industry and the remainder through replacement demand.

The industry is typified by large numbers of small and micro-businesses, and a significant proportion of the workforce works on a freelance or self-employed basis. Eighty-one percent of businesses in the creative and cultural sector employ fewer than five people, 37% of the workforce is self-employed and the same proportion of people work on a freelance basis. Meanwhile, there are very few large-scale organisations. Less than 2% of organisations employ more than fifty staff, although these figures do not account for the many voluntary staff who form a large component of the creative and cultural workforce.

The creative and cultural workforce in Scotland is not particularly diverse. The workforce is 96% white and 55% male. Meanwhile, with 67% of the workforce qualified to degree level or above, the sector is extremely graduate-heavy. The industry demonstrates an entrenched unwillingness to recruit from the non-graduate talent pool, and the high prevalence of entrants drawn from the higher education system ensures that school leavers and those who wish to take alternative, vocational routes into the sector are far less likely to gain employment. Unpaid internships and volunteering are often required to gain a foot in the door, excluding people who lack independent financial means. This contributes to a lack of diversity in the workforce, with a negative impact on competitiveness. If the creative sector is to meet its economic potential, then talented and hardworking individuals from all backgrounds must be able to enter and progress, with the principle of fair access underpinning employment.

### **Training Needs**

Despite the fact that a far higher incidence of individuals who hold at least one degree work in the creative sector than across the Scottish economy in general, the industry faces considerable skills shortages.

Our Workforce Survey indicates that 44% of Scottish employers find it hard to recruit people into their business; 61% of employers indicate that they have difficulty recruiting because applicants lack relevant work-based experience, and 19% find that applicants lack specialist skills. Recruiting for creative roles tends to cause employers the most difficulty, with 64% of Scottish employers stating that they have had problems when recruiting for such roles, compared to 45% of employers across the UK. Recruiting for administrative roles is also difficult; 24% of employers have had difficulties recruiting for these roles, compared with only 8% across the economy as a whole. Despite these findings, only 10% of employers indicate that applicants do not have suitable qualifications, leading to the conclusion that qualifications are not providing the appropriate job-relevant skills.

In terms of the existing workforce, almost one third (30%) of employers perceive some form of skills gaps across current employees. Internal skills gaps in Scotland tend to be in management (30% compared to 18% across the UK), creative roles (15%, which is around average) and administration (17%). In addition to a lack of ITC, administrative and marketing skills, there are significant gaps in work based technical and specialist skills provision. Shortages of technical skills present a pressing problem, particularly given that the Commonwealth Games as well as the growing live music and events industries will generate high demand for technical and promotional skills in the very near future.

These figures suggest that there is considerable scope for young, talented people to find meaningful employment in the industry, but the lack of appropriate training and qualifications prevents them from doing so.

**There are a number of occupational areas where skills shortages and gaps are either particularly**

**pressing, or are likely to be so in the future.**

### **Community Arts**

The community arts sector engages in a whole range of activities related to visual arts, literature, music, performing art and other creative pursuits. It may involve work with young people, the elderly, ethnic minorities, people with mental health issues, people with disabilities, and other non-traditional audiences.

The term ‘community arts worker’ is something of an umbrella term, capturing a broad range of job roles relating to youth work, project management, fundraising, administration, education and so on, each presenting a number of skills needs which can best be met through specific, tailored community arts apprenticeship frameworks. Many of the objectives for the 2014 Commonwealth games set out in ‘Scotland’s London 2012 and Glasgow 2014 Cultural Plan’ will require a highly skilled, adaptable community arts sector with the capacity to manage and implement collaborative projects which bring together arts, sports, education and so on to foster community regeneration, social inclusion and participation.

### **Cultural Heritage**

Scotland’s cultural heritage sector is world-renowned, and contributes significantly to Scotland’s tourism economy, both in Scotland’s cities and in more remote rural areas where visitors generate valuable jobs and revenue. Cultural heritage venues range from museums and galleries to libraries, archives and sites and buildings of historical significance. There are more than 340 museums and galleries in Scotland, caring for more than 12 million objects<sup>1</sup>, and over 4,700 people work in the wider cultural heritage sector. This workforce contributes an annual sum of £5.07 million in Gross Value Added to the Scottish economy as whole, a figure which does not account for the wider impact of the sector on areas such as tourism.

Given the importance of cultural heritage both to the economy and more widely to the make-up of Scottish identity, creating a workforce that can correctly manage cultural & heritage venues, provide good customer service to visitors and maintain, cultivate and protect key sites is vital. Empowering a diverse workforce through skills and training is one of the seven key aims set out in ‘Going Further: The National Strategy for Scotland’s Museums and Galleries’, published by the Museums Galleries Scotland in 2012.

### **Live Events, Music Business and Technical Theatre**

The live events, music and performing arts sectors are similarly integral to the Scottish tourist industry. Events such as the Edinburgh Festival, Celtic Connections and the Glasgow International Festival of Visual Art draw large UK and international audiences, and live events will form an integral part of the Commonwealth Games celebrations. A highly skilled workforce with technical, managerial and promotional skills is integral to the success of large-scale productions such the London 2012 Olympics Opening Ceremony, and similar skills will be needed in 2014.

Across the music and performing arts sectors, there is a workforce of almost 25,000 people. Despite the fact that these sectors are highly educated – 64% of the performing arts sector, for example, is qualified to Level 4 or above - graduates do not necessarily have the skill set the industry needs, particularly when it comes to specialist technical and backstage roles, such as sound and lighting design, or costume and wardrobe. The development of Level 2/3 apprenticeship pathways in these areas constitutes the first step in forming a highly-skilled alternative to graduate entry into the sector.

### **Barriers to Implementing Training**

The atypical businesses structure and patterns of employment particular to the sector outlined above can act as barriers to the successful implementation of long-term strategic planning. Small businesses have

<sup>1</sup> Museums Galleries Scotland, Going Further: The National Strategy for Scotland’s Museums and Galleries, 2012

less time and money to train staff, and portfolio working, seasonal productions and contract-based work make it difficult to offer anything more than ad hoc, on the job training. Consequently, few businesses in the sector pre-empt future human resources requirements by planning staff development, instead choosing to access training only as and when the need arises. Creative and cultural organisations are less likely to provide training for staff than Scottish employers as a whole (46% compared with 61%). Consultation with industry has highlighted the fact that employers have a strong preference for work-based learning (78% indicated that work-based formal or informal training was their preferred training method), and that training delivered in this way not only suits small businesses but also offers the most appropriate way to impart the specific skills the sector needs.

### **Apprenticeship Frameworks**

Prior to the introduction of this qualification, there were no employer-led apprenticeship programmes tailored to the creative and cultural industries, and the two Modern Apprenticeship frameworks, developed over 3 years ago, had very little take-up.

Since the first Creative Apprenticeship Frameworks were developed in 2008 more than 2,000 learners are currently undertaking, or have completed, a Creative Apprenticeship UK wide. Over 100 of these are based in Scotland. At present, the Creative Apprenticeship consists of vocational qualifications at level 2 or 3 and a theory-based qualification at level 2 or 3 covering a range of occupation specific pathways. In a recent report published by the UKCES, the programme was cited as a key model for widening access and developing high-level vocational entry routes into the sector. Our UK-wide Social Return on Investment report (2011) indicates that each cohort of 100 Creative Apprentices makes a long-term economic contribution of over £1.2 million, and the next three cohorts of learners are forecast to have an impact in excess of £4.1 million. These figures make allowances for both deadweight and alternative attribution.

The creative apprenticeship framework was developed in consultation with industry to provide training in a variety of technical and specialist areas where employers have identified current or future skills needs. In response to the findings of our Sector Skills Agreement for the Creative and Cultural Industries, which identified that employers favoured training that could be delivered in the workplace, the qualification provides high-quality work-based training based on newly developed, employer-endorsed National Occupational Standards.

Creative & Cultural Skills have played a lead role in promoting apprenticeships and raising awareness of the value of vocational education. We have gained financial support for apprenticeships in our industries from the Scottish Arts Council and Museums Galleries Scotland to help support organisations and individuals to recruit and train staff via the Creative Apprenticeship programme. One of the key aims of the Scottish Government's Skills Strategy is to remove the distinction between 'earners' and 'learners' and we work to promote the idea that the Creative Apprenticeship offers individuals the opportunity to learn new skills in a workplace setting whilst they earn.

Importantly, the Creative Apprenticeship is designed to provide learners with skills that are in high demand in the modern Scottish economy, making individuals highly employable and preparing them to progress into rewarding careers in the creative and cultural industries and beyond in the future. At a time of high youth unemployment, it is significant that according to our UK-wide SROI Investment Report, almost 90% of Creative Apprentices either stay with their employer or gain employment with another company in the industry upon completion of their apprenticeship.

Creative Apprenticeships address the following current and future skills needs: creative; technical; digital technology; business/professional and selling and marketing, and the following industry issues; entry to industry and diversity. They also address a lack of workplace experience amongst new recruits.

## Summary of Framework

Diagram showing the contents of the Modern Apprenticeship in Creative & Cultural

### Mandatory outcomes

#### SVQ or alternative competency based qualification

- One of the following must be achieved:

- |   |         |
|---|---------|
| • Diploma in Community Arts Management at SCQF Level 6                | GJ36 46 |
| • Diploma in Cultural Venue Operations at SCQF Level 6                | GJ37 46 |
| • Diploma in Live Events and Promotion at SCQF Level 6                | GJ38 46 |
| • Diploma in Music Business at SCQF Level 6                           | GJ39 46 |
| • Diploma in Theatre Operations: Costume and Wardrobe at SCQF Level 6 | GJ3E 46 |
| • Diploma in Technical Theatre Operations at SCQF Level 6             | GJ3F 46 |

#### Core Skills

- |                                 |   |
|---------------------------------|---|
| • Communication                 | 5 |
| • Working With Others           | 5 |
| • Information and Communication | 5 |
| • Technology                    | 5 |
| • Numeracy                      | 5 |

Please note all of the Core Skills outlined above will need to separately certificated are not embedded within the Competency Based Qualifications.

### Optional Outcomes

There are no optional outcomes available within this framework

## The Framework

The mandatory and optional content of the Modern Apprenticeship in Creative & Cultural is as follows:

### Mandatory Outcomes

#### SVQ(s)

Each apprentice is required to achieve one of the following Qualifications:

• Diploma in Community Arts Management	GJ36 46	SCQF Level 6
• Diploma in Cultural Venue Operations	GJ37 46	SCQF Level 6
• Diploma in Live Events and Promotion	GJ38 46	SCQF Level 6
• Diploma in Music Business	GJ39 46	SCQF Level 6
• Diploma in Theatre Operations: Costume and Wardrobe	GJ3E 46	SCQF Level 6
• Diploma in Technical Theatre Operations	GJ3F 46	SCQF Level 6

Scottish Vocational Qualifications (SVQs) are work-based qualifications, which are based on National Occupational Standards of competence drawn up by representatives from each industry sector. SVQs are made up of units – normally between six and ten – which break a job down into separate functions reflecting the different kinds of activities of a job. SVQs are available at five levels – although most are at level 2 and level 3. When someone has achieved an SVQ, there is a guarantee that they have the skills and knowledge needed to do their job. All Scottish Modern Apprenticeships must contain a relevant SVQ or equivalent qualification.

### Core Skills

Each apprentice is required to achieve the following core skills:

• Communication	F427 04	SCQF Level 5
• Working with others	F42P 04	SCQF Level 5
• Problem Solving	F42K 04	SCQF Level 5
• Information and Communication Technology	F42F 04	SCQF Level 5
• Numeracy	F42B 04	SCQF Level 5

A Core Skills Signposting has been completed to highlight opportunities within the Competence Based Qualifications to gather evidence of Core Skills.

Core Skills are skills and abilities which everyone needs in their work. This is true for every job in every workplace. Core Skills also feature in National Qualifications such as Standard Grades and Highers and from 2000, Scottish candidates have been issued with a Core Skills profile on their Scottish Qualifications Certificate. Candidates who have already been certificated as achieving Core Skills at the levels given above – either in the workplace or at school or college - do not need to repeat these Core Skills as part of the Modern Apprenticeship Framework.

### Optional Outcomes

N/A

## Registration and certification

This Scottish Modern Apprenticeship is managed by Creative & Cultural Skills. The SSC is the first point of contact in Scotland for any enquiries in relation to the Framework. Contact details:

Creative & Cultural Skills  
Waverley Gate  
4th Floor  
2-4 Waterloo Place  
Edinburgh  
EH1 3EG

The SSC will register all Scottish Modern Apprentices undertaking this Framework. **All Modern Apprentices must be registered with the SSC within 4 weeks of starting their apprenticeship.** Registration can be made by completing the Sample Training Plan and Sample Training Agreement in Appendix 3 and sending these to the above address or completing the online registration system (MA Online, [www.maonline.org.uk](http://www.maonline.org.uk)). In the case of MAs which receive funding it is acceptable for the Skills Development Scotland Training Plan to be used on the condition that it includes all relevant information as set out in the MA Training Plan.

The SSC will issue a Modern Apprenticeship Certificate of Completion to those Modern Apprentices who have completed the mandatory outcomes of the Framework. Before a certificate is issued, training providers must submit evidence to the SSC that the mandatory outcomes have been achieved. This will normally be in the form of photocopies of certificates from awarding bodies.

Requests for registration and certification should be made to the SSC at the address above.

### SSC Service level

The SSC undertakes to confirm the registration of candidates in writing within 4 weeks of receipt of the relevant Training Plan and Training Agreement. Each candidate will be issued with a unique registration number.

The SSC also undertakes to issue Certificates of Completion within 4 weeks of receipt of the appropriate evidence that a candidate has completed the outcomes as stated in the Training Plan.

## Recruitment and selection

The recruitment and selection of Modern Apprentices is primarily the responsibility of the employer. However, the following guidance is given:

- Employees may enter a Modern Apprenticeship from the age of 16. There is no upper age limit.
- The Modern Apprenticeship is designed to attract high quality people to the industry. Achievement of academic qualifications is one way of assessing the suitability of applicants. However it should be stressed that no persons should be deterred from applying for a Modern Apprenticeship because of a lack of formal educational qualifications. As well as traditional qualifications such as Standard Grades and Highers, employers should also be aware of newer vocational qualifications or vocational activity undertaken outwith an academic institutions, such as volunteering activity.
- The following factors may also influence the selection process:
  - performance during a formal interview process
  - references
  - relevant work experience
  - trial observation period.
- Employers should be aware of the nature, relevance and quality of foreign qualifications and make appropriate allowances concerning entry requirements.
- In order to promote and maintain the high status of the Modern Apprenticeship within the industry all literature distributed for recruitment purposes should emphasise the high standards of achievement expected of the candidate.
- Employers may wish to contact the SSC for advice and guidance on recruitment and selection.

The Creative & Cultural Apprenticeship is about opening doors to our sectors where recruitment has been difficult or applicants have had difficulties in accessing work and training because they have not studied at degree level.

Through consultation with industry it was agreed that any entry criteria should be for guidance only and not mandatory. Employers wish to identify talent and passion to work in these industries through interviewing applicants and not judging on previous achievements. Therefore this framework does not impose any restrictions in this area and there are no minimum academic criteria for entry except where employers set their own entry requirements.

However, as a guide to applicants, the industry feels that those wishing to train as an apprentice require the following skills and attributes:

- self motivation to succeed within the industry
- self discipline and enthusiasm
- shows initiative
- capacity to develop organisational skills
- demonstrates potential to complete the qualifications
- willingness to learn and apply that learning in the workplace
- willingness to work with due regard to health and safety
- willingness to adapt to different work roles
- capacity to cope in busy conditions
- willingness to communicate with a variety of people

- interest in the creative and cultural industries

## Equal opportunities

Modern Apprenticeships should ensure that there is equality of opportunity for all and any barriers (real or perceived) are addressed to support anyone seeking to enter employment to undertake the Modern Apprenticeship.

All MAs supported by Skills Development Scotland must conform to any contractual requirements on equal opportunities. All employers of Modern Apprentices should have an Equal Opportunities policy statement.

## Health and Safety

All aspects of health and safety at work must be recognised within the delivery of this Modern Apprenticeship Framework and all statutory requirements be adhered to.

It is a key aspect of the induction period of the Modern Apprenticeship that apprentices are fully informed both of the regulations and that they and their employers are bound by these regulations. Modern Apprentices should be made aware of their rights and duties with regard to health and safety.

All Modern Apprentices supported by Skills Development Scotland will be required to satisfy the adequacy of SDS's Health and Safety policy and systems.

## Contracts

The following three contracts are essential to the successful outcome of the Modern Apprenticeship programme:

1. Contract of employment signed by the employer and the Modern Apprentice.
2. SSC Training Agreement - this agreement outlines the basis of the modern apprenticeship, refers to the contract of employment and includes Health and Safety responsibilities.
3. SSC Training Plan - this plan outlines the selected outcomes and the expected duration of the apprenticeship. In cases where funding is offered by SDS, the SDS Training Plan will be sufficient on condition that it contains all relevant information as set out in the MA Training Plan at Appendix 2. Training Plans may be modified to reflect changing circumstances; however it is essential that the SSC is notified of any changes.

## Employment status of Modern Apprentices

It is important that the sector offers genuine employment and career prospects to those people it wishes to attract through Modern Apprenticeships. Accordingly, **all apprentices must be employed for the duration of the apprenticeship.**

## Terms and conditions of employment

In order to compete with other sectors offering Modern Apprenticeships, attractive packages will need to be developed by employers in the sector. The terms and conditions of employment for individual Modern Apprentices will be agreed between the employer and the apprentice and should form the contract of employment.

## Training and development

### Delivery

Training delivery can take many forms under the Modern Apprenticeship system. Some organisations may become approved SVQ Assessment Centres; others may join a consortium or use peripatetic assessors. Some large employers will be able to complete all the training and development in-house, but most employers will find that some of the training and development will have to take place away from the normal workplace. In particular the underpinning knowledge requirements are often more suited to delivery by outside training providers which might include:

- private training organisations
- colleges / universities
- other employers

Such knowledge could be delivered through training courses or through open/distance learning packages.

The option of sharing training and assessment resources amongst a cluster of employers (or across the divisions of a larger employer) will be particularly appealing to those firms which do not have the resources to provide all of the training and development. Assessment can be provided by these bodies, but the assessors and the training centre must be approved by the awarding bodies for the SVQ and Core Skills where appropriate.

The following providers hold contracts to deliver the existing MA Framework:

Rewards Training  
3 Floor, Savoy House  
140 Sauchiehall Street  
Glasgow, G2 3DH  
Tel: 0131 557 6500

The following providers are in the process of becoming delivery partners:

Edinburgh College  
350 West Granton Road  
Edinburgh EH5 1QE  
0131 559 4000

Glasgow Kelvin College (Stow Campus)  
43 Shamrock Street  
Glasgow, G4 9LD  
0141 332 1786

City of Glasgow College  
60 North Hanover Street  
Glasgow  
G1 2BP  
0141 566 6222

Minerva Training  
Queensberry House 147 High Street,  
Dumfries,  
Dumfries and Galloway DG1 2QT  
01387 248244

## The SSC training plan

The plan is required to identify:

- 1 The selected Framework outcomes, specifying whether or not separate certification of the Core Skills is being sought.
- 2 A summary of the Modern Apprentices accredited prior learning
- 3 A timetable for achievement of the selected Framework outcomes, linked to regular progress reviews.

The Training Plan should take into account any relevant previous training and development, education or work experience. Not all Modern Apprentices need have different plans, but many will vary. Moreover as reviews take place and circumstances change so the plan itself can be modified.

However any changes must:

- be subject to the quality provisions of Skills Development Scotland (if the MA is being financially supported)
- comply with the stipulations of this Framework
- meet the needs of the employer and apprentice.

A sample Training Plan is provided at Appendix 3 of this document, however, for those Modern Apprentices funded by SDS area office it is sufficient to submit the Skills Development Scotland Training Plan on condition that it covers the same information required in the MA Training Plan.

## Consultation Process

A number of different consultation methods were used to ensure that view of employers across the creative and cultural sectors were represented. These methods included one to one meetings, online questionnaires, a focus group meeting, and a final steering group to sign off on behalf of the sectors. The consultation exercise focused on gaining employer support for and feedback on the proposed Modern Apprenticeship.

### One to one meetings

Between September 2012 and April 2013 a total of 75 one to one meetings have taken place with employers and providers regarding the current and the proposed Modern Apprenticeship Frameworks. The purpose of the discussions has been to raise awareness of the Modern Apprenticeship Framework for the Creative Industries and to identify and overcome barriers to their take-up.

### Online Survey No. 1

In May 2012, we ran an online questionnaire for Scottish employers, practitioners, education providers and other stakeholders. The aim of the consultation was to establish a continued need for creative & cultural apprenticeships and to test our proposal that the structure and content of the component qualifications should be more comparable with those on offer in England, Wales and Northern Ireland. Invitations were sent out via the Nations Director and Scotland Manager and included all those employers who had previously taken on apprentices and also the training provider responsible for delivery to date. Also included were potential employers and training providers for future engagement with the programme. A total of 130 people were contacted and asked to take part in an online consultation, followed up with 1:1 dialogue and meetings where necessary. The consultation ran for a total of 6 weeks. A copy of the questionnaire can be found in Appendix 1, and a summary of the respondents and feedback received is presented in section 2.2.

### Focus Group

On 30th January 2013 we held a focus group event in Glasgow to which we invited 14 employers representing the 6 different qualification areas, the external verifiers for the awarding body, our Scottish Manager and Apprenticeship Manager. The first part of event was spent providing attendees with an overview of the project and the proposed MA Framework. In the second part of the day employers were split into 3 groups to work through a list of discussion points with a facilitator. A copy of the agenda and discussion points can be found in Appendix 2, and a summary of the respondents and feedback received is presented in section 2.2.

### Online Survey No. 2

In February 2013 we ran a further online questionnaire to gather evidence of a wider industry consultation. Respondents to the questionnaire were required to select a specific qualification structure to review, and were also asked questions about the proposed assessment principles. The questionnaire was distributed to over 100 employer contacts and was open for 4 weeks. A copy of the questionnaire can be found in Appendix 3, and a summary of the respondents and feedback received is presented in the next section 2.2.

### Steering Group Meeting

On 10th April 2014 we held a final Steering Group meeting to review the consultation and feedback received, and to obtain final sign off for the proposed Modern Apprenticeship Framework, the component structures and assessment principles. Steering group members were made up of employers, the main provider, and Creative & Cultural Skills staff representing each of the 6 qualification areas. The

day was spent reviewing the methodology and scope of the consultation to date, the feedback received, and the changes made as a result. The Steering group members were then asked to confirm whether or not they felt able to sign off on the final drafts of the framework, structures and assessment principles.

## Career progression

Following completion of the Modern Apprenticeship, candidates should be able to achieve positions in areas such as:

Beyond that training and within the sector, there are further opportunities for employment in more specialist areas such as training and development within specific disciplines, such as developing skills within the community arts field, or specialising in a specific piece of equipment in the technical theatre arena.

For those who wish to continue their development of skills and qualifications beyond SCQF level 7, opportunities exist to progress to:

- Higher level creative & cultural qualifications or SVQs in Management
- HNCs/HNDs in a variety of creative & cultural disciplines
- BA Honours Degrees in creative & Cultural subjects
- In-house development programmes and CPD
- Progression for those studying some of the more technical apprenticeships, such as Technical Theatre can progress onto more specialised course, focusing on one aspect of the apprenticeship such as lighting or sound. These courses are likely to be non-accredited, industry endorsed internal training, more information on these can be found through the Creative Choices Website.

Progression will, however, be dependent on the qualifications and experience an individual possesses as achievement alone of the Creative Apprenticeship /Modern Apprenticeship does not guarantee entry to these opportunities.

# Appendices

## APPENDIX 1

### Stakeholder Responsibilities

Many organisations and individuals share the responsibility for ensuring that the Modern Apprenticeship programme is implemented to the highest possible standard. They include:

- Awarding Bodies
- Employers
- Modern Apprentices
- Modern Apprenticeship Group (MAG)
- Sector Skills Councils (SSCs)
- Skills Development Scotland
- Training Providers

### Role of the Sector Skills Councils

SSCs are responsible for developing Modern Apprenticeship Frameworks and are required to work with employers in their sectors to ensure that all Frameworks meet the needs of employers in their sectors.

For details on your sector's SSC, follow the link to the Alliance of Sector Skills Councils' [website](#).

### Role of Skills Development Scotland

MA frameworks are used by employers as part of their workforce development to train new employees and up-skill existing members of staff. They can be (and often are) used regardless of whether financial support is available from the delivery body who currently provides a 'contribution' towards the cost of delivery. However, only approved MA Frameworks will be eligible for funding support from Skills Development Scotland who should be contacted to establish the availability and level of support for each MA Framework.

Further information is available from: <http://www.skillsdevelopmentscotland.co.uk/our-services/modern-apprenticeships.aspx>

Skills Development Scotland provides advice and guidance to individuals on the range of Modern Apprenticeships and training providers available. Individuals are signposted to opportunity providers who offer training in the vocational areas of interest.

Responsibilities include:

- Supporting the Modern Apprentice with ongoing Career Planning advice
- Signposting candidates to suitable vacancies
- Promoting the Modern Apprenticeship route on the Skills Development Scotland website
- Facilitating recruitment events that bring together jobseekers and opportunity providers

## Role of the Awarding Bodies

A significant proportion of the Modern Apprenticeship is based on the assessment of the apprentice against SVQs/ CBQs or SVQ units. These qualifications are accredited by the SQA Accreditation and the Office of the Qualifications and Examinations Regulator (Ofqual) and are offered by Awarding Bodies.

It is the responsibility of the Awarding Bodies to ensure that centres are approved, that assessors and verifiers are suitably qualified, trained and monitored, and that all of the assessment criteria of the SVQs/ CBQs and SVQ units are fully met.

## Role of the Training Provider

The role of the training provider is important to the success of the Modern Apprenticeship. A training provider can be a further education college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

### Training Providers are responsible for:

- Confirming an appropriate MA programme for candidates
- Agreeing the training needs of the candidates
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and defining roles and responsibilities for this with relevant parties
- Ensuring trainee/candidate has access to the best quality training opportunities available
- Ensuring that the Modern Apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering of MA candidates with the relevant SSC (and Skills Development Scotland if appropriate).
- Compiling and agreeing assessment schedules/assessment plans
- Judging performance evidence
- Completing assessment records
- Reviewing candidates progress at regular intervals
- Submitting records and evidence for moderation
- Advising the Modern Apprentice who to approach for support, advice, encouragement and in case of complaint

## Role of Modern Apprenticeship Group (MAG)

MAG is an independent group drawn from key stakeholders involved in the management and delivery of the Apprenticeship programme in Scotland.

### MAG is responsible for:

- Approval and re-approval of Modern Apprenticeship Frameworks
- De-approval of Modern Apprenticeship Frameworks
- Encouraging best practice across Modern Apprenticeship Frameworks and sectors

## Role of the Employer

Employers' responsibilities include:

- Paying all Modern Apprentices in accordance with company policy and in line with current legislation
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and define roles and responsibilities for this with relevant parties
- Highlighting opportunities for the Modern Apprentice to demonstrate competence
- Meeting with Trainers, Assessors, Verifiers and the Modern Apprentices to review progress

- Witnessing candidate performance and verifying evidence
- Releasing Modern Apprentices for college/off-the-job training in line with training plan
- Ensuring the experience, facilities and training necessary to achieve the outcomes of the training plan.
- Supporting and encouraging Modern Apprentices and rewarding achievement
- Taking responsibility for the Health & Safety of Modern Apprentices.

## **Role of the Modern Apprentice**

Modern Apprentices have the same responsibilities to their employer as any other employee. In addition they have a range of commitments to their training programme.

### **Modern Apprentices' responsibilities include:**

- Observing the company's terms and conditions of employment
- Agreeing a training/development plan with all parties involved
- Undertaking development in line with agreed training plan
- Attending meetings with trainers, assessors and verifiers as required
- Attending college/off-the-job training where required
- Providing evidence of competence
- Developing a collection of evidence (portfolio) and retain ownership of this throughout
- Behaving in a professional manner throughout

## APPENDIX 2

### Modern Apprenticeship Centres (MACs)

Modern Apprentices may only be registered through organisations approved by the SSC to deliver this Framework. Such approved organisations are called Modern Apprenticeship Centres (MACs)

The MAC may be the employer of the apprentice or a separate organisation such as a training provider, further education college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

In order to be approved, organisations must make a formal application to the SSC, seeking approval and establishing that the centre satisfies the following criteria:

#### Either

- 1 be approved by an appropriate Awarding Body as a centre for the assessment of the relevant SVQ/ CBQ (and Core Skills if these are being separately certificated)

or

- 2 be capable of demonstrating a contractual relationship with another approved centre for the assessment of those units for which the MAC does not have approval from an appropriate Awarding Body.

#### In addition

The SSC will maintain a database of MACs for the delivery of the Framework within Scotland, which will be available to employers and others.

Organisations wishing to become MACs who have yet to obtain the necessary Awarding Body approval for assessment should first contact the Awarding Body direct.

Organisations wishing to be accredited with SQMS (or other appropriate quality system) should contact Skills Development Scotland.

In addition to the assessment of the Modern Apprentice against the relevant standards set by the selected Framework outcomes, the MAC has responsibility for:

- Entering into a formal training agreement with the employer and Modern Apprentice
- Registering Modern Apprentices as candidates for the relevant SVQ/ CBQ (s) and other selected units with the appropriate Awarding Body
- Registering Modern Apprentices with the SSC
- Applying for the final 'Certificate of Completion' on behalf of Modern Apprentices
- Informing the SSC of any material alterations to Modern Apprentices' training plans or desired changes to the selected Framework outcomes.

**APPENDIX 3**



**MODERN APPRENTICESHIP SAMPLE TRAINING AGREEMENT**

This Training Agreement is entered into by:

<b>Name of Employer:</b>	
<b>Name of Modern Apprentice:</b>	
<b>Name of Modern Apprenticeship Centre:</b>	

The **Employer’s responsibilities** are to:

- 1 employ the modern apprentice subject to the employer’s usual terms and conditions of employment;
- 2 provide the modern apprentice with the facilities, training and work place opportunities necessary to achieve the selected Framework outcomes specified in the apprentice’s personal training plan;
- 3 pay the modern apprentice an agreed salary which reflects the obligations of the employer and the opportunities for the apprentice;
- 4 in the event of the employer becoming unable to retain the modern apprentice after completion of the apprenticeship, to use reasonable endeavours to secure employment elsewhere;
- 5 in the event of the apprenticeship being terminated prematurely by either the employer or modern apprentice for any reason other than dismissal for unsatisfactory performance or misconduct, to use reasonable endeavours to secure employment and continuation of this apprenticeship elsewhere;
- 6 operate a formal Health and Safety policy and undertake the necessary legal and contractual responsibilities for health and safety of the modern apprentice; and
- 7 operate an Equal Opportunities policy which meets all legal requirements.

The **Modern Apprentice’s responsibilities** are to:

- 1 work for the employer in accordance with the agreed terms and conditions of employment;
- 2 undertake training, attend courses if required, keep records, and take assessments to be determined by the employer and/or Modern Apprenticeship Centre, and carry out such work as may be required in order to achieve the selected Framework outcomes specified in the apprentice’s personal training plan;
- 3 be diligent, punctual, behave in a responsible manner and in accordance with the requirements of Health and Safety legislation relating to the apprentice’s responsibilities as an individual; and
- 4 promote at all times the employer’s best interests.

The **Modern Apprenticeship Centre’s responsibilities** are to:

- 1 agree the content of the modern apprentice’s personal training plan as confirming that the selected Framework outcomes and training plans meet the criteria of this modern apprenticeship
- 2 contract with the employer to provide the training and assessment necessary to enable the modern apprentice to achieve the selected Framework outcomes specified in the apprentice’s personal training plan; and
- 3 use its best endeavours to ensure that the employer provides the modern apprentice with the facilities, training and work place opportunities necessary to achieve the selected Framework outcomes specified in the apprentice’s personal training plan.

This agreement to be signed by all parties:

<b>Employer</b>		<b>Date:</b>
<b>Modern Apprentice</b>		<b>Date:</b>
<b>Modern Apprenticeship Centre</b>		<b>Date:</b>



MODERN APPRENTICESHIP TRAINING PLAN

**The Modern Apprenticeship Centre**

Name:
Address:
Telephone:
Contact:

**The Modern Apprentice**

Full name:
Home address:
Work address:
Date of birth:

**The Employer**

Name:
Address:
Telephone:
Contact:

**Skills Development Scotland office**

Name:
Address:
Telephone:
Contact:

**Framework selected outcomes**  
**Mandatory outcomes**

<b>SVQ/ CBQ Level (please identify level)</b> <i>(List mandatory and optional units)</i>		<b>Tick units being undertaken</b>	<b>SCQF Level</b>	<b>SCQF Credit Points</b>
<b>SVQ/ CBQ level (please identify level )</b> <i>(List mandatory and optional units)</i>				
<b>Enhancements</b>				

<b>Core Skills</b> <i>(Include details of the minimum level required)</i>		<b>Tick units being undertaken</b>	<b>SCQF Level</b>	<b>SCQF Credit Points</b>
1	Communication			
2	Working with others			
3	Numeracy			
4	Information and communication technology			
5	Problem Solving			

**Optional outcomes**

<b>Additional units (if any)</b> <i>These are optional and should reflect the individual training needs of the Apprentice</i>		<b>Tick units being undertaken</b>	<b>SCQF Level</b>	<b>SCQF Credit Points</b>
	(specify unit)			

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**Summary of Modern Apprentices accredited prior learning:**

*If you require assistance in completing this form, please contact:*

Creative & Cultural Skills  
The Backstage Centre  
High House Production Park  
Vellacott Close  
Pufleet, Essex,  
RM19 1RJ