

# apprenticeship FRAMEWORK

## Creative and Digital Media (Wales)

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# Creative and Digital Media (Wales)

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# Framework summary

## Creative and Digital Media

### Apprenticeship in Creative and Digital Media

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

##### Pathway 1: Creative and Digital Media

**Competence qualifications available to this pathway:**

- C1 - Level 3 Diploma in Creative and Digital Media Competence
- C2 - Level 3 Diploma in Creative and Digital Media

**Knowledge qualifications available to this pathway:**

- K1 - Level 3 Certificate for Creative iMedia
- K2 - BTEC Level 3 Certificate in Creative and Digital Media
- K3 - City and Guilds Level 3 Certificate in Media Techniques (QCF)

**Combined qualifications available to this pathway:**

N/A

**This pathway also contains information on:**

- Employee rights and responsibilities
- Essential skills

## Creative and Digital Media

### Higher Apprenticeship in Creative and Digital Media

#### Pathways for this framework at level 4 include:

##### Pathway 1: Interactive Media

**Competence qualifications available to this pathway:**

N/A

**Knowledge qualifications available to this pathway:**

N/A

**Combined qualifications available to this pathway:**

- B1 - AIM Awards Diploma in Interactive Media

**This pathway also contains information on:**

- Employee rights and responsibilities
- Essential skills

# Framework information

## Information on the Publishing Authority for this framework:

### Creative Skillset

The Apprenticeship sector for occupations in creative and digital media, broadcast, journalism, fashion and textiles, advertising and marketing communications, set crafts and photo imaging.

Issue number: 4	<b>This framework includes:</b>
Framework ID: FR02474	Level 3 Level 4
Date this framework is to be reviewed by: 31/03/2015	<b>This framework is for use in: Wales</b>

### Short description

The Apprenticeship in Creative and Digital Media is aimed at learners who are interested in developing a new set of skills needed by Creative Industries employers: a fusion of creativity, technology and business. In Wales, industry specified a need for a level 3 digital framework, combined with more craft and technical learning. The level 3 pathway combines workplace skills with a range of units in TV, Film, Games Development, Interactive and Web Media. Creative Skillset were asked to incorporate additional optional units in Set Crafts, Post Production, Costume, Hair and Make-up, Prosthetics, Camera and Lighting in line with employer demand, linked primarily, to the growth of drama and film production in Cardiff. Following consultation with employers, a progression route was requested for interactive roles from the level 3 pathway. The level 4 Interactive Media pathway provides a specialised pathway for those involved with the design and development of interactive media products, including creative industry business techniques.

# Contact information

## Proposer of this framework

Sector employers and Welsh broadcasters including BBC Cymru Wales, S4C and ITV Wales have been consulted in the development phase of the level 3 pathway.

For the level 4 Interactive Media pathway, the following employers have supported this development: Atticus Digital, Sequence, CC4, Cube Dinamo Productions, Native HQ, Rant Media, Telesgop, Wales Interactive and BBC Cymru Wales.

Creative Skillset have ensured that all components included in the framework meet both employer and SASW requirements.

## Developer of this framework

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# Revising a framework

## Contact details

Who is making this revision: Joanne Woolfenden  
Your organisation: Creative Skillset  
Your email address: Joanne@creativeskillset.org

## Why this framework is being revised

This framework is being revised as part of a formal review.

## Summary of changes made to this framework

Revision is being made to:

- amend the list of job roles
- extend the component qualifications

## Qualifications removed

N/A

## Qualifications added

N/A

## Qualifications that have been extended

The component qualifications for the level 3 pathway have been extended:

Competence:

- Pearson Level 3 Diploma in Creative and Digital Media Competence 500/8357/0
- OCR Level 3 Diploma in Creative and Digital Media 500/9561/4

Knowledge:

- Pearson BTEC Level 3 Certificate in Creative and Digital Media 500/9772/6
- OCR Level 3 Certificate for Creative iMedia 500/8389
- City and Guilds Level 3 Certificate in Media Techniques 500/9202/9

# Purpose of this framework

## Summary of the purpose of the framework

Over the last decade, the Creative Media Industries have grown at twice the rate of the economy as a whole and these industries are playing an incredibly important role in the economic, social and cultural life of Wales. The Welsh Government has identified Creative and Digital Media as one of its nine priority sectors as part of the Economic Renewal Programme. <http://wales.gov.uk/topics/businessandconomy/publications/economicrenewal/?lang=en>

Around 20,300 people work in the creative media footprint in Wales, approximately 4% of the UK total. The largest sectors in Wales in terms of workforce are interactive media (approximately 3,850 people), television (3,500 people), publishing (3,300 people) and advertising (2,800 people). A further 3,500 people are employed in creative media specific occupations in other industries. There are an estimated 1,300 creative media companies in Wales and small to medium sized businesses dominate this figure.

Creative Media Industries in Wales are characterised by a highly qualified workforce, with 61% of the workforce in possession of a degree level qualification, a greater proportion than that in the UK as a whole. However, a recent survey reveals that half of employers state they do not value formal qualifications. This might be attributable to a perception among employers that qualifications do not necessarily make new recruits to the sector 'job ready'.

Three in ten (29%) creative media employers in Wales attributed current skills gaps to an inability of the workforce to keep up with change. The future is digital and the use of internet and other digital technologies is changing the way media content is created, packaged, distributed, and consumed by audiences. For example, the Wii isn't just a gaming console, it is also a web browser and social networking tool; mobile phones aren't just used for conversations, but are now digital cameras, voice recorders and mp3 players. The creative media workforce needs to be equipped to keep up with change and competition, as well as improve productivity and contribution to the Welsh economy.

28% of the workforce in Wales is freelance, higher than the average of 25% for the UK as a whole. At a new entrant level, business skills have to be embedded as part of training and education. Learners need to realise that the likelihood is that they will be freelance rather than permanently employed. As freelancers, they will become responsible for their own business needs and they will need to be able to market themselves and manage others, and be able to think big.

Wales needs a strong Apprenticeship system and Creative Skillset supports the Welsh Government's vision for Apprenticeships not to be separated from academic routes. In 'Skills that work for Wales', the Creative Media Industries are considered of strategic importance.



The level 3 pathway addresses the entry level skills needs of employers in these priority industries and creates an alternative progression route into employment, for those individuals who thrive from learning in more practical settings. It is an exciting and innovative way for people to enter into the Creative Media Industries. Apprentices will not only be learning the most relevant and up-to-date skills, they will also be assisting in the growth of businesses, forging valuable networks within the industry, and earning a wage while they do it.

The level 3 pathway covers new entrant roles in the following Creative Media Industries:

- TV;
- Archive;
- Animation;
- Interactive media;
- Film;
- Photo imaging;
- Radio;
- Set Crafts;
- Post production;
- Costume;
- Hair and Make-up;
- Prosthetics;
- Camera;
- Lighting.

Following on from the evaluation of the pilot of the level 3 pathway, the need for a Level 4 pathway in Interactive Media to cover specialist digital design and development skills was identified. This new pathway provides a progression route for those completing the level 3, and also acts as an alternative non-graduate entry route into the interactive media industry. The level 4 pathway builds on the creative industry awareness and competence gained at junior levels and gives a route to more specialised and technical roles. This framework will also help to deliver digital skills for everyone as part of the Digital Wales Delivery Plan:

[http://wales.gov.uk/topics/businessandconomy/digitalwales/publications/ framework/?lang=en](http://wales.gov.uk/topics/businessandconomy/digitalwales/publications/framework/?lang=en)

The level 4 Interactive Media pathway covers roles within the interactive media and digital parts of the sector including:

- On-line communities/social media management;
- Digital asset development for creative industries, including advertising and marketing communications;
- User testing of interactive products;
- Multi platform sectors including TV/On-line crossover products.

For both levels, new entrants into the Creative Media Industries must have an understanding and appreciation of different technologies, alongside general knowledge and 'soft' skills,

including the capacity to work efficiently and in teams. Employers are looking for work-ready individuals who are hard working, have the right attitude, strong communication and IT skills and a good understanding of what it takes to work their way up in Creative Media.

Apprentices must be able to hit the ground running with new ideas and a real understanding of what the industries need. Apprentices should be able to add value to the business, as soon as possible, and work with their employer to take advantage of new technologies. In return, employers will support, train and develop apprentices and provide them with invaluable experience to further develop their career in the Creative Media Industries.

Please note that the Apprenticeship can also be relevant to employers outside of 'Creative Media' - possibly those who have team members responsible for using digital technology for creative purposes.

## **Aims and objectives of this framework (Wales)**

The aim for this Apprenticeship framework is to attract and develop creative and digitally competent work-ready apprentices, who are multi-skilled and can work across different technologies.

Objectives for this Apprenticeship:

- to provide a non-traditional route into the industries, which have historically been dominated by graduates;
- to provide an entry route for under-represented groups;
- to help employers in Wales address any retention and recruitment issues;
- to provide the Welsh Creative Media Industries with a stream of motivated recruits equipped with crucial employability and business skills;
- to equip new entrants with the transferable skills to undertake more varied roles that are required to improve the competitiveness and sustainability of the Welsh Creative Media Industries;
- to offer sufficient flexibility within the framework to ensure that it can be used to support entry into a wide variety of roles within the sector;
- to provide progression opportunities into HE from the level 4 Interactive Media pathway.

Creative Skillset will carry out ongoing monitoring and evaluation to assess the extent to which the level 3 and 4 pathways meet the above objectives. As and when required, Creative Skillset will update the content of the framework to respond to the fast-moving changes within the Creative Industries.

# Entry conditions for this framework

New entrants in the Creative Media Industries must have an understanding and appreciation of different technologies, alongside general knowledge and 'soft' skills, including the capacity to work efficiently and in teams. Employers are looking for work-ready individuals who are hard working, have the right attitude, strong communication and IT skills and a good understanding of what it takes to work their way up in the Creative Media Industries, which is a sector in which freelancing is a common means of employment. Career success in the Creative Media Industries requires a strong passion for the subject area and an ability to network and confidently market personal skills and achievements.

Apprenticeship applicants are welcomed from a range of diverse backgrounds and it is anticipated that they may have a range of experiences, achievements and/or qualifications. The demonstration of relevant, transferable prior learning and achievement will form an important part of an apprentice's selection process.

The fundamental entry condition is the employer's and training provider's confidence in the candidate's ability to thrive and achieve their potential within the Apprenticeship. Employers are encouraged to get involved in the recruitment and selection stages, to ensure they get to know the apprentices before their employment. Depending on the qualification options chosen within the framework, the employer may stipulate certain requirements for entry. For example, Camera Crew Assistants might be expected to carry heavy loads.

Candidates without prior qualifications may be able to demonstrate their prior skills and knowledge they have developed as a result of relevant employment or voluntary activities.

Candidates wanting to become apprentices may be asked to demonstrate evidence of their skills and knowledge via a portfolio of past school/college work, a film, animation or piece of journalism created in their spare time. These types of evidence, especially in the form of e-portfolios, are highly valued by employers who will want to gain an understanding of the apprentice's talent and aptitude.

It is important that initial assessments are used effectively to attract and retain apprentices who are committed to working in the Creative Media Industries but who may not hold formal qualifications. Recognition of prior learning is encouraged, where transferable knowledge and skills have been developed and can be applied to relevant elements of the Apprenticeship. It is important that the training provider and employer feel confident that prior learning/attainment can be updated, if necessary.

There are no set entry conditions, but qualifications which may provide a useful grounding for the Apprenticeship include:

- Learning from the 14 to 19 Pathways;

- Qualifications in the Welsh Baccalaureate;
- Wider Key Skills;
- Essential Skills Wales;
- Principal Learning (Creative and Media), offered by OCR or WJEC;
- Provision within the Quality Assured Lifelong Learning Pillar of the CQFW;
- GCSEs, A Levels or National Diplomas in media-related subjects;
- Direct progression and credit transfer opportunities from particular vocational qualifications, such as the Level 2 or 3 Certificate in Preparing to Work in Creative Media and other qualifications offered by OCR and Pearson qualifications at entry level, level 1 and level 2 are encouraged routes for progression, especially those which incorporate creative and digital skills development;
- Foundation Apprenticeships, particularly in creative or digital skills development subjects.

For the level 4 pathway, in addition to the examples listed above, the following may also apply:

- Completed a level 3 Apprenticeship in Creative and Digital Media or IT or Marketing or Social and Digital Marketing;
- Achieved QCF Awards, Certificates or Diplomas at level 3 in Media related subjects.

It is important that training providers identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate choice of qualification units or adjustment that will allow them to demonstrate attainment.

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

If candidates already have one of the knowledge qualifications listed in the level 3 pathway (at the appropriate level), before starting on their Apprenticeship, they do not have to redo the qualification, providing they have achieved this within the last two years of starting the Apprenticeship. If candidates have already achieved the competence qualification before starting the Apprenticeship, they do not have to redo the qualification, providing it was achieved within the last two years of starting the Apprenticeship. These restrictions have been applied due to the fast moving nature of technology within the sector.

For the level 4 pathway, if the candidate has already achieved the following mandatory units;

- Awareness of employment in the Creative Media Industries;
- Awareness of Health and Safety in the Creative Media Industries.

Direct credit transfer will apply as specified above.

## **Essential Skills Wales**

Providers please note that a Key Skill Award at the same level can be accepted as the equivalent ESW achievement for certification.

## Level 3

Title for this framework at level 3

# Apprenticeship in Creative and Digital Media

### Pathways for this framework at level 3

Pathway 1: Creative and Digital Media

## Level 3, Pathway 1: Creative and Digital Media

### Description of this pathway

Level 3 pathway in Creative and Digital Media

Total minimum credit value for this pathway is **109** credits:

- Competence Qualification - 71 credits;
- Knowledge Qualification - 20 credits;
- ESW Communication, Application of numbers and IT - 18 credits.

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

There are no additional requirements other than the general entry conditions.

Job title(s)	Job role(s)
Production Runner/Assistant	Providing production assistance in film and TV, providing services to clients.
Post-Production Runner	Providing post-production assistance in film and TV, providing services to clients.
Broadcast Assistant	Managing assets, logging, backing up data and liaising with the editor.
Archive Assistant	Logging, cataloguing, shortlisting images into a database, adding metadata.
Animation Assistant	Preparing 2D or 3D CGI or stop motion assets, preparing artwork as instructed, clean-up and breakdown.
Assistant to the Camera Crew	Providing assistance to crew during a shoot.
Researcher	Conducting research for film, TV, Interactive Media and Photo Imaging.
Web Coordinator	Providing day to day operational support for websites.
Trainee Photographer	Taking photographs to specification in various settings.
Production Secretary	Preparing and distributing schedules, cast lists and scripts, and coordinating travel and accomodation.
Radio broadcast assistant	Radio broadcast assistants provide vital support in the development and day-to-day production of local and national radio. They give practical assistance to programme producers and presenters to ensure that shows run as smoothly as possible.
Production Trainee	Trainees will work as team members on a series of programmes and websites across different host areas.
Edit Assistant	Edit Assistants provide basic technical and practical support for Editors, Telecine Operators, Colourists and other senior personnel. They carry out simple cutting and editing work as required, and must be familiar with the technical aspects of editing suites.
Camera Trainee	Most Camera Trainees work with the same 2nd AC and are usually requested by the 1st or 2nd AC. As gaining as much experience as possible is the main objective, they work on television drama and commercials as well as on features.
Trainee Modelmaker	Depending on the technique, Trainee Model Makers could encounter basic tasks in Mould Making, Casting, Trimming & Seaming (Fettling), Silver Soldering, Costume Making, etc.



<p>Make-up and Hair Trainee</p>	<p>Make-up and Hair are key elements in the overall design of films or television productions, creating a look for the characters in relation to social class, and time periods, and any other elements required to create the desired illusion.</p>
<p>Construction Department Worker</p>	<p>Construction Department workers play a vital role in determining the look of films: they are responsible for building, painting and plastering all the sets required for productions.</p>
<p>Costume Assistant</p>	<p>Responsibilities may include: assisting with the design of, and carrying out research into costumes; making, ordering and adapting the costumes and accessories required for productions; organising fittings, dressing performers, and overseeing continuity on sets.</p>
<p>Digital assistant;          Digital Design assistant;          Digital Media assistant;          Creative and Digital content assistant</p>	<p>These are new creative and digital media support roles with responsibilities such as: obtaining/creating assets; creating 2D animations/designs; creating web content/blogs; maintaining and editing content; use of social media, optimisation techniques and analysis tools to support business growth</p>

# Qualifications

## Competence qualifications available to this pathway

C1 - Level 3 Diploma in Creative and Digital Media Competence					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/8357/0	OCR	71	460-560	N/A

C2 - Level 3 Diploma in Creative and Digital Media					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C2a	500/9561/4	Pearson	71	450-540	N/A

## Knowledge qualifications available to this pathway

K1 - Level 3 Certificate for Creative iMedia					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/8389/2	OCR	24	200	N/A

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

K2 - BTEC Level 3 Certificate in Creative and Digital Media					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/9772/6	Pearson	20	120	N/A

K3 - City and Guilds Level 3 Certificate in Media Techniques (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/9202/9	City & Guilds	21	180	N/A

## Combined qualifications available to this pathway

N/A

## Relationship between competence and knowledge qualifications

The qualification components have been designed to develop an understanding of the end to end production cycle, in relation to:

- Different platforms e.g. audio, visual, interactive and emerging technologies;
- Different genres e.g. entertainment, drama, news, sport, children's, features;
- Different formats e.g. live, studio, on-line, mobile technology.

Due to the converging nature of the Creative Media Industries, apprentices and employers will be able to tailor their framework, using combinations of units from a broad range of areas, covering:

- TV;
- Archive;
- Animation;
- Interactive media;
- Film;
- Photo imaging;
- Radio;
- Set Crafts;
- Post production;
- Costume;
- Hair and Make-up;
- Prosthetics;
- Camera;
- Lighting.

Apprentices must complete one competence qualification - either C1 or C2 (awarded by either Awarding Organisation), and either one of the three knowledge qualifications- K1, K2 or K3.

Initially, the competence qualifications had exactly the same units and were developed by a working group comprising of Creative Skillset, Awarding Organisations and industry experts but the additional new units covering Set Crafts, Post production, Costume, Hair and Make-up, Prosthetics, Camera and Lighting are only currently offered by **OCR** within **C1 - Level 3 Diploma in Creative and Digital Media Competence**.

The three knowledge qualifications offer different, but complementary, units to the competence qualifications, and can be tailored as flexibly as the competence qualifications, to meet business needs and job roles. All qualifications provide credit transfer opportunities from other qualifications offered by the Awarding Organisations in question.

Within the sub-sectors highlighted above, apprentices could have exposure and gain experience in:

- Recording/editing journalistic material;
- Writing content for different platforms;
- Technical editing skills across different media;
- Technical skills in TV, interactive media and post production;
- Ideas development;
- Research;
- Story-finding;
- Story-telling;
- Archiving;
- Digital animation;
- Understanding diverse audiences;
- Customer service;
- Team working;
- Communication and presentation;
- Pitching to employers;
- Exploiting converging technology;
- Digital end to end processes;
- Project management;
- Craft and technical skills;
- Photo imaging;
- Employability;
- Working as a freelancer;
- Professional behaviour in the Creative Media Sector;
- Communicating using digital marketing;
- Manage audio material;
- Assist with radio productions;
- Costume;
- Hair and Make-up;
- Prosthetics;
- Camera;
- Lighting.

The qualification units are based on National Occupational Standards in:

- Production for film and TV;
- Radio Content Creation;

- Interactive Media;
- Broadcast Journalism;
- Camera;
- Design for Moving Image;
- Editing;
- Photo Imaging;
- Marketing and Sales;
- Physical Special Effects;
- Access Operations and Rigging;
- Hair and Make-up;
- Costume;
- Lighting for Film and Television.

Further units will be developed in the future, to reflect the needs of the industry.

**N.B.** Where job roles have been specified for this Apprenticeship, it should be borne in mind that in increasingly converged industries, apprentices will very likely be trained in a varied range of skills that cover tasks from a number of traditional job roles. This is reflected in the flexibility of both the Competence and Knowledge Elements of the framework, for which any combination of the optional units is valid.

Please note that this Apprenticeship is also relevant to employers outside of 'Creative Media' - possibly those who have team members responsible for using digital technology for creative purposes.

# Transferable skills (Wales)

## Essential skills (Wales)

	Minimum level	Credit value
Communication	2	6
Application of numbers	2	6
IT	2	6

## Progression routes into and from this pathway

### Into the framework

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

Non-accredited prior learning related to the Creative Media Industries may provide useful progression routes into the framework as it will demonstrate an interest in the area e.g. voluntary or unpaid employment in a creative media role, and relevant training in areas such as creating content for the web, or making an animation or video.

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

- Learning from the 14 to 19 Pathways;
- Wider Key Skills;
- Qualifications in the Welsh Baccalaureate;
- Principal Learning (Creative and Media), offered by OCR or WJEC;
- Essential Skills Wales;
- Provision within the Quality Assured Lifelong Learning Pillar of the CQFW.
- GCSEs, A Levels or National Diplomas in media-related subjects;
- Direct progression and credit transfer opportunities from particular vocational qualifications, such as the Level 2 or 3 Certificate in Preparing to Work in Creative Media and other qualifications offered by OCR and Pearson;
- Qualifications at entry level, level 1 and level 2 are encouraged routes for progression, especially those which incorporate creative and digital skills development.

## **Progression from the framework**

Freelancing is common with Creative Media Industries, so apprentices will need to consider this form of employment to progress their career. An integral part of training is the development of knowledge and skills to network and market personal skills and achievements. Apprentices will learn about the various industries, and some may experience work with a number of employers (depending on local arrangements). In these very competitive industries, an individual cannot just have the right qualification, or just be really keen, or just have some experience behind them. They need **ALL** these things - and more. Every skill, piece of knowledge, training and personal attribute needs to be used and demonstrated to make them more employable than the next person.

## **Examples of progression into employment**

Production assistant to Researcher; Production Secretary to Production Coordinator; Assistant to the camera crew to Camera Assistant; Trainee Photographer to Photographer.

## **Progression into Further and Higher Education**

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

## **Examples of further education progression are:**

- Level 4 pathway in Interactive Media;
- Higher National Certificates/Diplomas in Interactive Media, Media, or Photo Imaging;
- Level 3 and 4 competence qualifications in Radio, Photo imaging, or Craft and Technical grades.

## **General examples of higher education progression opportunities are:**

Foundation degrees and Bachelor's Degrees in:

- Film and TV Production;
- Media Production; Multi-media and Website Development;
- Photo Imaging.

## **Specific Welsh higher education opportunities are:**

### **Swansea Metropolitan University**

- BA (Hons) Video;
- BSc(Hons) Multimedia;
- BA(Hons) Interactive Digital Media;
- Diploma in Foundation Studies Art & Design.



## Cardiff and Vale College

- Interactive Media - BTEC Extended Diploma;
- Creative Media Production - BTEC Extended Diploma;
- Film and Video - Foundation Degree.

## University of South Wales

- Diploma in Foundation Studies (Art & Design);
- Foundation Studies (Art, Design & Media);
- Level 3/4 Diploma Film & Video;
- BA (Hons) Animation;
- BA (Hons) Documentary Film & Television;
- BA (Hons) Media Production BA (Hons);
- Computer Animation BSc (Hons);
- Media Technology BA (Hons);
- Media Production with optional Welsh opportunities.

**Please note** - this list is not exhaustive and is a small and random sample of representative courses in Wales.

Progression arrangements into higher education, formal and informal, should be explored and supported, as this will help strengthen local partnerships and support progression opportunities through the range of vocational and academic provision. For details on higher education courses in Creative Media and related subjects, please see the UCAS website [www.ucas.ac.uk](http://www.ucas.ac.uk)

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

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

# Employee rights and responsibilities

## Delivery and assessment

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

The Preparing to Work in Creative Media units (mandatory units in the competence qualification) are ideal ways of reiterating some of the ERR outcomes and these will be explained in the template provided by Creative Skillset.

## Evidence

ERR must be included in the induction process and at relevant times in the programme, as knowledge gained during the induction can be used as evidence for the "Employment Rights and Responsibilities " requirements of this framework. Creative Skillset will provide a template which specifies the nine ERR outcomes and records achievement and evidence of each outcome. This form must be completed by the apprentice with their assessor, and their employer, who should spend time on-the-job and off-the job to assess and record the achievement of ERR outcomes. This form will be passed to the training provider for verification and sent in as evidence when claiming for the apprentice's certificate.

For further detail on the signposting and documentation for ERR, please visit

<http://www.creativeskillset.org/wale/sacdm>

For any other technical queries please email [apprenticeships@creativeskillset.org](mailto:apprenticeships@creativeskillset.org)

## Level 4

Title for this framework at level 4

# Higher Apprenticeship in Creative and Digital Media

### Pathways for this framework at level 4

Pathway 1:      Interactive Media

## Level 4, Pathway 1: Interactive Media

### Description of this pathway

#### Level 4 pathway in Interactive Media

Total minimum credit value for this pathway is **83** credits:

- Combined qualification - 65 credits;
- ESW Communication, IT and Application of Number - 18 credits.

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

There are no additional requirements other than the general entry conditions.

<b>Job title(s)</b>	<b>Job role(s)</b>
On-line community manager	Managing on-line communities, forums and social media sites. Managing data used in online communities.
User experience co-ordinator	Conducting user testing, monitoring and managing data and usage of interactive products.
Junior interactive product designer	Designs interactive product contents and the assets needed for these. This can include art design, copywriting for interactive products and user interface design.
Junior interactive product developer	Developing user interfaces and interactive products, using code, software, advanced programming languages, scripts and testing systems.

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

B1 - AIM Awards Diploma in Interactive Media					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	600/9862/4	AIM Awards	65	403-603	N/A

## Relationship between competence and knowledge qualifications

The combined qualification includes both competence and knowledge units. The split between knowledge and competence credits achieved will vary from learner to learner, depending on the optional units chosen.

A minimum of 10 credits of knowledge and a minimum of 6 credits of competence will be achieved from undertaking the mandatory units; the remaining knowledge and competence credits required, as specified in SASW requirements, will be achieved through the optional units.

Knowledge and Competence will be assessed separately within the qualification. Examples of knowledge assessment could be in the form of classroom technical activity, specific technical workshop sessions and on-line platform study. Competence assessment could be in the form of a portfolio of products under development, 1-1 on-site delivery and planned assessment visits in the workplace.

Candidates are required to achieve a minimum of **65 credits (403 GLH)** from the units listed below:

### Mandatory units - 16 credits (105 GLH):

- Awareness of employment in the creative media sector L/600/9037 (Knowledge 4 credits, Competence 2 credits);
- Awareness of health & safety in the creative media sector D/600/8510 (Knowledge 1 credit, Competence 1 credits);
- Work in interactive media K/504/6294 (Knowledge 5 credits, Competence 3 credits).

### Optional units - 49 credits to be taken, (298) GLH

## Optional Group A - 46 credits to be taken, minimum of 25 at level 4 (280 GLH)

- Design interactive media products J/504/5962 (Knowledge 9 credits, Competence 6);
- Design interfaces for interactive media products L/504/5963 (Knowledge 4 credits, Competence 5 credits);
- Plan content for interactive media products D/504/5983 (Knowledge 4 credits, Competence 4 credits);
- Write and edit copy for interactive media products Y/504/5965 (Knowledge 3 credits, Competence 3 credits);
- Obtain assets for use in interactive media products F/600/8287 (Knowledge 3 credits, Competence 2 credits);
- Prepare assets for use in interactive media products K/600/8297 (Knowledge 6 credits, Competence 3 credits);
- Create animated assets for interactive media products M/504/5986 (Knowledge 5 credits, Competence 4 credits);
- Create sound effects for interactive media products M/504/5972 (Knowledge 6 credits, Competence 3 credits);
- Use authoring tools to create interactive media products T/504/6296 (Knowledge 6 credits, Competence 6 credits);
- Prepare and use mark up in interactive media products A/504/5988 (Knowledge 5 credits, Competence 5 credits);
- Optimise web pages for search engines D/504/6244 (Knowledge 3 credits, Competence 3 credits);
- Use style sheets in interactive media products K/504/5999 (Knowledge 3 credits, Competence 3 credits);
- Use scripting languages in interactive media products T/504/6301 (Knowledge 5 credits, Competence 7 credits);
- Use programming languages in interactive media products H/504/6021 (Knowledge 5 credits, Competence 7 credits);
- Conduct user testing of interactive media products A/504/6302 (Knowledge 3 credits, Competence 3 credits);
- Manage the use of data in interactive media F/504/6026 (Knowledge 2 credits, Competence 4 credits);
- Manage on-line engagement R/504/6094 (Knowledge 3 credits, Competence 4 credits);
- Create narrative scripts for interactive media products M/504/6300 (Knowledge 4 credits, Competence 4 credits);
- Communicating using digital marketing/sales channels T/502/8624 (Competence 4 credits);
- Planning platform or channel use F/504/3093 (Knowledge 1 credit, Competence 3 credits);
- Designing and developing a website L/601/3315 (Competence 15 credits);
- Designing and developing object - orientated computer programs T/601/3308 (Competence 15 credits);



- Using digital channels, platforms and social networks to deliver marketing communications -advertising A/504/3089 (Knowledge 3 credits, Competence 4 credits).

### **Optional Group B - minimum of 3 credits to be taken (1 unit, 18 GLH)**

- Develop and extend critical and creative thinking skills D/601/6464 (Competence 3 credits);
- Strategic Marketing Planning Skills within the Design and Creative Industries J/501/8387 (Knowledge 2 credits, Competence 4 credits);
- Design Development, Creativity and Business Development R/501/8389 (Knowledge 2 credits, Competence 4 credits);
- Leadership and People Management in the Design and Creative Industries J/501/8390 (Knowledge 4 credits, competence 2 credits);
- Intellectual Property Management in the Design and Creative Industries L/501/8391 (Knowledge 3 credits, Competence 4 credits);
- Design Project Management for Creative Practitioners R/501/8392 (Knowledge 2 credits, Competence 4 credits);
- Doing Business Globally Y/501/8393 (Knowledge 4 credits, Competence 3 credits).

Within the optional units, Interactive Media Product orientated units are based on National Occupational Standards for Interactive Media and Computer Games 2012, the Digital/IT User units are based on National Occupational Standards IT User 2009, the unit Develop and Extend Critical and Creative Thinking Skills is based on National Occupational Standards Design 2009, and the Communicating using digital marketing/sales channels is based on the National Occupational Standards 2010. Where optional qualification units for the Creative Industries are contextualised and have been based on a combination of other National Occupational Standards, Creative Skillset has contacted the relevant Sector Skills Councils/Bodies to inform them of the use of the units within the framework.

# Transferable skills (Wales)

## Essential skills (Wales)

	Minimum level	Credit value
Communication	2	6
Application of numbers	2	6
IT	2	6

## Progression routes into and from this pathway

There are no specific qualification requirements for entry onto the level 4 pathway in Interactive Media; examples of qualifications that may prove a useful introduction include:

- Learning from the 14 to 19 pathways;
- Qualifications in the Welsh Baccalaureate;
- Principal Learning (Creative Media);
- Wider Key Skills; Essential Skills Wales;
- Provision within the Quality Assured Lifelong Learning Pillar of the CFQW.
- GCSEs, A-Levels or National Diplomas in media-related subjects;
- BTEC Level 3 Extended Diploma in Creative Media Production;
- completion of a level 3 Apprenticeship in Creative and Digital Media;
- completion of a level 3 Apprenticeship in ICT;
- completion of a level 3 Apprenticeship in Marketing or Social and Digital Media or other related subjects.

### Progression routes from the level 4 Interactive Media pathway

The apprentice will be able to progress to employment, self-employment, or to further study. With further experience, apprentices could move into roles such as Senior Developer, Senior Designer, Digital Producer, Senior Coder, Digital Copywriter and Digital Project Manager.

### Further work-based learning

- Relevant Trade Bodies and Professional Bodies sector specific training;
- Continuous Professional Development (CPD) within the job role attained.

## Higher Education progression

Progression from the Interactive Media pathway should be articulated to the relevant Higher level programmes of learning.

Apprentices can progress to higher or professional levels such as:

- Foundation Degrees;
- Higher National Certificates/Diplomas;
- BA Honours Degrees and related professional courses.

**Specific Welsh Higher Education opportunities are as follows:**

### Swansea Metropolitan University

- BSc (Hons) Multimedia;
- BA (Hons) Interactive Digital Media;
- Diploma in Foundation Studies Art & Design.

### University of South Wales

- BA in Advertising;
- Foundation Studies (Art, Design and Media);
- BA (Hons) Animation;
- BSc (Hons) Computer Animation;
- BA (Hons) Media Technology.

Please note- this list is not exhaustive and is a small and random sample of representative courses in Wales.

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

# Employee rights and responsibilities

## Delivery and Assessment

All ERR outcomes must be delivered and assessed at relevant points on and off the job, in an approach agreed between the employer, apprentice and training provider.

Underpinning knowledge for ERR is addressed in the Combined qualification (B1) for this pathway through the following units:

- Unit title: Awareness of employment in the creative media sector (6 credits, 40 GLH) unit ref : L/600/9037
- Unit title: Awareness of health and safety in the creative media sector (2 credits, 15 GLH) unit ref: D/600/8510

Relevant ERR outcomes must be delivered and assessed during induction programmes, organised by the provider and employer, and be specific to the occupational area and job role e.g " Can describe and work within their organisation's principles and codes of conduct." Other outcomes must be delivered and assessed in the workplace at a later point, once the apprentice has a better understanding of the environment, e.g "Recognises and can form a view on issues of public concern that affect their organisation and industry". The first three mandatory units in the combined competence and skills qualification (B1), are ideal ways of reiterating some of the ERR outcomes and these will be explained in the template provided by Creative Skillset.

## Evidence

ERR must be included in the induction process and at relevant times in the programme as knowledge gained during induction can be used as evidence for the ERR requirements of this framework. ERR must be completed by the end of the Apprenticeship period, and training providers will be required to submit proof of the achieved Combined qualification (B1) to the "certifying authority" in order to evidence completion of ERR. For further detail on the signposting and documentation for ERR, please e-mail [apprenticeships@creativeskillset.org](mailto:apprenticeships@creativeskillset.org)

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

## How equality and diversity will be met

The Welsh Creative Media Industries both serve and draw on the talents and skills of a diverse population. The diversity consists of visible and non-visible differences. It is the harnessing of these differences which results in globally successful, creative and productive industries.

Presently, representation of women is substantially lower in the Creative Media Industries in Wales than the UK as a whole (29% compared to 38%). Black, Asian and Minority Ethnic (BAME) representation is slightly lower than the wider Welsh economy at 2%. 7% of the Welsh creative media workforce consider themselves to be disabled, compared to 9% across the UK. 48% of the workforce in Wales is under 35 years, suggesting a relatively young workforce (in comparison to the Creative Media Industries across the UK where 38% of the workforce are aged under 35).

These industries are characterised by a highly qualified workforce, with 61% in possession of a degree level qualification and 34%, a postgraduate qualification. Non-graduates are therefore poorly represented within the industries, despite the recent feedback from employers that suggests that work-readiness is more important than formal qualifications.

There continues to be an oversupply of aspiring entrants (mostly graduates) and over 37% of the creative media workforce have reported that they undertook unpaid work placements in order to gain employment; this presents a barrier to those individuals who cannot afford to work for free. There is a great deal of buy-in from small and large media employers who are now using the level 3 pathway as an alternative entry route and a way to break down such barriers to employment. Following the success of the level 3 Apprenticeship and due to demand from employers for higher level digital skills and a recognised progression route, Creative Skillset has developed this first pathway at level 4 for Interactive Media roles.

For both levels, the framework aims to:

- Provide an alternative non-graduate entry route into the Creative Industries;
- Increase the diversity of the workforce to greater reflect wider society;
- Increase the Apprenticeship opportunities for the Creative Industries.

Equality and diversity needs to be continuously supported and valued within the skills agenda across the Creative Media Industries, as they are playing an incredibly important role in the economic, social and cultural life of Wales, and the Welsh Government has identified these industries as of strategic importance to the Welsh economy. The Apprenticeship in Creative and Digital Media is being used as a mechanism to attract a more diverse pool of talent, and its flexibility and structure should provide choice for apprentices with a range of interests and backgrounds.

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

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

Creative Skillset is involved in a number of activities such as:

- Targeted training initiatives, used as a key tool in getting new talent from under-represented groups into the industry;
- Use of National Occupational Standards and Labour Market Intelligence to inform accurate careers information, advice and guidance;
- Providing links to training providers working with under-represented groups;
- Implementation of the Welsh Language Scheme to ensure it addresses Welsh Language needs across its activities;
- Providing links to organisations who provide media training, support and information to people with disabilities;
- Raising awareness of the under-representation of people with disabilities in the workforce by monitoring employment trends, identifying barriers to training and development, and sharing that information with partners.

### **The Welsh Language Scheme**

- 34% of Welsh employers report a gap in language skills;
- 33% of Welsh employers reported that Welsh language skills are difficult to obtain in applicants direct from education.

The Welsh Language Scheme is a key feature of the Creative Media Industries in Wales, with Welsh language programming and products for example being produced by Independents and Broadcasters alike for the main broadcasters S4C and BBC Wales. 29% of the creative media workforce speaks Welsh compared to 21% for the whole economy. The economic benefits of Welsh language are also increasingly being recognised, both by employers and by employees across Creative Skillset's footprint. Developing, promoting and improving Welsh language skills is therefore one of Creative Skillset Cymru's key priorities. For more details on research into the makeup of the sector, Creative Skillset's Diversity Policy and Strategy, and links to other diversity activities, see the Creative Skillset website [www.creativeskillset.org/diversity/](http://www.creativeskillset.org/diversity/)

# On and off the job training (Wales)

## Summary of on- and off-the-job training

### Level 3 pathway

The minimum amount of on-the-job and off-the-job training for the level 3 pathway is 795 hours.

### Level 4 Interactive Media Pathway

The minimum amount of on-the-job and off-the-job training for this pathway is 628 hours.

For both pathways, the on and off the job training hours must be planned, reviewed and evaluated jointly between the apprentice and the tutor. This includes the on and off the job training in the qualifications for the pathways, the the non-accredited on and off the job activities such as induction and mentoring, Essential Skills Wales, and the time for Wider Key Skills and ERR to be achieved.

## Off-the-job training

### Level 3 pathway

Off-the-job training is defined as time for learning activities away from normal work duties. For this pathway the minimum amount of off-the-job training is 330 hours.

- Minimum 120 hours - Edexcel or OCR or City and Guilds knowledge qualification;
- 60 hours - Level 2 Application of number (Essential Skills Wales);
- 60 hours - Level 2 Communication (Essential Skills Wales)
- 15 hours – Induction, relevant coverage of ERR;
- Minimum 15 hours - Mentoring, reviews, pastoral care, sign-posting ERR.

### Level 4 Interactive Media pathway

Off-the-job training is defined as time for learning activities away from normal work duties. For this pathway the minimum recommended amount of off-the-job training is 453 hours. This is made up as follows:

- 243 hours - Knowledge element of the combined qualification;
- 60 hours - Level 2 Application of number (Essential Skills Wales):

- 60 hours - Level 2 Communication (Essential Skills Wales);
- 60 hours - Level 2 IT (Essential Skills Wales);
- 15 hours – Induction, relevant coverage of ERR;
- Minimum 15 hours - Mentoring, reviews, pastoral care, sign-posting ERR.

## How this requirement will be met

Off the job training takes place away from the pressures of the workplace. Off the job training hours in this framework are covered by a number of accredited and non-accredited activities which should ensure that the apprentice benefits from a rich learning experience throughout the framework.

Off the job training should:

- Achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- Allow access as and when required by the apprentice either to a tutor, assessor, mentor or manager;
- Be delivered during contracted working hours.

Providers and employers are encouraged to deliver the hours through innovative, engaging and relevant methods.

Activities could include: individual and group teaching; e-learning and/or e-assessment; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study; inductions; project work; setting briefs. It is important that apprentices record their off-the-job training experiences e.g. in a log book, blog, e-portfolio/portfolio, or diary.

Other evidence of off-the-job training that should be collated:

For level 3 apprentices, the Edexcel Level 3 Certificate in Creative and Digital Media **or** OCR Level 3 Certificate in Creative iMedia **or** City and Guilds Level 3 Certificate in Media Techniques (QCF).

For level 4 apprentices a completion certificate for the Combined qualification (B1) for the pathway (to also verify completion of ERR).

For level 3 and 4 pathways:

- Evidence of achievement of Essential Skills Wales;



- Reflective notes on induction, mentoring, reviews and pastoral care activities;
- Completion and sign-off of ERR form.

Training hours delivered under an Apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice. The amount of off-the-job training required to complete the Apprenticeship under the Apprenticeship agreement may then be reduced accordingly, provided the total number of off-the-job hours for each of the frameworks can be verified.

### **Previous attainment**

Where a candidate enters an Apprenticeship agreement having previously attained parts or all of the relevant knowledge qualifications, this prior learning needs to be recognised using either Qualifications and Credit Framework (QCF) credit transfer for achievements within the QCF; or through recording of exemptions for certificated learning outside of the QCF, for example Principal Learning qualifications. For level 3 apprentices who have already achieved the relevant knowledge qualifications, they must have been certificated within two years of applying for the Apprenticeship certificate.

### **Previous experience**

Where a candidate enters an Apprenticeship agreement with previous related learning experience, this needs to be recognised (see QCF Guidance on Claiming Credit for further details). To count towards Apprenticeship certification, previous learning experience must be recorded using the appropriate Awarding Organisation's QCF 'Recognition of Prior Learning' procedures and the hours recorded may then count towards the off-the-job hours required to complete the Apprenticeship. For apprentices with prior uncertificated learning experience, the off-the-job learning must have been acquired within two years of application for the Apprenticeship certificate or apprentices must have been continuously employed in the relevant job role in the industry for two years duration. Due to the fast paced changes to technology within the Creative Media Industries, it is essential that off-the-job training counted towards this framework is current or can be quickly updated, and the use of initial assessments should clearly identify any additional training requirements.

## **On-the-job training**

On-the-job training is defined as skills, knowledge and competence gained within normal work duties.

### **Level 3 pathway**

For this pathway, the minimum amount of on-the-job training is 465 hours.

## Level 4 Interactive Media pathway

For this pathway the minimum amount of on-the-job training is 175 hours.

## How this requirement will be met

### Level 3 pathway

The minimum on-the-job training time is 465 hours made up as follows:

- Minimum 450 hours – Edexcel or OCR competence qualification;
- Minimum 15 hours - Dedicated time spent with employer/mentor to enhance the apprentice's training; further delivery and assessment of ERR.

### Level 4 Interactive Media pathway

The minimum on the job training time for the Level 4 pathway is 175 hours made up as follows:

- Competence element of the Combined qualification (B1) Level 4 Diploma Interactive Design and Development - minimum 160 hours;
- Non-accredited training activity; mentoring, progress reviews, pastoral care, signposting of ERR and Wider Key Skills - 15 hours

On-the-job training hours should:

- Achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- To be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- Allow access as and when required by the apprentice either to a tutor, assessor, mentor or manager;
- Be delivered during contracted working hours.

Job roles within both levels of the Apprenticeships in Creative and Digital Media require a thorough level of technical competence and knowledge, and development of these will take place through work-based training, practice and experience. Providers and employers are encouraged to deliver the hours through innovative, engaging and relevant methods. Activities could include: individual and group teaching; e-learning and/or e-assessment; distance learning; coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study; inductions; project work; setting briefs.

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

Other evidence of on-the-job training that should be collated:

- Edexcel Level 3 Diploma in Creative and Digital Media or OCR Level 3 Diploma in Creative and Digital Media Competence;
- Reflective notes on induction, mentoring, reviews and pastoral care activities;
- ERR form completed and signed off.

The on-the-job training hours required may vary depending on previous experience and attainment of the apprentice. Where a learner enters an Apprenticeship agreement having previously attained or acquired the appropriate competencies or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or Recognition of Prior Learning (RPL) procedures (as off-the-job above). The amount of on-the-job training required to complete the Apprenticeship under the Apprenticeship agreement may then be reduced accordingly, provided the total number of on-the-job hours for this framework can be verified for Apprenticeship certification.

### **Previous attainment**

Where a candidate enters an Apprenticeship agreement having previously attained parts or all of the relevant competence qualification, this prior learning needs to be recognised, using either Qualifications and Credit Framework (QCF) credit transfer for achievements within the QCF; or through recording of exemptions for certificated learning outside of the QCF, for example Principal Learning qualifications. For apprentices who have already achieved the relevant competence qualifications, they must have been certificated within 2 years of applying for the Apprenticeship certificate.

### **Previous experience**

Where a learner enters an Apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised (see QCF Guidance on Claiming Credit for further details). To count towards Apprenticeship certification, previous experience must be recorded using the appropriate Awarding Organisation's QCF 'Recognition of Prior Learning' procedures and the hours recorded may then count towards the on-the-job hours required to complete the Apprenticeship. For apprentices with prior uncertificated work-related experience, the on-the-job learning experience must have been acquired within two years of application for the Apprenticeship Certificate or apprentices must have been continuously employed in the relevant job role in the industry for two years duration.

Due to the fast paced changes to technology within the Creative Media Industries, it is essential that on-the-job training counted towards this framework is current or can be quickly updated, and the use of initial assessments should clearly identify any additional training requirements.

Apprentices who commence training under a new Apprenticeship agreement with a new

employer, may bring a range of prior experience with them. Training providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace. Customisation programmes may include selecting appropriate additional unit(s) from QCF qualifications, or relevant units recognised as Quality Assured Lifelong Learning [QALL] through a CQFW recognised body, or follow Essential Skills at a level higher than that specified in the framework, include one or more Wider Key Skills or other competence-based qualifications/units relevant to the workplace.

# Wider key skills assessment and recognition (Wales)

## Improving own learning and performance

There are natural opportunities for this Wider Key Skill to be embedded within the mandatory 'Preparing to Work in Creative Media' Units in the level 3:

- Awareness of employment in the Creative Media Sector;
- Communicating and presenting ideas in the Creative Media Sector;
- Awareness of converging digital technology in the Creative Media Sector;
- Creative Media Industry awareness;
- Professional behaviour in the Creative Media Sector;
- Awareness of Health and safety in the Creative Media Sector.

For the level 4 Interactive Media pathway, the following units would apply for this Wider Key Skill:

- Awareness of employment in the Creative Media Sector;
- Awareness of Health and safety in the Creative Media Sector;
- Working in Interactive Media.

While Wider Key Skills are not a mandatory part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

## Working with others

There are natural opportunities for this Wider Key Skill to be embedded within the mandatory 'Preparing to Work in Creative Media' Units for the level 3:

- Awareness of employment in the Creative Media Sector
- Communicating and presenting ideas in the Creative Media Sector
- Awareness of converging digital technology in the Creative Media Sector
- Creative Media Industry awareness
- Professional behaviour in the Creative Media Sector
- Awareness of Health and safety in the Creative Media Sector

For the level 4 Interactive Media pathway, the following units would apply for this Wider Key Skill:

- Awareness of employment in the Creative Media Sector;

- Awareness of Health and Safety in the Creative Media Sector;
- Working in Interactive Media.

While Wider Key Skills are not a mandatory part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

## Problem solving

There are natural opportunities for this Wider Key Skill to be embedded within the mandatory 'Preparing to Work in Creative Media' Units for the level 3:

- Awareness of employment in the Creative Media Sector;
- Communicating and presenting ideas in the Creative Media Sector;
- Awareness of converging digital technology in the Creative Media Sector;
- Creative Media Industry awareness;
- Professional behaviour in the Creative Media Sector;
- Awareness of Health and safety in the Creative Media Sector.

For the level 4 Interactive Media pathway, the following units would apply for this Wider Key Skill:

- Awareness of employment in the Creative Media Sector;
- Awareness of Health and Safety in the Creative Media Sector;
- Working in Interactive Media.

While Wider Key Skills are not a mandatory part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

# Additional employer requirements

There are no additional employer requirements.

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apprenticeship  
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