IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 6 APRIL 2015

Modifications to SASE came into effect on 6th April 2015. These changes ONLY relate to the Transferable Skills requirements of a framework and they ONLY apply to new Apprenticeship starts on, or after, 6th April 2015. Apprenticeships starts before this date must continue to meet the 2013 SASE requirements for Transferable Skills. For more details of the changes and how they will affect new Apprenticeship starts, please read the following preface page to the framework document.

NB: Please check the “Revising a Framework” section for information on any additional changes that may have been made to this framework.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03200

Issue date: 12 December 2014
Modifications to SASE came into effect on 6th April 2015. The changes ONLY relate to the Transferable Skills requirements of a framework and they ONLY apply to new Apprenticeship starts on, or after, 6th April 2015. Apprenticeships started before this date must continue to meet the 2013 SASE requirements for Transferable Skills.

The modifications removed the “5 year rule”, meaning that acceptable qualifications, achieved before September 2012, are now in scope. This includes iGCSEs, A and AS Levels, O Levels and Key Skills. However, there are still minimum grade/level requirements that need to be achieved, depending on the level of Apprenticeship being undertaken. There have also been some changes to the minimum grade/level requirements which, in summary are:

Intermediate Apprenticeship:        GCSE/iGCSE/A and AS Levels - minimum acceptable grade is now E, irrespective of achievement date  
                          (for ALL acceptable GCSEs/iGCSEs/A/AS Levels)  
          Key Skills - minimum acceptable is Level 1, irrespective of achievement date  
          O Levels – minimum acceptable grade is C, irrespective of achievement date

Advanced Apprenticeship:          GCSE/iGCSE - minimum acceptable grade is now C, irrespective of achievement date  
                          (for ALL acceptable GCSEs/iGCSEs)  
          A/AS Level - minimum acceptable is grade E, irrespective of achievement date  
          Key Skills - minimum acceptable is Level 2, irrespective of achievement date  
          O Levels - minimum acceptable grade is C, irrespective of achievement date

Higher Apprenticeship:            There remains no mandatory requirement for Transferable Skills qualifications to be achieved.

Please note that some frameworks may have grade/level requirements that are above the SASE minimum requirements. Please check the framework to ascertain where this is the case and/or check directly with the specific Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here: http://afo.sscalliance.org/SASE

PLEASE NOTE THAT THAT THE NEW REQUIREMENTS FOR TRANSFERABLE SKILLS, AS DETAILED ABOVE, OVERRIDE THE NOTES AND GRADES/LEVELS ASSOCIATED WITH THE TRANSFERABLE SKILLS TABLES, WITHIN THIS DOCUMENT. Until the Transferable Skills tables can be updated, any references to “achieved before Sept 2012 and within 5 years of starting Apprenticeship” or “achieved before September 2012, otherwise at any time prior to starting Apprenticeship” can now be ignored.

Over the next few months, the Transferable Skills section within AFO will be amended to reflect the SASE modifications and all current frameworks will be updated and reissued to incorporate these changes. In the meantime, if you are in any doubt as to the requirements of any framework then please contact the relevant Issuing Authority.
## Cultural and Heritage Venue Operations (England)

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</tbody>
</table>
Framework summary

Cultural and Heritage Venue Operations

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Cultural Heritage

Competence qualifications available to this pathway:
C1 - Level 2 Certificate in Cultural Heritage

Knowledge qualifications available to this pathway:
K1 - Level 2 Award in Principles of the Cultural Heritage Sector

Combined qualifications available to this pathway:
N/A

This pathway also contains information on:
- Employee rights and responsibilities
- Functional skills

Pathway 2: Cultural and Heritage Venue Operations

Competence qualifications available to this pathway:
C1 - Level 2 Certificate in Supporting Cultural Venue Operations

Knowledge qualifications available to this pathway:
K1 - Level 2 Award in Principles of the Creative and Cultural Sector

Combined qualifications available to this pathway:
N/A

This pathway also contains information on:
- Employee rights and responsibilities
- Functional skills
### Knowledge qualifications available to this pathway:
N/A

**Combined qualifications available to this pathway:**
- B1 - Level 3 Diploma in Cultural Heritage

**This pathway also contains information on:**
- Employee rights and responsibilities
- Functional skills

### Pathway 2: Cultural and Heritage Venue Operations

**Competence qualifications available to this pathway:**
- C1 - Level 3 Certificate in Cultural Venue Operations

**Knowledge qualifications available to this pathway:**
- K1 - Level 3 Certificate in Principles of the Creative and Cultural Sector

**Combined qualifications available to this pathway:**
N/A

**This pathway also contains information on:**
- Employee rights and responsibilities
- Functional skills
Framework information

Information on the Issuing Authority for this framework:

Creative and Cultural Skills

The Apprenticeship sector for occupations in arts, cultural heritage, craft and design (also includes music, literature, performing arts and visual arts).

<table>
<thead>
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<th>Issue number: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Framework ID:</td>
</tr>
<tr>
<td>FR03200</td>
</tr>
<tr>
<td>Date this framework is to be reviewed by: 01/06/2016</td>
</tr>
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</table>

This framework includes:

Level 2
Level 3

This framework is for use in: England

Short description

This Apprenticeship has been designed with the help of employers to create a non-graduate entry route into the Industry. Apprentices will select either the Cultural Heritage or Cultural and Heritage Venue Operations pathway. Intermediate Level Apprentices will train as a Conservation Assistant, Exhibition guide/demonstrator, Visitor Services, Front of house or administration support staff. Advanced Level Apprentices will train as an Assistant Archivist, Assistant Exhibition Organiser, Museum Assistant, Assistant Museum/Art Gallery Curator, Front of House or Visitor Services staff.
Contact information

Proposer of this framework

Creative & Cultural Skills has developed this apprenticeship framework in partnership with key stakeholders; employers, training providers and also awarding organisations.

A broad range of employers, freelancers and those representing the Community Arts sector were involved in the development of this framework.

The steering group was made up of the following employers:
ThinkTank Museum, Ryedale Folk Museum, National Museums Liverpool, Historic Royal Palaces, Whitechapel Gallery and Delfont Mackintosh Theatres.

Developer of this framework

<table>
<thead>
<tr>
<th>Name</th>
<th>Vikki Williams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation</td>
<td>Creative &amp; Cultural Skills</td>
</tr>
<tr>
<td>Organisation type</td>
<td>Sector Skills Council</td>
</tr>
<tr>
<td>Job title</td>
<td>Qualifications Manager</td>
</tr>
<tr>
<td>Phone</td>
<td>07867330227</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:vikki.williams@ccskills.org.uk">vikki.williams@ccskills.org.uk</a></td>
</tr>
<tr>
<td>Postal address</td>
<td>The Backstage Centre</td>
</tr>
<tr>
<td></td>
<td>High House Production Park</td>
</tr>
<tr>
<td></td>
<td>Vellacott Close</td>
</tr>
<tr>
<td></td>
<td>Purfleet</td>
</tr>
<tr>
<td></td>
<td>Essex</td>
</tr>
<tr>
<td></td>
<td>RM19 1RJ</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.ccskills.org.uk">www.ccskills.org.uk</a></td>
</tr>
</tbody>
</table>

Issuing Authority's contact details

| Issued by           | Creative and Cultural Skills |
| Issuer contact name | Dawn Hillier                |
| Issuer phone        | 07867330228                |
| Issuer email        | dawn.hillier@ccskills.org.uk |
Revising a framework

Contact details

<table>
<thead>
<tr>
<th>Who is making this revision:</th>
<th>Vikki Williams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your organisation:</td>
<td>Creative &amp; Cultural Skills</td>
</tr>
<tr>
<td>Your email address:</td>
<td><a href="mailto:vikki.williams@ccskills.org.uk">vikki.williams@ccskills.org.uk</a></td>
</tr>
</tbody>
</table>

Why this framework is being revised

This framework has been revised due to the addition of SQA and AIM Awards competence and knowledge qualifications, and removal of Pearson qualifications.

Summary of changes made to this framework

- Addition of SQA and AIM Awards competence and knowledge qualifications
- Removal of Pearson qualifications
- Correction of errors in transferrable skills
- Revision of 'On and Off the Job Guided Learning' section to reflect new GLHs associated with SQA qualifications

Qualifications removed

600/1815/X Pearson Edexcel Level 2 Certificate in Cultural Heritage
601/0123/4 Pearson BTEC Level 2 Award in Principles of the Cultural Heritage Sector
600/9522/2 Pearson Edexcel Level 2 Certificate in Supporting Cultural Venue Operations
600/9639/1 Pearson BTEC Level 2 Award in Principles of the Creative and Cultural Sector
600/2010/6 Pearson Level 3 Diploma in Cultural Heritage
601/0112/X Pearson Edexcel Level 3 Certificate in Cultural Venue Operations
600/9669/X Pearson BTEC Level 3 Certificate in Principles of the Creative and Cultural Sector

Qualifications added

SQA Level 2 Certificate in Cultural Heritage 601/4982/6
SQA Level 2 Certificate in Cultural Heritage 601/4982/6
SQA Level 2 Award in Principles of the Cultural Heritage Sector 601/5100/6
SQA Level 2 Certificate in Supporting Cultural Venue Operations 601/5099/3
SQA Level 2 Award in Principles of the Creative and Cultural Sector 601/4926/7
SQA Level 3 Certificate in Principles of the Creative and Cultural Sector 601/4924/3
SQA Level 3 Diploma in Cultural Heritage 601/4983/8
SQA Level 3 Certificate in Cultural Venue Operations 601/5042/7
AIM Awards Level 2 Award in Principles of the Cultural Heritage Sector 601/5177/8
AIM Awards Level 2 Certificate in Supporting Cultural Venue Operations 601/5180/8
AIM Awards Level 2 Award in Principles of the Creative and Cultural Sector 601/5178/X
AIM Awards Level 3 Certificate in Principles of the Creative and Cultural Sector 601/5181/X
AIM Awards Level 3 Diploma in Cultural Heritage 601/5185/7
AIM Awards Level 3 Certificate in Cultural Venue Operations 601/5182/1

Qualifications that have been extended

N/A
Purpose of this framework

Summary of the purpose of the framework

Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme under an Apprenticeship Agreement designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

The Cultural Heritage sector includes museums, galleries with collections, built heritage, conservation, heritage landscape, archeology. The sector:

- Collects, preserves and interprets the past
- Develops and shares knowledge and ideas
- Provides opportunities for learning and engagement
- Enriches people’s lives and creates a sense of place and identity
- Provides creativity, inspiration, and enjoyment.

Cultural Heritage is the legacy of past generations that is preserved and shared with today’s society and kept for future generations. Cultural Heritage helps us to understand how society has evolved and contributes to shaping the future.

It is broad, encompassing historic buildings, landscapes and collections – from towns, cities and rural spaces in the UK, to collections from across the world. It stretches beyond the tangible to languages, customs and practices. Cultural Heritage is owned and held in trust on behalf of the public.

The public are central to defining what constitutes the UK’s Cultural Heritage by the value that they place on it. The sector’s unique role has ensured its position as a key driver for
regeneration. It supports the development of cohesive communities and contributes to shaping the cultural identity of specific places.

There are 1,510 businesses in the Cultural Heritage sector in the UK employing around 54,000 people in the UK. Higher numbers are deployed in a voluntary capacity and museums account for 59% of the total workforce.

Out of these businesses:

- 30% employ 20 or more people.
- 4% of the sector is self-employed.
- 13% of jobs are temporary and 44% of these are seasonal.

The majority of staff work in public sector organisations or charities, but a significant minority work in the commercial sector, either self-employed or in commercial organisations. This is particularly true for those working in archeology and conservation. There is also a growing trend for people to move into consultancy roles. Approximately 4% of the workforce is self-employed and 1% of the sector is freelance.

Key challenges for the sector include:

- The structure of the sector inhibits innovation and career progression (cross-sector working and organisational collaboration needs to improve)
- There is a need to diversify the workforce and remove barriers to entry for business success
- There is a need to improve management and leadership abilities of those working in the sector
- Increasing and strengthening specialist knowledge combined with the skills needed to apply and communicate this knowledge is essential for continued and future industry success
- There is a deficit of business and entrepreneurial skills in the sector inhibiting the sector’s ability to respond and adapt to changing markets
- There are significant gaps in work-based technical and specialist skills provision and training.
- There is a small majority (52%) of female workers in the sector; 93% of the workforce is white, which is reduced from 95% in 2006 – 54% of the workforce is aged over 40.

Employers are keen to increase the level of work based learning in order to change the culture of graduate recruitment to the Industry. They have helped to design the qualifications in this Level 2 and 3 Apprenticeship programme to ensure that it meets their current and future skills needs and at the same time, meet the requirements of the Specification of Apprenticeship Standards for England.

Level 2 Intermediate Apprentices will train in one of the following job roles:
Cultural and Heritage Venue Operations (England)

Apprenticeship in Construction-Building

FRAMEWORKS ONLINE

Conservation Assistant, recording objects/making slides, writing a description/drawing it, overseeing cleaning, supporting and repairing/restoring objects, hosting tours for groups, assisting talks/presentations to amateur and professional audiences, supporting curators, developers, planners, private businesses

Exhibition guide/demonstrator explaining displays/exhibitions to a range of audiences, telling stories that relate to the exhibition, demonstrating skills or practices (e.g. ancient crafts, costumes or practices), helping visitors to understand about a time in history and to participate in making things or experiencing the past

Visitor Services Assistant, meeting and talking to customers, explaining displays and exhibits demonstrating skills or practices (e.g. ancient crafts, costumes or practices), helping visitors to understand about a time in history, or cultural heritage

Front of house and administration support staff, developing venue knowledge, ticket sales, exhibition group bookings, dealing with customers, supporting setting up and servicing meetings, maintenance and setting up and maintaining systems, such as finance, staff records, visitor numbers.

Level 3 Advanced Apprentices will train in one of the following job roles:

- Assistant Archivist, supporting acquisition of records & documents for preservation, assisting with cataloguing & indexing, logging requests from the public, developing knowledge regarding the use/interpretation of material, assisting exhibitions and events, researching grant opportunities and assisting with information gathering for application
- Assistant Exhibition organiser, assisting planning, project management and maintenance of exhibition and displays, supporting laying out, hanging and interpreting objects liaising with other staff, such as lead project content curator and publicity staff, museum assistant, working in a wide range of museums, from small, local and family collections to large, interactive visitor attractions. customer service, welcoming visitors, providing information and answering their questions
- Assistant Museum/Art Gallery Curator, working with others who catalogue and promote collections, researching, assisting with storing and cleaning items in a collection, supporting organising exhibitions and displays
- Visitor Services Assistant or Front of house support staff, assisting management with the safety of staff, visitors, collections & buildings, helping visitors to get the most from their visit, working with explainers, guides & demonstrators & visitors with special needs or requirements and interpreting and explaining the service, exhibition or site.

Aims and objectives of this framework (England)

Aim:

The aim of this framework is to attract new people into Cultural Heritage from a wide range of backgrounds with the skills employers need to replace those who leave or retire and to provide a career pathway within Cultural Heritage enabling career mobility across the creative and cultural sector.
Objectives of this framework are to:

1. provide a flexible work based entry route to attract a wider range of applicants into the Cultural Heritage sector;
2. to increase and strengthen the business, entrepreneurial, technical and specialist knowledge and skills in the sector;
3. provide opportunities for career progression across the creative and cultural sector into senior jobs through further training and development, FE and HE programmes.
Entry conditions for this framework

Employers have traditionally recruited graduates and post graduates and are keen to provide a work based entry route to the Sector. They are looking to widen the pool of potential recruits into Cultural and Heritage Venue Operations to attract a wide range of talent into the industry. They would like to attract those who have an interest in history and the arts and who have communication skills on which this apprenticeship will build.

Applicants may have prior experience or qualifications in any of the creative industries, supported by a portfolio of evidence, but this is not mandatory as training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability. Programmes will then be tailored to meet individual needs, recognising prior qualifications and experience.

Some job roles may require a CRB check.
Level 2

Title for this framework at level 2

Cultural and Heritage Venue Operations

Pathways for this framework at level 2

Pathway 1: Cultural Heritage
Pathway 2: Cultural and Heritage Venue Operations
Level 2, Pathway 1: Cultural Heritage

Description of this pathway

Cultural Heritage Level 2

Total Credits **56**

The breakdown of this pathway is as follows:

- Competence Qualification - 30 credits
- Knowledge Qualification - 11 credits
- Functional Skills English - 5 credits
- Functional Skills Mathematics - 5 credits
- Functional Skills ICT - 5 credits

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

None in addition to the general entry conditions
<table>
<thead>
<tr>
<th>Job title(s)</th>
<th>Job role(s)</th>
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</thead>
<tbody>
<tr>
<td>Conservation Assistant</td>
<td>Recording objects/making slides, writing a description/drawing it, overseeing cleaning, supporting and repairing/restoring objects, hosting tours for groups, assisting talks/presentations to amateur and professional audiences, supporting curators, developers, planners, private businesses.</td>
</tr>
<tr>
<td>Exhibition guide/demonstrator</td>
<td>Explaining displays/exhibitions to a range of audiences, telling stories that relate to the exhibition, demonstrating skills or practices (e.g. ancient crafts, costumes or practices), helping visitors to understand about a time in history and to participate in making things or experiencing the past</td>
</tr>
<tr>
<td>Front of House support staff</td>
<td>Venue knowledge, ticket sales, exhibition group bookings, dealing with customers, supporting setting up and servicing meetings, maintenance and setting up and maintaining systems, such as finance, staff records, visitor numbers.</td>
</tr>
</tbody>
</table>
Qualifications

Competence qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>C1 - Level 2 Certificate in Cultural Heritage</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1a</td>
<td>601/4982/6</td>
<td>SQA</td>
<td>30 143 N/A</td>
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<tr>
<td>C1b</td>
<td>601/5179/1</td>
<td>AIM Awards</td>
<td>30 192 N/A</td>
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</tbody>
</table>

Knowledge qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>K1 - Level 2 Award in Principles of the Cultural Heritage Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1a</td>
<td>601/5100/6</td>
<td>SQA</td>
<td>11 78 N/A</td>
</tr>
<tr>
<td>K1b</td>
<td>601/5177/8</td>
<td>AIM Awards</td>
<td>11 78 N/A</td>
</tr>
</tbody>
</table>
Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Both the knowledge and the competence qualifications are developed from the same suite of NOS, therefore the K1 qualification provides the underpinning knowledge for the C1 qualification.
Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>English</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in English</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in English (with enhanced functional content)</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or…*</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE Qualification in English*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature*</td>
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<td>A’ Level or AS Level qualification in English Language and Literature*</td>
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<td>N/A</td>
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<tr>
<td>GCSE or O’ Level qualification in English Language**</td>
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<tr>
<td>A’ Level or AS Level qualification in English Language**</td>
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<tr>
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<tr>
<td>A’ Level or AS Level qualification in English Language and Literature**</td>
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<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.
** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
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</thead>
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<td>Functional Skills qualification in Mathematics</td>
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<td>5</td>
</tr>
<tr>
<td>GCSE qualification (with enhanced functional content) in Mathematics</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in Mathematics*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ level or AS Level qualification in Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics*</td>
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<td>N/A</td>
</tr>
<tr>
<td>A’Level or AS Level qualification in Further Mathematics*</td>
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<td>N/A</td>
</tr>
<tr>
<td>GCSE or O'Level qualification in Mathematics**</td>
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<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Mathematics**</td>
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</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics**</td>
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<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Further Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>ICT</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Information and Communications Technology (ICT)</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT (with enhanced functional content)</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.
** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

ICT is included as a mandatory skill.

Progression routes into and from this pathway

Progression into the Level 2 Intermediate Apprenticeship in Cultural and Heritage Venue Operations

This will be from a variety of routes including:
studies that have included the arts  
Young Apprenticeship Programme  
(14 – 19) Creative & Media Diploma  
work or work experience – including a portfolio of evidence  
general or vocational qualifications related to or relevant for the creative and cultural industries  

Progression from the Level 2 Intermediate Apprenticeship:  

- Advanced Apprenticeship in Cultural and Heritage Venue Operations  
- Other Apprenticeships in the creative and cultural sector, including, for example, Community Arts Management or Live Events and Promotion  
- Other arts, media, business and management Level 3 Advanced Apprenticeships  
- (14 – 19) Diploma in Creative and Media at Higher or Advanced Level  
- Other vocational qualifications related to or relevant for the creative and cultural industries  

Jobs  

- Conservation Assistant  
- Exhibition guide/Demonstrator  
- Front of house support staff  

And with further development and training, jobs may include  

- Assistant Archivist  
- Assistant Exhibitions Organiser  
- Museum/Conservation Assistant  
- Assistant Museum/Art Gallery Curator  

FE/HE  

- Other vocational qualifications, or HNCs/HNDs, related to or relevant for the creative and cultural industries  
- After further development and training possibly a Foundation Degree in Management and Leadership or a range of FDs in creative and cultural industries.  

For further information about careers in the creative and cultural industries visit:  
http://www.creative-choices.co.uk/
Employee rights and responsibilities

Delivery and assessment of ERR

All Apprentices MUST receive an induction to the workplace and to the Apprenticeship programme.

ERR will be covered through an ERR workbook and relevant induction activity to ensure that the Apprentice knows and understands each of the nine national outcomes for ERR as follows:

1. the range of employer and employee statutory rights and responsibilities under employment law and that employment rights can be affected by other legislation as well. This should cover the apprentice’s rights and responsibilities under the Equality Act 201, other relevant equalities legislation and health and safety, together with the duties of employers.

2. procedures and documentation which recognises and protects their relationship with their employer, including health and safety and equality and diversity training as part of the apprenticeship.

3. the range of sources and information and advice available to them on their employment rights and responsibilities, including Access to Work and Additional Learning Support.

4. the role played by their occupation in their organisation and industry.

5. has an informed view of the types of career pathways that are open to them.

6. the types of representative bodies and understands their relevance to their industry and organisation and the main roles and responsibilities.

7. where and how to get information and advice on their industry, occupation, training and career.

8. can describe and work within their organisation's principles and codes of practice.

9. can recognise and form a view on issues of public concern that affect their organisation and industry.


Education providers should ensure that evidence of achievement of either the ERR workbook sign off sheet or a certificate for a relevant qualification are maintained for audit purposes.
From 1st March 2014, providers should use Version 3 of the ACE Apprentice Declaration and Authorisation form as part of the certification request process. This can be downloaded directly from ACE:  http://acecerts.co.uk/
Level 2, Pathway 2: Cultural and Heritage Venue Operations

Description of this pathway

Cultural and Heritage Venue Operations Level 2

Total Credits: **50**

The breakdown of this pathway is as follows:

- Competence Qualification - 25 credits
- Knowledge Qualification - 10 credits
- Functional Skills English - 5 credits
- Functional Skills Mathematics - 5 credits
- Functional Skills ICT - 5 credits

PLTS have been fully mapped to the qualifications, therefore no need to complete the workbook.

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

None in addition to the general entry requirements
<table>
<thead>
<tr>
<th>Job title(s)</th>
<th>Job role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front of Aouse or Administration Support staff</td>
<td>Venue knowledge, ticket sales, exhibition group bookings, dealing with customers, supporting setting up and servicing meetings, setting up and maintaining systems, such as finance, staff records, visitor numbers.</td>
</tr>
<tr>
<td>Visitor Services Support</td>
<td>Meeting and talking to customers, explaining displays and exhibits, demonstrating skills or practices (e.g. ancient crafts, costumes or practices), helping visitors to understand about a time in history, or cultural heritage.</td>
</tr>
</tbody>
</table>
## Qualifications

### Competence qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1a</td>
<td>601/5099/3</td>
<td>SQA</td>
<td>25</td>
<td>170</td>
<td>N/A</td>
</tr>
<tr>
<td>C1b</td>
<td>601/5180/8</td>
<td>AIM Awards</td>
<td>25</td>
<td>170</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Knowledge qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1a</td>
<td>601/4926/7</td>
<td>SQA</td>
<td>10</td>
<td>55</td>
<td>N/A</td>
</tr>
<tr>
<td>K1b</td>
<td>601/5178/X</td>
<td>AIM Awards</td>
<td>10</td>
<td>55</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The mandatory units for the Level 2 Award in Principles of the Creative and Cultural Sector have been developed in response to employer demand for a qualification which aids transferability of knowledge across the creative and cultural sector. The qualification contains an endorsed route for Cultural Venue Operations and, therefore, provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Cultural Venue Operations in order to meet the requirements of this framework.

This means that learners on the Cultural Venue Operations endorsed pathway must achieve the following:

**Mandatory units**

- Understand Features of the Creative and Cultural Industry – 3 credits
- Principles of Developing Creative and Cultural Ideas – 2 credits
- Principles of keeping up to date with developments and trends within the arts – 2 credits

**And a minimum of one of the following optional units:**

- Principles of providing administrative services – 4 credits
- Delivery of effective customer service – 6 credits
Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>English</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in English</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in English (with enhanced functional content)</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or…*</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE Qualification in English*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’ Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Mathematics</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification (with enhanced functional content) in Mathematics</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in Mathematics*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ level or AS Level qualification in Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’Level or AS Level qualification in Further Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O'Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Further Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>ICT</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Information and Communications Technology (ICT)</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT (with enhanced functional content)</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.
** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

ICT is included as a mandatory skill.

Progression routes into and from this pathway

Progression into the Level 2 Intermediate Apprenticeship in Cultural and Heritage Venue Operations

This will be from a variety of routes including:
• studies that have included the arts
• Young Apprenticeship Programme
• (14 – 19) Creative & Media Diploma
• work or work experience - including a portfolio of evidence
• general or vocational qualifications related to or relevant for the creative and cultural industries

Progression from the Level 2 Intermediate Apprenticeship:

• Advanced Apprenticeship in Cultural and Heritage Venue Operations – either the Cultural Heritage or Cultural Heritage and Venue Operations pathway
• Advanced Apprenticeship in the creative and cultural sector, for example, Community Arts
• Advanced Apprenticeship in Team Leading or Business Administration
• (14 – 19) Diploma in Creative and Media at Higher or Advanced Level
• Other vocational qualifications related to or relevant for the creative and cultural industries

Jobs

• Front of house or administration support staff
• Visitor services support

And with further training and development:

• Visitor Services Assistant or Manager
• Front of House Manager
• Museum keeper

FE/HE

• Other vocational qualifications, or HNCs/HNDs, related to or relevant for the creative and cultural industries
• After further development and training possibly a Foundation degree in Management and Leadership or a range of FDs in creative and cultural industries.

For further information about careers in the creative and cultural industries visit: http://www.creative-choices.co.uk/
Employee rights and responsibilities

Delivery and assessment of ERR

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1. the range of employer and employee statutory rights and responsibilities under employment law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Equality Act 2010, other relevant equalities legislation and health and safety, together with the duties of employers.

2. procedures and documentation which recognises and protects their relationship with their employer, including health and safety and equality and diversity training as part of the apprenticeship.

3. the range of sources and information and advice available to them on their employment rights and responsibilities, including Access to Work and Additional Learning Support.

4. the role played by their occupation in their organisation and industry.

5. has an informed view of the types of career pathways that are open to them.

6. the types of representative bodies and understands their relevance to their industry and organisation and the main roles and responsibilities.

7. where and how to get information and advice on their industry, occupation, training and career.

8. can describe and work within their organisation's principles and codes of practice.

9. can recognise and form a view on issues of public concern that affect their organisation and industry.


Education providers should ensure that evidence of achievement of either the ERR workbook sign off sheet or a certificate for a relevant qualification are maintained for audit purposes.

From 1st March 2014, providers should use Version 3 of the ACE Apprentice Declaration and
Authorisation form as part of the certification request process. This can be downloaded directly from ACE:  http://acecerts.co.uk/
Level 3

Title for this framework at level 3

Cultural and Heritage Venue Operations

Pathways for this framework at level 3

Pathway 1: Cultural Heritage
Pathway 2: Cultural and Heritage Venue Operations
Level 3, Pathway 1: Cultural Heritage

Description of this pathway

Cultural Heritage Level 3

Total Credits: 75

The breakdown of this pathway is as follows:

Combined Qualification - 60 credits
Functional Skills English - 5 credits
Functional Skills Mathematics - 5 credits
Functional Skills ICT - 5 credits

PLTS have been fully mapped to the qualifications, therefore no need to complete the workbook.

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

None in addition to the general entry conditions
<table>
<thead>
<tr>
<th>Job title(s)</th>
<th>Job role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Archivist</td>
<td>Supporting acquisition of records &amp; documents for preservation, assisting with cataloguing &amp; indexing, developing knowledge regarding the use/interpretation of material, assisting exhibitions and events, researching grant opportunities.</td>
</tr>
<tr>
<td>Assistant Exhibition organiser</td>
<td>Assisting planning, project management and maintenance of exhibition and displays, supporting laying out, hanging and interpreting objects liaising with other staff, such as lead project content curator and publicity staff.</td>
</tr>
<tr>
<td>Museum assistant</td>
<td>Work in a wide range of museums, from small, local and family collections to large, interactive visitor attractions, customer service, welcoming visitors, providing information and answering their questions.</td>
</tr>
<tr>
<td>Assistant Museum/Art Gallery Curator</td>
<td>Working with others who catalogue and promote collections, researching, assisting with storing and cleaning items in a collection, supporting organising exhibitions and displays.</td>
</tr>
</tbody>
</table>
Qualifications

Competence qualifications available to this pathway
N/A

Knowledge qualifications available to this pathway
N/A
Combined qualifications available to this pathway

**B1 - Level 3 Diploma in Cultural Heritage**

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1a</td>
<td>601/4983/8</td>
<td>SQA</td>
<td>60</td>
<td>338</td>
<td>N/A</td>
</tr>
<tr>
<td>B1b</td>
<td>601/5185/7</td>
<td>AIM Awards</td>
<td>60</td>
<td>358</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Relationship between competence and knowledge qualifications

This is a combined competence and knowledge qualification and the competence and knowledge credit values are summarised below:

**Total Credits for the qualification is 60**

**Knowledge:** a minimum of 11 credits to be achieved from two of the following units:

- Maintain competence and undertake work related learning in the creative and cultural sector – 6 credits – D/601/6865
- Demonstrate an understanding of customer service– 6 credits - K/601/1622
- Introduction to ethics and professional judgment for cultural heritage conservation – 5 credits – H/601/6852

**Competence:** a minimum of 12 credits can be achieved by completion of the mandatory units in the qualification. These are:

Taking responsibility for work in a creative and cultural context - 4 Credits - D/601/6901
Work effectively with other people in a creative and cultural context - 4 Credits - L/601/6912
Ensure responsibility for actions to reduce risks to health and safety - 4 Credits - A/601/5867
Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>English</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in English</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in English (with enhanced functional content)</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE Qualification in English*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature*</td>
<td>E</td>
<td>N/A</td>
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<tr>
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<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’ Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Mathematics</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification (with enhanced functional content) in Mathematics</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in Mathematics*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ level or AS Level qualification in Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’Level or AS Level qualification in Further Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Further Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>ICT</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Information and Communications Technology (ICT)</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT (with enhanced functional content)</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or…*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.
** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

ICT is included as a mandatory skill.

Progression routes into and from this pathway

Progression into the Level 3 Advanced Apprenticeship in Cultural and Heritage Venue Operations

This can be from a variety of routes including:
• Level 2 (Intermediate) Apprenticeship in Cultural and Heritage Venue Operations
• Other Level 2 Apprenticeship frameworks in the creative and cultural sectors including: Community Arts, Technical Theatre or Live Events and Promotion
• Level 2 (Intermediate) Apprenticeship, for example Team Leading, Business and Administration, Customer Service, Sales and Marketing
• General or vocational qualifications related to or relevant for the creative and cultural industries

Progression from the Advanced Apprenticeship

Jobs

• Assistant Archivist
• Assistant Exhibition Organiser
• Museum Assistant
• Assistant Museum/Art Gallery Curator
• Following a period of working within the same role and the development of additional skills either at a higher level or at the same level

With further development and training, potential jobs may include:

• Archivist
• Museum/Gallery Curator
• Exhibition Organiser

FE/HE

For those who wish to continue their development beyond Level 3, opportunities exist to achieve higher level qualifications such as:

• vocational qualifications related to or relevant for the creative and cultural industries
• Level 4/5 qualifications in Management or Business
• after further development and training, learners could take higher level qualifications for example, HNC/D, Foundation Degrees or undergraduate programmes, for example, BA Honours Degrees such as Entrepreneurship for the creative and cultural industries.

For further information about careers in the creative and cultural industries visit: http://www.creative-choices.co.uk/

UCAS points for this pathway: N/A
Employee rights and responsibilities

Delivery and assessment of ERR

All Apprentices MUST receive an induction to the workplace and to the Apprenticeship programme.

ERR will be covered through an ERR workbook and relevant induction activity to ensure that the Apprentice knows and understands each of the nine national outcomes for ERR as follows:

1. the range of employer and employee statutory rights and responsibilities under employment law and that employment rights can be affected by other legislation as well. This should cover the apprentice’s rights and responsibilities under the Equality Act 2010, other relevant equalities legislation and health and safety, together with the duties of employers.

2. procedures and documentation which recognises and protects their relationship with their employer, including health and safety and equality and diversity training as part of the apprenticeship.

3. the range of sources and information and advice available to them on their employment rights and responsibilities, including Access to Work and Additional Learning Support.

4. the role played by their occupation in their organisation and industry.

5. has an informed view of the types of career pathways that are open to them.

6. the types of representative bodies and understands their relevance to their industry and organisation and the main roles and responsibilities.

7. where and how to get information and advice on their industry, occupation, training and career.

8. can describe and work within their organisation’s principles and codes of practice.

9. can recognise and form a view on issues of public concern that affect their organisation and industry.

The ERR workbook can be downloaded from http://ccskills.org.uk/supporters/employee-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook

Education providers should ensure that evidence of achievement of either the ERR workbook sign off sheet or a certificate for a relevant qualification are maintained for audit purposes.

From 1st March 2014, providers should use Version 3 of the ACE Apprentice Declaration and
Authorisation form as part of the certification request process. This can be downloaded directly from ACE: [http://acecerts.co.uk/](http://acecerts.co.uk/)
Level 3, Pathway 2: Cultural and Heritage Venue Operations

Description of this pathway

Cultural and Heritage Venue Operations: Level 3

Total Credits: **58**

The breakdown of this pathway is as follows:

- Competence Qualification - 28 credits
- Knowledge Qualification - 15 credits
- Functional Skills English - 5 credits
- Functional Skills Mathematics - 5 credits
- Functional Skills ICT - 5 credits

PLTS have been fully mapped to the qualifications, therefore no need to complete the workbook.

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

None in addition to the general entry conditions
<table>
<thead>
<tr>
<th>Job title(s)</th>
<th>Job role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front of House staff</td>
<td>Ticket sales, exhibition group bookings, dealing with customers, supporting setting up and servicing meetings, setting up and maintaining systems such as finance, staff records, visitor numbers</td>
</tr>
<tr>
<td>Visitor Services Assistant</td>
<td>Assisting with the safety of staff, visitors, collections &amp; buildings, helping visitors to get the most from their visit, working with explainers, guides &amp; demonstrators &amp; visitors with special needs or requirements and interpreting and explaining the service, exhibition or site.</td>
</tr>
</tbody>
</table>
## Qualifications

### Competence qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1a</td>
<td>601/5042/7</td>
<td>SQA</td>
<td>28</td>
<td>146</td>
<td>N/A</td>
</tr>
<tr>
<td>C1b</td>
<td>601/5182/1</td>
<td>AIM Awards</td>
<td>28</td>
<td>146</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Knowledge qualifications available to this pathway

<table>
<thead>
<tr>
<th>No.</th>
<th>Ref no.</th>
<th>Awarding organisation</th>
<th>Credit value</th>
<th>Guided learning hours</th>
<th>UCAS points value</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1a</td>
<td>601/4924/3</td>
<td>SQA</td>
<td>15</td>
<td>94</td>
<td>N/A</td>
</tr>
<tr>
<td>K1b</td>
<td>601/5181/X</td>
<td>AIM Awards</td>
<td>15</td>
<td>119</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The mandatory units for the Level 3 Award in Principles of the Creative and Cultural Sector have been developed in response to employer demand for a qualification which aids transferability of knowledge across the creative and cultural sector. The qualification contains an endorsed route for Cultural Venue Operations and, therefore, provides the underpinning knowledge and understanding for C1. Learners must follow the endorsed pathway for Cultural Venue Operations in order to meet the requirements of this framework.

This means that learners on the Cultural Venue Operations endorsed pathway must achieve the following:

**Mandatory units:**

- Understand the Creative and Cultural Industry – 4 credits
- Principles of personal responsibilities and how to develop and evaluate own performance at work – 4 credits
- Principles of customer service delivery – 6 credits

**And a minimum of one of the following optional units:**

- Principles of working with and supervising others – 3 credits
- Principles of project management- 2 credits
Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>English</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in English</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in English (with enhanced functional content)</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE Qualification in English*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’ Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in English Language and Literature**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Mathematics</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification (with enhanced functional content) in Mathematics</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>Key Skills qualification in Application of Number achieved either before</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>September 2013 as part of the Apprenticeship, or...*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GCSE qualification in Mathematics*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ level or AS Level qualification in Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Further Mathematics*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O’Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Pure Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in Further Mathematics**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.
ICT

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

<table>
<thead>
<tr>
<th>ICT</th>
<th>Minimum level or grade</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functional Skills qualification in Information and Communications Technology (ICT)</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT (with enhanced functional content)</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or…*</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>GCSE qualification in ICT*</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>A‘ Level or AS Level qualification in ICT*</td>
<td>E</td>
<td>N/A</td>
</tr>
<tr>
<td>GCSE or O'Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
<tr>
<td>A’ Level or AS Level qualification in ICT**</td>
<td>A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.
** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

ICT is included as a mandatory skill.

Progression routes into and from this pathway

Progression into the Level 3 Advanced Apprenticeship in Cultural and Heritage Venue Operations

This can be from a variety of routes including:
• Level 2 (Intermediate) Apprenticeship in Cultural and Heritage Venue Operations
• Other apprenticeship frameworks in the creative and cultural sectors including Community Arts
• Level 2 (Intermediate) Apprenticeship Team Leading, Business and Administration or Marketing
• General or vocational qualifications related to or relevant for the creative and cultural industries

Progression from the Advanced Apprenticeship

Jobs

• Visitor Services Assistant
• Front of House staff
• Following a period of working within the same role and the development of additional skills either at a higher level or at the same level
• With further training and development, jobs may include, for example, Visitor Services Manager or Front of House Manager

FE/HE

For those who wish to continue their development beyond Level 3, opportunities exist to achieve higher level qualifications including:

• Vocational qualifications related to or relevant for the creative and cultural industries
• Level 4/5 qualifications in Management, Business or Marketing
• After further development and training, learners could take higher level qualifications for example, HNC/Ds, Foundation Degrees, or undergraduate programmes, for example, BA Honours Degrees such as Entrepreneurship for the creative and cultural industries, or Business and Finance, Marketing.

For further information about careers in the creative and cultural industries visit: http://www.creative-choices.co.uk/

UCAS points for this pathway: N/A
Employee rights and responsibilities

Delivery and assessment of ERR

All Apprentices MUST receive an induction to the workplace and to the Apprenticeship programme.

ERR will be covered through an ERR workbook and relevant induction activity to ensure that the Apprentice knows and understands each of the nine national outcomes for ERR as follows:

1. the range of employer and employee statutory rights and responsibilities under employment law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Equality Act 2010, other relevant equalities legislation and health and safety, together with the duties of employers.

2. procedures and documentation which recognises and protects their relationship with their employer, including health and safety and equality and diversity training as part of the apprenticeship.

3. the range of sources and information and advice available to them on their employment rights and responsibilities, including Access to Work and Additional Learning Support.

4. the role played by their occupation in their organisation and industry.

5. has an informed view of the types of career pathways that are open to them.

6. the types of representative bodies and understands their relevance to their industry and organisation and the main roles and responsibilities.

7. where and how to get information and advice on their industry, occupation, training and career.

8. can describe and work within their organisation's principles and codes of practice.

9. can recognise and form a view on issues of public concern that affect their organisation and industry.

The ERR workbook can be downloaded from http://ccskills.org.uk/supporters/employee-advice/article/employment-rights-and-responsibilities-apprenticeships-handbook

Education providers should ensure that evidence of achievement of either the ERR workbook sign off sheet or a certificate for a relevant qualification are maintained for audit purposes.

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Cultural and Heritage Venue Operations (England)
...... level 3
......... Pathway 2

Apprenticeship in Construction-Building

apprenticeship FRAMEWORKS ONLINE
How equality and diversity will be met

Around half of the workforce are female, which is predominantly White (93%) and just over half of the workforce is aged over 40. Anecdotal evidence strongly suggests people from working-class backgrounds and disabled people are also significantly under represented.

This is due mainly to:

- patchy knowledge and understanding of practical ways to address workforce diversity such as through positive action schemes and changes to recruitment practices
- a tendency within the sector for new recruits to start on no or low wages for up to two years in some instances means that opportunities for people from disadvantaged socio-economic backgrounds can be limited.
- a lack of good careers information demonstrating the range and scope of jobs within the sector
- a poor image of the sector and a lack of diverse role models, which is exacerbated by limited contact with under-represented groups
- lack of accurate data on the make up of the cultural heritage sector workforce.

Key priority actions for Cultural Heritage include:

- raising awareness in schools through the 14-19 Diploma in Creative and Media/Public Service
- identifying opportunities for placements and educational visits. Increase the use of approaches such as positive action schemes, embedding them in to organisational working practice to make them sustainable.
- actively challenging the culture of unpaid work experience which dominates the creative and cultural industries and creating better choices for more people. Creative Apprenticeships were a brand new alternative route into the creative industries, one based on ability and potential rather than academic track record or social background and contacts. We built a ground swell of support through targeted engagement and campaigning activity in order to demonstrate how apprenticeships could work for learners and employers alike;

Creative & Cultural skills plans to:

- Make the business case for diversity
- Demonstrate leadership and commitment to diversity at all levels within organisations including boards
- Ensure the diversity agenda is seen as important across the workforce, including volunteers and placements
- Create early awareness of cultural heritage careers through more opportunities for
different groups to engage with the sector:
- Disseminate information on different approaches to diversifying the workforce
- Develop new careers information and resources for the sector – increase the use of web resources such as Creative & Cultural Skills' Creative Choices [www.creative-choices.co.uk](http://www.creative-choices.co.uk)

Recruiting a diverse workforce – paid and voluntary – has direct business benefits; it ensures that organisations have a workforce that reflects the communities they serve, helping them to understand their customers better so they can ensure their services meet the needs of the whole community. Apprenticeships are seen as a vital route to encourage and facilitate, a greater diversity of individuals into the industry in order to challenge graduate bias at the point of entry. Entry conditions to this framework, therefore, are extremely flexible and mentoring has been included to offer additional support and increase the chances of apprentices successfully completing the Apprenticeship.

Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the Industry, using the protected characteristics of:

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnerships
6. Pregnancy and maternity
7. Race
8. Religion and Belief
9. Sexual orientation


Creative & Cultural Skills will monitor take up and achievement of all Apprenticeships through its employer led Qualifications and Apprenticeships Group and take steps to address any barriers to take up and achievement as part of our Sector Qualifications Strategy.
On and off the job guided learning (England)

Total GLH for each pathway

National Apprenticeship Service (NAS) Statement on Apprenticeship Quality

The minimum hours of employment for an apprentice should be at least 30 hours per week. By exception, where the individual's circumstances or the particular nature of employment in a given sector makes this impossible, then an absolute minimum of 16 hours must be met. In such cases the duration of the Apprenticeship should be extended.

The duration of the Apprenticeship is expected to reflect that set out by employers in the relevant Apprenticeship Framework document, but at the very least must meet the minimum duration requirement announced by NAS. Learners aged 16-18 must spend a minimum of 12 months on the Apprenticeship programme. Learners aged 19 or over must spend at minimum of 12 months on the Apprenticeship unless relevant prior learning is recorded. Where this is the case, the Apprenticeship must not be for less than 6 months. Apprenticeship delivery must be planned to make full and effective use of the duration, including the opportunity for apprentices to embed and extend their learning through repeated workplace practice.

Total on and off the job Guided Learning Hours

LEVEL 2:

- Pathway 1: Cultural Heritage Level 2 is 4446 GLH
- Pathway 2: Cultural and Heritage Venue Operations Level 2 is 450 GLH

LEVEL 3:

- Pathway 1: Cultural Heritage Level 3 is 563 GLH
- Pathway 2: Cultural and Heritage Venue Operations Level 3 is 465 GLH

Given the predominance of SMEs in the creative and cultural sector, patterns of delivery will vary, with some provision being front loaded within the early months while others may wish to spread training over the length of the Apprenticeship. However, as a guide, we would expect a minimum of 280 GLH to be delivered in the first 12 months.

Minimum off-the-job guided learning hours
OFF THE JOB GLH:

LEVEL 2:

Pathway 1: Cultural Heritage is 303 off the job which exceeds the 30% requirement.
Pathway 2: Cultural and Heritage Venue Operations is 280 off the job which exceeds the 30% requirement.

LEVEL 3:

Pathway 1: Cultural Heritage Level 3 is 291 GLH off the job which exceeds the 30% requirement.
Pathway 2: Cultural and Heritage Venue Operations Level 3 is 319 GLH off the job which exceeds the 30% requirement.

How this requirement will be met:

GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager; allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours;
- be delivered through a range of delivery models including one or more of the following methods: individual and group teaching; e-learning; distance learning; induction (see ERR section) coaching;
- mentoring; feedback and assessment; collaborative/networked learning with peers; guided study.
- providers can select the best method for recording and evidencing off the job GLH and mentoring which may be done through a log book or reflective diary.
- be focused on outcomes as Apprenticeships are not time served, therefore, the average length of stay is indicative only.

How this requirement will be met:

Level 2

Pathway 1: Cultural Heritage

- 78 GLH for the Level 2 Award in Principles of Cultural and Heritage Sector
- 135 GLH for the three Functional Skills
- 45 hours for ERR and induction
- 45 hours for mentoring apprentices (minimum of one hour a week)

**Pathway 2: Cultural and Heritage Venue Operations**

- 55 GLH for the Level 2 Award in Principles of the Creative and Cultural Sector
- 135 GLH for the three Functional Skills
  - 45 hours for ERR and induction
- 45 hours for mentoring apprentices (minimum of one hour a week)

**Level 3**

**Pathway 1 Cultural Heritage**

- 66 GLH for the knowledge element of the Level 3 Diploma in Cultural Heritage
- 135 GLH for the three Functional Skills
  - 45 hours for ERR and induction
- 45 hours for mentoring apprentices (minimum of one hour a week)

**Pathway 2 Cultural and Heritage Venue Operations**

- 94 GLH for the Level 3 Certificate in Principles of the Creative and Cultural Sector
- 135 GLH for the three Functional Skills
  - 45 hours for ERR and induction
- 45 hours for mentoring apprentices (minimum of one hour a week)

**Evidence of off the job GLH:**

**Level 2**

**Pathway 1 Cultural Heritage**

- Level 2 Award in Award in Principles of Cultural and Heritage Sector
- Level 1 Functional skills Certificates for Maths, English and ICT or Level 1 Key Skills Certificates for Communication, Application of Number and ICT, or GCSEs in these subjects with enhanced functional content.
- ERR sign off sheet from the workbook

**Pathway 2 Cultural and Heritage Venue Operations**

- Level 2 Award in Principles of the Creative and Cultural Sector
- Level 1 Functional skills Certificates for Maths, English and ICT or Level 1 Key Skills Certificates for Communication, Application of Number and ICT, or GCSEs in these subjects with enhanced functional content.
- ERR sign off sheet from the workbook

**Level 3**

**Pathway 1 Cultural Heritage**

- Level 2 Award in Award in Principles of Cultural and Heritage Sector
- Level 1 Functional skills Certificates for Maths, English and ICT or Level 1 Key Skills Certificates for Communication, Application of Number and ICT, or GCSEs in these subjects with enhanced functional content.
- ERR sign off sheet from the workbook

**Pathway 2 Cultural and Heritage Venue Operations**

- Level 2 Award in Principles of the Creative and Cultural Sector
- Level 1 Functional skills Certificates for Maths, English and ICT or Level 1 Key Skills Certificates for Communication, Application of Number and ICT, or GCSEs in these subjects with enhanced functional content.
- ERR sign off sheet from the workbook

**Level 3**
Pathway 1 Cultural Heritage

- Level 3 Diploma in Cultural Heritage (combined competence and knowledge qualification)
- Level 2 Functional skills Certificates for Maths, English and ICT or Level 2 Key Skills Certificates for Communication, Application of Number and ICT, or GCSEs in these subjects with enhanced functional content.
- ERR sign off sheet from the workbook

Pathway 2 Cultural and Heritage Venue Operations

- Level 3 Certificate in Principles of the Creative and Cultural Sector
- Level 2 Functional skills Certificates for Maths, English and ICT or Level 2 Key Skills Certificates for Communication, Application of Number and ICT, or GCSEs in these subjects with enhanced functional content.
- ERR sign off sheet from the workbook

Minimum on-the-job guided learning hours

ON THE JOB GLH

Level 2:

Pathway 1: Cultural Heritage

- 143 GLH for the Level 2 Certificate in Cultural Heritage

Pathway 2: Cultural and Heritage Venue Operations

- 170 GLH for the Level 2 Certificate in Supporting Cultural Venue Operations

Level 3:

Pathway 1 Cultural Heritage

- 272 GLH for the competence element of the Level 3 Diploma in Cultural Heritage (combined competence and knowledge qualification)

Pathway 2 Cultural and Heritage Venue Operations

- 146 GLH for the Level 3 Certificate in Cultural Venue Operations

How this requirement will be met

On the job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful
achievement of the framework and this may include accredited and non-accredited elements of the framework;
• be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
• allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
• be delivered during contracted working hours;
• be delivered through a range of models including one or more of the following methods: individual and group teaching; e-learning; distance learning; induction (see ERR sections), coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study
• providers can select the best method for recording and evidencing PLTS, on the job GLH and mentoring which may be done through a log book or reflective diary.

Evidence for on the job GLH:

LEVEL 2 APPRENTICESHIP

Pathway 1 Cultural Heritage: Level 2 Certificate in Cultural Heritage

Pathway 2 Cultural and Heritage Venue Operations: Level 2 Certificate in Supporting Cultural Venue Operations

LEVEL 3 ADVANCED APPRENTICESHIP

Pathway 1 Cultural Heritage: Level 3 Diploma in Cultural Heritage

Pathway 2 Cultural and Heritage Venue Operations: Level 3 Certificate in Cultural Venue Operations
Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Apprentices must be introduced to all PLTS during induction so that they learn to recognise for themselves when and where they are practicing these skills.

Evidencing and recognition of each PLTS

As PLTS are embedded in the competency qualifications within this framework, providers are NOT required to upload separate evidence of this ACE (Apprenticeship Certificates England).

From 1st March 2013, providers should upload Version 2 of the ACE Apprentice Declaration and Authorisation form when requesting certificates. This can be downloaded directly from ACE: http://acecerts.co.uk/

Creative thinking

Creative Thinking involves:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others’ ideas and experiences in inventive ways
- questioning own and others’ assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change.

Independent enquiry

Independent Enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.
Reflective learning

Reflective Learning involves:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences.

Team working

Team Working involves:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others.

Self management

Self Management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships.

Effective participation

Effective Participation involves:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well yourself
- trying to influence others, negotiating and balancing diverse views to reach workable
solutions

- acting as an advocate for views and beliefs that may differ from your own.
Additional employer requirements

None.