

**Scottish Apprenticeships**

**A**

**MODERN APPRENTICESHIP**

**IN**

**CREATIVE & CULTURAL AT SCQF LEVEL 6**

**FRAMEWORK DOCUMENT  
FOR  
SCOTLAND**

**Creative & Cultural Skills**

**May 2021**

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## Amendments to this framework

Version	Date of Change	Amendment	Comments
1.0	March 2014	Framework first published	
1.1	May 2019	Initial submission of updated Framework s	
1.2	20 May 2020	Underpinning qualification for Cultural Venue Operations updated	
2.0	11 March 2021	Framework and pathways updated	Consultation and new proposal document completed
2.1	28 May 2021	Framework and pathways updated	In response to feedback from March 2021 submission to AAG, amendments and clarifications made and revised proposal document completed

This framework document is a controlled document. The latest version can be found on the Skills Development Scotland website here:

<https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/modern-apprenticeships/modern-apprenticeship-frameworks/>

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## Apprenticeships in Scotland

This framework document is for the use of developers or SSCs reviewing existing or developing new apprenticeships via the Standards and Frameworks contracted methodology to submit to the Apprenticeship Approvals Group (AAG). Foundation and Graduate currently have their own bespoke templates.

For those apprenticeship developments via the new facilitated approach methodology (Technical Expert Group TEG) these should be submitted to AAG on their bespoke framework and standards documentation.

### What are Apprenticeships?

There are six models of Apprenticeship in Scotland offering qualifications obtained at school with the Foundation Apprenticeship programme, and for those in paid employment, through the modern, technical, professional, higher and graduate apprenticeships. These are:

- a) Foundation Apprenticeships at SCQF level 6
- b) Modern Apprenticeships at SCQF levels 5 6 and 7
- c) Technical Apprenticeships at SCQF levels 8 & 9
- d) Professional Apprenticeships at SCQF levels 10 - 12
- e) Higher Apprenticeships at SCQF level 8
- f) Graduate Apprenticeships at SCQF levels 9 – 11

Modern to Graduate Apprenticeships offer those aged 16 or over paid employment combined with the opportunity to train for jobs at craft, technician and management level. Foundation Apprenticeships are delivered in senior phase of school and are not employed.

### Who develops them?

Apprenticeships are normally developed by Sector Skills Councils or a Standards Setting Organisations 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 to Graduate 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. All Apprentices in Scotland must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills. While foundation apprenticeships are delivered within the senior phase of schools.

### What's in a Scottish Apprenticeship?

In Scotland, there are more than 80 different Scottish Apprenticeships and they are all designed to deliver a training package around a minimum standard of competence defined by employers through SSCs. They all contain the same 3 basic criteria:

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

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

## Modern Apprenticeships in Creative & Cultural at SCQF Level 6

### About Creative & Cultural Skills

Creative & Cultural Skills (CCSkills) is an independent charity that works to create a fair and skilled cultural sector. We support the development of industry-led practical careers information, promote apprenticeships and alternative routes into the cultural sector workforce to increase diversity, and facilitate youth job creation programmes for under-represented young people. We also work with employers and key stakeholders across the cultural sector to help address some of the sector's elitist recruitment practices.

### The Creative and Cultural Sector: Overview

The creative and cultural industries are one of the UK's economic success stories. Scottish culture and its creative talent are recognised throughout the world. The creative industries in Scotland contribute more than £5bn to the Scottish economy every year.<sup>1</sup> Of the 16 industries that make up the sector, CCSkills is responsible for Design, Craft, Performing Arts, Music, Literature, Cultural Heritage and Visual Arts (which we refer to as the "cultural sector").

The Scottish Government's economic strategy identifies the creative industries as a growth sector where Scotland can build on existing advantages to increase productivity and growth. 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 not based only on economic outcomes, but also on social, cultural and aesthetic achievements. Recent key developments include the opening in September 2018 of the V&A Dundee, which hosts major exhibitions of outstanding design and celebrates Scotland's historic importance in this field. The venue is already giving a significant boost to Scotland's existing prominent, cultural, heritage and design sectors. The Glasgow Commonwealth Games in 2014 also offered the creative industries the opportunity to showcase Scottish culture to visitors from across the world. Additionally, Edinburgh's internationally-renowned festivals, from the Edinburgh International Festival to the Edinburgh International Book Festival, are among the most prestigious cultural festivals in the world and are used to springboard careers for both artists and those who work behind the scenes.

### The Workforce

Across Scotland, there are more than 76,000 people<sup>2</sup> working across the cultural sector, including those who are self-employed. Research carried out by CCSkills and supported by CFE Research shows the industry is typified by large numbers of small and micro-businesses, and a significant proportion of the workforce operates on a freelance or self-employed basis. 72.6% percent of businesses in the creative and cultural sector in Scotland employ fewer than five people, 38% of the workforce are self-employed, and the same proportion of people work on a freelance basis. Meanwhile, there are very few large-scale organisations. Currently 2.3% of organisations in Scotland employ more than fifty staff, although these figures do not account for the many voluntary workers who form a large component of the creative and cultural workforce.<sup>3</sup>

The creative and cultural workforce in Scotland is not particularly diverse. The workforce is 96% white, while having a balanced gender profile (51% female, 49% male workforce). Meanwhile, 54.6% of the workforce is now qualified to degree level or above; while the sector remains graduate-heavy, this does signify a reduction over recent years (formerly this stood at 67%), possibly demonstrating the sector is becoming more willing to recruit from the non-graduate talent pool. However, there is still a high prevalence of entrants drawn from the Higher Education system and, as a result, making it less likely for school leavers and those who wish to take alternative, vocational routes into the sector to gain employment. Unpaid internships and volunteering are often required to gain a 'foot in the door', excluding those 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.

<sup>1</sup> Scottish Government website <https://www.gov.scot/policies/creative-industries/> , 2019

<sup>2</sup> Creative & Cultural Skills Workforce Analysis Data, Feb 2019

<sup>3</sup> Creative and Cultural Skills, Workforce Analysis Data, Feb 2019

Scotland's cultural heritage sector, incorporating the museums and galleries sector, accounts for 14% of the overall cultural sector workforce. Available and relevant UK-wide data from a recent submission to the Digital, Culture, Media & Sport (DCMS) Select Committee inquiry show that the UK's Museums, Galleries and Libraries workforce is 97.5% white and 76.3% have at least one Higher Education degree, compared with 30% of the UK working population overall.

Significantly, only 8% of Scotland's cultural sector workforce is aged 16-24, compared with the rest of Scotland's working population at 13.1%, suggesting there are disproportionately low numbers of younger people in Scotland's cultural sector workforce.

UK-wide, the cultural sector workforce is 9% BAME versus 12% for the UK working population overall, while the percentage of the cultural sector workforce identifying as BAME in Scotland is too low to meet GDPR compliance (i.e. ONS consider that the data could be identifiable and traced back to specific sources). Accordingly, it is fair to assume that BAME representation within the cultural sector is very low across Scotland (compared with 4% representation for the rest of Scotland's working population).

Additionally, the exclusion of those from working class origins and more disadvantaged socio-economic backgrounds is a longstanding issue for creative occupations and the cultural sector. Data from the ONS Longitudinal Study (2020) estimate that there have been consistently low levels of working-class origin individuals in creative and cultural occupations since at least the 1980s. This historical data analysis suggests there are structural issues underpinning the lack of under-represented individuals getting in and getting on in these sectors.

Add to this, the Social Mobility Commission's report on apprenticeships (Fulfilling Potential, June 2020) suggests learners from disadvantaged socio-economic backgrounds benefit more from apprenticeships than those from non-disadvantaged backgrounds and benefit from a greater boost to earning potential post-apprenticeship, comparative to their peers.

With this context, making available the proposed Creative & Cultural Modern Apprenticeship Framework options, both at SCQF Level 6 and at SCQF Level 7, will create a much-needed space for genuinely alternative routes into the sector, as desired by sector employers, to contribute positively to addressing deep-rooted workforce diversity issues.

#### **Barriers to Implementing Training in Creative and Cultural Industries**

The atypical business structures and patterns of employment peculiar to the sector can act as barriers to the successful implementation of long-term strategic planning. Small businesses have 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 only to access training as and when the need arises. Creative and cultural organisations are less likely to provide training for staff than employers in other sectors. However, our employers tell us they have a strong preference for work-based learning 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. Prior to the introduction of the Creative & Cultural Modern Apprenticeship Framework, there were no employer-led apprenticeship programmes tailored to the creative and cultural industries.

CCSkills has played a lead role in promoting apprenticeships and raising awareness of the value of vocational education in Scotland. Pre-2020, CCSkills was without a Scotland Manager, which meant the organisation has not had the traction with Scottish employers, unions and sector stakeholders that was experienced previously. To rectify this, we appointed a new Scotland Manager in March 2020, who is re-establishing CCSkills in Scotland and reigniting those strategic partnerships which will support the industry and propel Modern Apprenticeships as a viable and respected alternative route into the sector. This, in turn, will ensure a workforce that is highly employable and prepared to progress into rewarding careers in the creative and cultural industries and beyond in the future.

#### **Creative & Cultural Level 6 and Level 7 Frameworks**

Historically, there was one Creative & Cultural Modern Apprenticeship Framework that contained 6 pathways/qualifications. However, a number of qualifications supporting the pathways have subsequently expired, and during the review of the qualifications in 2018/2019, the Diploma in Technical Theatre Operations was revalued at a Level 7 qualification, and the structure changed to make it more applicable to a variety of settings, to help

increase demand. Based on advice received from SDS, CCSkills was informed that there can no longer be a mix of levels of qualifications in the same framework. Therefore, there are now two Creative & Cultural Modern Apprenticeship Frameworks: Level 6 with 1 pathway and Level 7 with two pathways.

## Summary of Framework

Diagram showing the contents of the Scottish Modern Apprenticeship in Creative & Cultural at SCQF Level 6

### Duration

The average duration to complete this framework is 12 months.

### Mandatory outcomes

#### SVQ or alternative competency based qualification

- The following must be achieved:

- Diploma in Cultural Venue Operations at SCQF Level 6 (GR3D 46)

#### Work Place Core Skills

- |  |              |
|--|--------------|
| • Communication                            | SCQF Level 5 |
| • Working With Others                      | SCQF Level 5 |
| • Problem Solving                          | SCQF Level 5 |
| • Information and Communication Technology | SCQF Level 5 |
| • Numeracy                                 | SCQF Level 5 |

Core Skills for the Cultural Venue Operations pathway in the Creative & Cultural Modern Apprenticeship Framework at SCQF Level 6 are certified separately except for the Core Skill, 'Working With Others', which is embedded in the mandatory units.

#### Enhancements

It is important to note that the underpinning qualification, in and of itself, is fully recognised as being fit for purpose by sector employers.

### Optional Outcomes

#### Additional SVQ Units/Qualifications/Training

The Creative & Cultural Modern Apprenticeship Framework at SCQF Level 6 also provides the additional opportunity to complete the Employment Rights and Responsibilities (ERR) Workbook.

## The Framework

### Duration

It is expected that apprentices following the Creative & Cultural Modern Apprenticeship at SCQF Level 6 will take 12 months to complete.

### Mandatory Outcomes

#### SVQ(s)/ CBQs

Each apprentice is required to achieve the following Qualification:

- **Diploma in Cultural Venue Operations**, accreditation code GR3 D46, at SCQF Level 6, for 28-40 SCQF Credit Points.

All Scottish Apprenticeships must contain a relevant Scottish Vocational Qualifications (SVQs) or Competency Based Qualifications (CBQs). SVQs and CBQs are work-based qualifications based on National Occupational Standards of competence drawn up by representatives from each industry sector. They are made up of units – normally between six and ten – which break a job down into separate functions reflecting the different kind of activities of a job. SVQs and CBQs are available at a range of levels – although most are at SCQF levels 5, 6 and 7. When someone has achieved an SVQ or CBQ, there is a guarantee that they have the skills and knowledge needed to do their job.

### Work Place Core Skills

Each apprentice is required to achieve the following Work Place Core Skills:

Communication	SCQF Level 5 / 6 credit points
Working with others	SCQF Level 5 / 6 credit points
Problem Solving	SCQF Level 5 / 6 credit points
Information and Communication Technology	SCQF Level 5 / 6 credit points
Numeracy	SCQF Level 5 / 6 credit points

All Work Place Core Skills for the Cultural Venue Operations pathway in the Creative & Cultural Modern Apprenticeship Framework at SCQF Level 6 are assessed and certified separately except for the Core Skill, 'Working With Others', which is embedded in the mandatory units.

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 National 5s 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 Work Place Core Skills as part of the Apprenticeship Framework.

## Enhancements

It is important to note that the underpinning qualification, in and of itself, is fully recognised as being fit for purpose by sector employers.

## Optional Outcomes

The Creative & Cultural Modern Apprenticeship Framework at SCQF Level 6 also provides the additional opportunity to complete the Employment Rights and Responsibilities (ERR) Workbook.

## 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  
CCSkills Scotland  
PO Box 3422  
Glasgow G66 9DD  
Email: [info@ccskills.org.uk](mailto:info@ccskills.org.uk)

The SSC will register Scottish Apprentices undertaking this Framework. **All apprentices undertaking this framework 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 Modern Apprenticeships 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 Certificate of Completion to those Modern and technical 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 Apprentices is primarily the responsibility of the employer. However, the following guidance is given:

- Employees may enter an apprenticeship from the age of 16. There is no upper age limit.
- The 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 Scottish 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 out with an academic institution, 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 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.

Modern Apprenticeships in the creative and cultural sector are about opening doors to our industries 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 this industry through interviewing applicants and not by 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 a Modern Apprentice require the following skills and attributes:

- self-motivation to succeed within the industry
- self-discipline and enthusiasm
- ability to work on own initiative
- capacity to develop organisational skills
- 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

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 apprenticeships supported by Skills Development Scotland must conform to any contractual requirements on equal opportunities. All employers of 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 Apprenticeship Framework and all statutory requirements be adhered to. It is a key aspect of the induction period of the Apprenticeship that apprentices are fully informed both of the regulations and that they and their employers are bound by these regulations. Apprentices should be made aware of their rights and duties with regard to health and safety.

All 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 Apprenticeship programme:

1. Contract of employment signed by the employer and the Apprentice for employed apprentices.
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. A sample SSC Training Agreement is set out in Appendix 3.
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 Sample Training Plan at Appendix 3. Training Plans may be modified to reflect changing circumstances; however it is essential that the SSC is notified of any changes.

## Employment status of Apprentices

It is important that the sector offers genuine employment and career prospects to those people it wishes to attract through Scottish Apprenticeships. Accordingly, **all apprentices must be employed with the exception of Foundation Apprenticeships which are delivered as part of the senior phase in schools.**

All Scottish Apprenticeships must have a demonstrable need to acquire **significant new knowledge and skills** to fulfil their job role. The apprenticeship framework selected for the apprentice must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

## Terms and conditions of employment

In order to compete with other sectors offering employed apprenticeships, attractive packages will need to be developed by employers in the sector. The terms and conditions of employment for individual 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 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 Work Place Core Skills where appropriate.

## List of Training Providers

The following providers hold contracts to deliver the existing Creative & Cultural Modern Apprenticeship Framework:

Rewards Training  
3rd Floor Savoy House  
140 Sauchiehall Street  
Glasgow  
G2 3DH  
0131 557 6500  
(based in Edinburgh and Glasgow)

Glasgow Kelvin College  
43 Shamrock Street  
Glasgow  
G4 9LD  
0141 332 1786

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

Fife College  
Pittsburgh Road  
Dunfermline  
Fife  
KY11 8DY

## Delivery of Training for the Modern Apprenticeship in Creative & Cultural at SCQF Level 6

### Work-based training

#### Delivery and assessment method

*- how is training delivered and assessed in the workplace?*

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 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.

The option of sharing training and assessment resources among 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.

#### Skills required by training providers delivering the training

*- list any skills and qualifications required*

- The training provider should be qualified or have relevant experience to a level above that which is being delivered.
- The training provider should remain up-to-date in the subject that they are delivering and be aware of new and emerging practices and techniques.

#### Delivery of underpinning knowledge (if no formal off-the job requirement)

*- how do apprentices develop knowledge and understanding if there is no formal certification of underpinning knowledge*

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.

### Off-the-job training

#### Details of off-the-job training (please state if not applicable)

*- What is required to complement the workbased component? Does it lead to a formal recognised award (e.g. and Awarding Body or Vendor award?*

N/A

#### Delivery and assessment method

*- How is training delivered and assessed off-the-job? How long does it take to achieve the award?*

N/A

**Exemptions**

- Are any groups exempt from completing the off-the-job component? (e.g. older workforce with the required knowledge as demonstrated through RPL/ APL)

N/A

**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 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 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 apprenticeship 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 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 apprenticeship Training Plan.

## Consultation Process

This section summarises the consultation activity that has taken place with stakeholders.

### Raising awareness

Creative & Cultural Skills raised awareness of the Modern Apprenticeship and related qualifications review through its employer network. This was carried out via direct mail (invitations went out to over 100 Scottish stakeholders), the Creative & Cultural Skills website and social media channels. A posting about the project with an invitation to get involved and/or attend the Stakeholder event was advertised on the Creative Scotland – Opportunities page. Throughout the process, those involved were also encouraged to raise awareness among their own personal and professional networks to spread the word about opportunities to get involved with the review.

Two of the qualifications within the previous framework were not part of the review: Diploma in Theatre Operations: Costume and Wardrobe (formerly GJ3E 46) and Diploma in Music Business (formerly GJ39 46).

Please Note: over the development process, the Technical Theatre Operations pathway at SCQF Level 6 was revised and renamed Technical Theatre & Production Operations (TTPO) at SCQF Level 7. As it is now a Level 7 qualification it now sits in a separate framework. However, this summary of consultation activity includes all activity that culminated into the two frameworks: Creative and Cultural Modern Apprenticeship Framework at SCQF Level 6 and Creative and Cultural Modern Apprenticeship Framework at SCQF at Level 7.

### Consultation Process with Unions

In the process of finalising the review and proposed updates and amendments to the Creative & Cultural Modern Apprenticeship Frameworks at SCQF Level 6 and Level 7, CCSkills also consulted with unions with a vested interest in the Frameworks. A meeting was facilitated by STUC and held online on 23/04/2021 with the following unions represented:

- BECTU
- PCS
- Scottish Artists Union
- UNISON
- Unite

Unions received the Framework documentation papers in advance of the meeting. During the meeting, those papers were discussed and questions answered around the proposed changes. The unions also had a 5-week period to consult with their members. All unions responded favourably in writing via email to the review and the proposed updates and amendments. CCSkills and the unions represented also agreed to continue to work collaboratively on any future updates/changes and on developing the rollout of Creative & Cultural Modern Apprenticeships with sector employers.

### Provider Survey, 28/06/2018

On 28/06/2018, a Provider Survey was distributed to get some early feedback on the training providers' experience of delivering the frameworks. Providers are often the first to hear of any issues with delivery or challenges facing learners or employers. Responses from the training providers listed below were received regarding the following pathways: Community Arts Management, Cultural Venue Operations and Technical Theatre Operations.

- Fife College
- Rewards Training
- Inverness UHI

No responses were received regarding Live Events & Promotions, Technical Theatre – Costume & Wardrobe or Music Business pathways. This was unsurprising as there had not been any learners registered on these pathways.

### Summary of Findings from the Provider Survey

In relation to the Technical Theatre Operations pathway:

- It was felt that learners should be able to mix and match the units relating to Lighting, Sound and Stage as opposed to having to follow a specific pathway as the current structure dictated. The industry needs multi-

skilled practitioners, and the current approach is forcing learners to specialise, something that is not possible at all venues.

- There is an imbalance across the different units regarding the number of SCQF credits a learner is required to achieve. The Diploma is awarded on the number of units achieved, which meant some learners might achieve 44 credits across their 3 mandatory and 7 optional units and others may achieve only 26. The rating value of optional units ranged from 1-7.
- The level of demand, both in terms of knowledge and competence, seemed greater than other Level 6 qualifications.
- There is an imbalance between the number of units offered on each pathway (13 for lighting, 23 for sound and 18 for stage). It was recommended a better balance was required if the pathway structure were to remain.

**In relation to the Cultural Venue Operations & Community Arts Management pathways:**

- The current structure was fit for purpose.
- The credit and levels applied to the structure were considered appropriate.
- The existing assessment principles were fit for purpose and no additional changes were suggested.

**Stakeholder Meeting on 24/09/2018**

A meeting was held on 24/09/2018 at SDS offices, in Glasgow, to bring together those who had responded to Creative & Cultural Skills request to review the qualifications and the Modern Apprenticeship Framework. It was attended by the following organisations:

- Creative & Cultural Skills
- SQA
- SQA Awarding Body
- City of Glasgow College
- Theatre Arts Scotland
- Skills Development Scotland
- Rewards Training
- Creative Scotland
- Forth Valley College
- Independent Practitioners

A representative from Fife College was unable to attend the meeting but took part in a telephone interview prior to the meeting to garner feedback.

The purpose of the meeting was to:

- Review the changes to the suites of National Occupational Standards (NOS), reviewed in 2018, that underpinned the qualifications, specifically Technical Theatre Operations, Cultural Venue Operations and Arts Projects and Live Events (formerly two suites of NOS that were combined: Community Arts Management and Live Events and Promotions) and discuss how the changes would influence the review of the Diplomas.
- Review the current qualification and make recommendations for change.
- Review the Creative & Cultural Modern Apprenticeship Framework

**Consultation papers tabled included:**

- Background information about NOS development for all the relevant qualifications under review for Delivery of Arts Projects and Live Events to inform review of CBQ Diplomas in Community Arts Management and Live Events and Promotions at SCQF Level 6.
- A paper on each qualification on how each qualification linked to the updated NOS.
- A paper on proposed changes to the CBQ units underpinning these qualifications to update them in line with the revised Standards.
- The current MA Framework.
- The current assessment strategy.

**Summary of subsequent discussion regarding Technical Theatre Operations pathway:**

- The meeting welcomed the changes to the Technical Theatre and Live Events NOS and agreed the changes should be reflected in the qualification units, especially the addition of operating of visual elements (e.g. hologram, screen projections, CGI scenery), risk assessment and the overall rationalisation of units.
- The removal the supervising units (including managing tours) was requested as these are rarely selected and are not appropriate for this qualification.
- The prescribed pathways in the current structure were considered too restrictive for all types of theatres and should be removed. While larger theatre and live events spaces may have opportunities to specialise, smaller venues often did not. There is a need for generalists as well as specialists in Technical Theatre.
- It was hoped that a revised, flexible qualification structure would make the Modern Apprenticeship more attractive to employers.
- While the Modern Apprenticeship is a great way to bring new talent into the industry, the current funding does not reflect the cost. Theatres find the commitment to an apprenticeship difficult due to lack of funding within the sector as a whole.

**Summary of subsequent discussion regarding Cultural Venue Operations pathway:**

- The meeting welcomed the changes to the Cultural Venue Operations NOS and agreed the changes should be reflected in the qualification units resulting in some new units.
- The meeting was pleased to see that the content of many of the Standards had been broadened so the suite was not only applicable to museums and galleries, but to a wider range of cultural venues.
- There was a concern raised that the existing structure allowed a learner to go through the qualification without having to have any interaction with visitors or customers. It was agreed that there needed to be customer service or interaction mandatory element to the qualification.
- There was also a concern raised that there was insufficient 'marketing and promotion' type units within the structure.
- It was also noted that there was not any 'evaluation' of practice of units. CCS reassured that this could be threaded throughout the units but would also source an appropriate 'evaluation of customer/visitor experience' unit.
- It was also recommended that the number of mandatory units was reduced, and some additional optional blocks of units added.
- It was reported that the Cultural Venue Operations Modern Apprenticeship had been a good way to get people into the sector and was providing an alternative route into the cultural heritage sector.
- It was hoped that the revised, flexible qualification structure would make the Modern Apprenticeship even more attractive to employers.
- While the Modern Apprenticeship is a great way to bring new talent into the industry, the current funding does not reflect the cost.
- The possibility of adding some additional elements to the Framework to make it more attractive to employers was discussed, however concern was raised that if more requirements were added and the funding was not adjusted accordingly this could add another inhibitor to employers.

**Summary of subsequent discussion regarding Live Events and Promotions and Community Arts Management pathways:**

- Concern was raised about take-up figures for both qualifications. Specifically, that there had been no take-up of the Diploma in Live Events and Promotions since 2016 and only 2 registrations in 2017/2018 for Community Arts Management.
- The group discussed the value and potential market of these two of qualifications. It was concluded that while there may be a market for a qualification in 'participatory arts and events' for organisations delivering outreach programmes, neither the current Diplomas in Community Arts Management or Live Events and Promotions met that need.
- The group discussed whether a combined qualification might be the best approach and to follow the lead of the NOS.
- The group also discussed the issues of funding these types of qualifications in the creative and cultural sector. It was concluded that there is not a great deal of funding available to support training and development even where there is public sector funding available to go towards the costs.
- Additionally, the environment of community arts and events in the creative sector is heavily populated by freelancers who do not have employers to support their training.

**Actions arising:**

- CCS would update both the Technical Theatre Operations and Cultural Venue Operations qualification structures and correlating qualification units in line with feedback received and circulate again for further comment.
- In addition, CCS would devise a new qualification structure based on the revised Arts Projects and Live Events NOS suite and on the group's feedback. It would then be circulated to the group, and others who had expressed an interest in the project, to ask industry for thoughts and suggestions for improvement.

**Email consultation on revised qualification structures (October/November 2018)**

After the meeting, revised structures were developed and circulated to the meeting attendees, and to those who wished to be involved but had not attended the meeting. These included:

- SQA Awarding Body
- SQA Regulatory Body
- Dundee Rep Theatre
- Lyceum Theatre (Edinburgh)
- Fife College
- Glasgow City Council
- Fife Cultural Trust
- Citizens Theatre (Glasgow)
- National Theatre of Scotland
- Stirling Council
- Museums Galleries Scotland (MGS)
- Historic Environment Scotland (HES)
- Forth Valley College
- Macrobert Arts Centre (Stirling)
- Live Borders
- Youth Theatre Arts Scotland
- Other independent practitioners

Respondents were asked to review the revised structures and answer the following questions:

- Should the revised structures remain a Diploma as opposed to an SVQ?
- Do you think the revised structures will work for the learner in a range of contexts?
- Could these revised structures cause unnecessary obstacles for the learner?
- Does the combination of mandatory and optional units give the learner enough choice?
- Is there a better way of structuring these qualifications?

**Summary of feedback regarding Technical Theatre Operations:**

- The qualification should remain a Diploma.
- Rename qualification Technical Theatre & Production Operations (TTPO).
- The proposed structural changes were welcome, allowing a greater degree of flexibility.
- Suggested inclusion of an 'additional optional' group of units, as while the pathways were too restrictive, the learner still needed to demonstrate they can 'operate' during a live performance even if they do not specialize.
- The inclusion of visuals, and inclusion of new units to increase stage management options were welcomed.
- Move 'manual handling' out of the mandatory block, as this creates an unnecessary barrier to those with disabilities, or remove altogether as this is adequately covered in the Health & Safety unit.

**Summary of feedback regarding Cultural Venue Operations:**

- After some initial feedback that the SVQ approach may be preferable, CCS then received very strong feedback from one of the largest employers using this qualification that they preferred the CBQ model.
- Having three optional blocks from which learners had to choose one customer service, one marketing and one evaluation unit was too restrictive, and many learners would not have the opportunity to evidence any marketing practice, especially in the smaller, more remote venues where the marketing function is centralised.

- The proposed structure needed a rebalance of mandatory and optional units, with mandatory block, an optional block including customer service and customer evaluation from which the learner would choose one unit and have all other units as optional. This would better lend itself to a wider range of learners and venues.
- A concern was raised about the number of 'knowledge units' in a qualification, which is about assessing competence. It was highlighted it would be possible for a learner to undertake this qualification and take an equal number of knowledge units and competence/skills units.
- Also, in relation to the 'knowledge units', there is a link to a corresponding 'skills/competence unit', however there was not a requirement in the proposed structure for the learner to undertake the knowledge and the competence together. After a follow-up discussion with SQA and a number of other stakeholders in January 2019, it was agreed that there were too many 'knowledge-only' units and where linked, competence and knowledge units should be combined, not only to provide more robust units for the learner, but also allow greater choice of units.

**Summary of feedback regarding the proposed new Delivery of Arts Projects and Live Events qualification to replace Live Events and Promotions and Community Arts Management**

No responses were received within the response time. A reminder was sent, and the response time extended. However, CCS did not receive any responses with regards to the new proposed qualification structure, despite having good interaction with the sector about the other qualifications under development.

After several discussions and communications between CCS, the sector, SDS and SQA between November 2018 and March 2019, no evidence of a market for the proposed new qualification was found and it was agreed that this part of the consultation should be brought to a close. A report detailing all activity in this regard was submitted to SDS and SQA in March 2019. It was, however, agreed that there did seem to be a market for a new qualification in Cultural Learning and Participation that would fit well within this Modern Apprenticeship structure. This also chimed with employer requests in England for this type of qualification.

**Final Sign-off of Technical Theatre & Production Operations and Cultural Venue Operations (Jan/Feb 2019)**

All changes suggested by industry were taken on board and integrated to terms of the individual qualification units and the overall structures. It is hoped the changes will make the qualifications and Frameworks more current and reflective of the needs of industry. The final structures, with credit and level values, plus assessment strategies, were circulated one last time to industry for final sign-off. Sign-off and support for the qualifications and the Creative and Cultural Modern Apprenticeship Frameworks are illustrated by the letters of support received from industry.

## Career progression

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

There are further opportunities for employment in more specialist area, e.g. training and development within specific disciplines and developing skills within a particular field or area of interest.

For those who wish to continue their development of skills and qualifications beyond SCQF at Level 6, opportunities exist to progress to:

- Higher level cultural and creative qualifications
- SVQs in Managements
- BA Honours Degrees in Creative and Cultural subjects
- In-house development programmes and CPD

Progression will, however, be dependent on the qualifications and experience of each individual apprentice as achievement alone of the Creative & Cultural 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 Scottish Apprenticeship programme is implemented to the highest possible standard. They include:

- Awarding Bodies
- Employers
- Apprentices
- Apprenticeship Approval Group (AAG)
- Approved SSC/SSO
- Skills Development Scotland
- Training Providers

### Role of the SSCs

SSC/SSO are responsible for developing Scottish 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 Federation for Industry Sector Skills and Standards website <http://fiss.org/> or contact SDS for advice .

### Role of Skills Development Scotland (SDS)

Apprenticeship 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 Apprenticeship 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 Framework.

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

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

Responsibilities include:

- Supporting the Apprentice with ongoing Career Planning advice
- Signposting candidates to suitable vacancies
- Promoting the Scottish 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 Scottish Apprenticeships is based on the assessment of the apprentice against SVQs/ CBQs or SVQ/ CBQ units. These qualifications are accredited by SQA Accreditation 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/CBQ units are fully met.

## Role of the Training Provider

The role of the training provider is important to the success of the Scottish Apprenticeship Programme. 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 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 Apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering of 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 Apprentice who to approach for support, advice, encouragement and in case of complaint

## Role of the Apprenticeship Approval Group (AAG)

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

### AAG is responsible for:

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

## Role of the Employer

Employers' responsibilities include:

- Paying employed 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 Apprentice to demonstrate competence
- Meeting with Trainers, Assessors, Verifiers and the Apprentices to review progress
- Witnessing candidate performance and verifying evidence
- Releasing 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 Apprentices and rewarding achievement
- Taking responsibility for the Health & Safety of Modern Apprentices.

## Role of the Apprentice

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

### Employed 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

### Apprenticeship Centres (ACs)

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

The AC 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 Work Place 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 ACs for the delivery of the apprenticeship within Scotland, which will be available to employers and others.

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

In addition to the assessment of the Apprentice against the relevant standards set by the selected apprenticeship outcomes, the AC has responsibility for:

- Entering into a formal training agreement with the employer and Apprentice
- Registering 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 Apprentices
- Informing the SSC of any material alterations to Apprentices' training plans or desired changes to the selected apprenticeship outcomes.

## APPENDIX 3

### APPRENTICESHIP SAMPLE TRAINING AGREEMENT

This Training Agreement is entered into by:

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

The **Employer’s responsibilities (employed status apprentices only)** are to:

- 1 employ the apprentice subject to the employer’s usual terms and conditions of employment;
- 2 provide the 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 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 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 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 **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 Apprenticeship Centre, and carry out such work as may be required in order to achieve the selected apprenticeship 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 **Apprenticeship Centre’s responsibilities** are to:

- 1 agree the content of the apprentice’s personal training plan as confirming that the selected apprenticeship outcomes and training plans meet the criteria of this apprenticeship
- 2 contract with the employer to provide the training and assessment necessary to enable the 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>Apprentice</b>		<b>Date:</b>
<b>Apprenticeship Centre</b>		<b>Date:</b>

### APPRENTICESHIP TRAINING PLAN

#### The Apprenticeship Centre

Name:
Address:
Telephone:
Contact:

#### The Apprentice

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

#### The Employer

Name:
Address:
Telephone:
Contact:

#### Skills Development Scotland office

Name:
Address:
Telephone:
Contact:

**Apprenticeship selected outcomes**

**Mandatory outcomes**

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

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

**Optional outcomes**

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

**Summary of Apprentice’s accredited prior learning:**

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

Creative & Cultural Skills  
CCSkills Scotland  
PO Box 3422  
Glasgow G66 9DD  
Email: [info@ccskills.org.uk](mailto:info@ccskills.org.uk)