

**SCOTTISH HIGHER LEVEL  
APPRENTICESHIPS**

**A**

**TECHNICAL  
APPRENTICESHIP**

**IN**

**SOCIAL SERVICES AND HEALTHCARE**

**AT**

**SCQF Level 9**

**FRAMEWORK DOCUMENT  
FOR SCOTLAND**

**Skills for Care and Development**

**Oct 2019**

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Amendments to this framework in Social Services and Healthcare at SCQF level 9

Version	Date of Change	Amendment	Comments
1.2	01/07/2024	Removed SSSC defined list of 14 career skills units	Career Skills units can be selected from the wider list. This will allow increased flexibility to the workforce decision made by SSSC to open to the wider list of Career Skills.  Due to the setting of the workplace the options will be naturally limited to the career skills the employer and the candidate can evidence in their workplace.

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

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

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# Technical and Professional Apprenticeships in Scotland

## What are Technical and Professional Apprenticeships?

Technical and Professional Apprenticeships offer those aged over 16 paid employment combined with the opportunity to train for jobs at senior supervisory and management level.

## Who develops them?

Technical and Professional Apprenticeships are developed by Standard Setting Organisations (SSOs). SSOs consult with employers and key partners in their sector to produce a training programme, which meets the needs of employers.

## Who are they for?

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

## What's in a Technical and Professional Apprenticeship?

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

1. A relevant Scottish Vocational Qualification (SVQ) (or alternative competency based qualification), Higher National Qualification, Professional Qualification or other qualification at SCQF level 8 and above
2. Career Skills (known as core skills for Frameworks at Scottish Credit Qualifications Framework (SCQF) Levels 5, 6 and 7)
3. Industry specific training

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

## Technical Apprenticeship in Social Services and Healthcare at SCQF Level 9

The SSSC is the standard setting organisation for social services in Scotland. It is a partner of the UK wide Standard Setting Organisation, Skills for Care and Development.

### **Purpose of the Frameworks**

Apprenticeships in Social Services and Healthcare are part of a suite of complementary Frameworks developed in consultation with the sector. These frameworks are designed to provide an accessible and progressive approach to the acquisition of appropriate skills and knowledge for new entrants and for existing workers in social services (adult services). The qualifications are at three levels to enable provision for career development. They are planned to articulate with the frameworks for Social Services (Children and Young people) to provide for additional flexibility both in employment and in careers. Three of the four mandatory units are the same as three of the mandatory units in Social Services (Children and Young People) at the same level. The assessment strategies in both routes are the same.

### **The Technical Apprenticeship in Social Services and Healthcare**

The Technical Apprenticeship in Social Services and Healthcare is set at SVQ Level 4 and SCQF Level 9. The revised SVQ 4 structure Social Services and Healthcare will be available from 1<sup>st</sup> February 2014.

The training and development of the workforce play a critical role in ensuring that the services people receive are high quality, effective and efficient. Qualification development for the sector reflects the needs of employers and regulation and registration by the SSSC ensures that good practice is subsequently well embedded.

Completion of the apprenticeship and certification will qualify workers to be recognised as supervisors/managers in a number of areas within the sector. They may be employed in the private sector, local authority, third sector or the NHS.

Supervisors/managers are employed in a range of young people and adult services across the sector. They are employed to support individuals and staff in a number of settings such as care homes, day centres and community settings. They provide support to individuals who may present a number of complex needs.

Certification at SVQ Level 2 (SCQF Level 6) qualifies apprentices to act in *support* roles, at SVQ Level 3 (SCQF Level 7) as *practitioners* and at SVQ Level 4 (SCQF Level 8) as *supervisors/managers*. Gaining the further award of the SVQ in Leadership and Management in Care Services (SCQF Level 10) qualifies workers to act as managers in these services. The Frameworks in Social Services and Healthcare allow progression through these levels and/or transfer into the Children and Young People career route.

**The workforce**

The social services workforce is large:

- One in 13 people employed in Scotland work in social services.
- There is a workforce of 191,000 people in paid employment.
- Of these 27% are employed by the third sector, 32% by the public sector and 41% by the private sector.

SSSC labour market reports on the social services sector indicate that the number of people working in the sector has risen very considerably since the mid-1990's. Data from the Labour Force Survey shows that the sector grew by approximately 50% during the period 1998-2008. Since then growth has slowed and slightly reversed with the sector employing just over 191,000 people as of December 2012.

In part this growth has been a response to Scottish Government initiatives such as the Integration of Health and Social Care and the National Dementia Strategy in the adult sector and Getting It Right For Every Child and the Early Years Framework for children and young people.

The training and development of the workforce play a critical role in ensuring the people who use social services receive high quality, effective and efficient services. Qualification development for the sector reflects the needs of employers. Regulation and registration ensure that good practice is subsequently well embedded.

Helping employers and workers to meet the changing needs of service users is our overriding concern. Facilitating the development of qualifications that meet these needs will ensure that all receive a high quality, professional service. The development of a technical framework may encourage men, who are currently under represented in the workforce, see the value in pursuing a career in the social services sector

The sector makes a significant contribution to the Scottish economy.

- In the Scottish Government's refreshed skills strategy "Skills for Scotland" published in 2010, the sector was designated as one of three high participation sectors in Scotland, and therefore a sector which is key to the country's future economic well-being.
- Gross Value Added (GVA) generated by the sector increased from £1.62bn in 1998 to £4.19bn in 2009.
- 84% of those in employment in the sector are female.
- 79% of those in the sector have permanent contracts.

The Scottish Employers Skills Survey found that 83% of Scottish social service employers have offered training to their employees in 2012, much higher than the average across all the other sectors. The social care and health sector was also more likely than other sectors to offer on the job training (76%).

**Social Services Sectors**

Subsector	Number of staff
Adult day care	8430
Adult placement services	170
Care homes for adults	54060
Housing support/care at home	61350
Offender accommodation services	140
Fostering services	990
Residential child care	7030
School care accommodation	1200

**Demand for training**

There is a high level of demand for training with social services employers more likely to offer training than the average in other work sectors.

**Health and Social Care registrations**

Year	HSC
2009-10	1649
2010-11	1823
2011-12	1866
2012-13	1553

**Health and Social Care certifications**

Year	HSC
2009-10	220
2010-11	961
2011-12	1097
2012-13	1283

**Value of Framework**

A feasibility study conducted by LMG Associates on behalf of the SSSC identified benefits to the sector of revised and integrated SVQ qualifications structures as being:

- greater flexibility and transferability for employers and the workforce
- greater opportunities for the workforce to progress in their careers, thus providing greater mobility and employability
- building on the work of sector skills bodies by addressing gaps in skills, thus strengthening joint education and learning across the sector
- provision of a wider choice of practice activities for employers and SVQ candidates
- recognising prior learning and existing skills, thus reducing repetition.

The Career skills selected ensure that Technical Apprentices will enhance and develop their leadership skills in line with current good practice.

## Support for learners and training providers

The SSSC has an extensive and highly developed web based system of support for learning. This provision includes:

*Planning a Career in Social Services*

*NOS Navigator*

*Continuous Learning Framework*

*Planning and Organising for Workforce Development*

*Mobile Learning Solutions*

These can be accessed at <https://learn.sssc.uk.com/careers/>

The Council also has generic support materials available to the whole social services workforce. This includes 'Step into Leadership' for frontline workers, managers and corporate leaders. <https://stepintoleadership.info/>

## Registration and regulation by the SSSC

The process of registration will require employers and training providers to provide evidence of their capacity to establish and provide for assessment and verification of individual skills development. This conforms to the revised assessment strategy for the SVQ structures. In addition employers and training providers must provide evidence of addressing issues such as access and equality of opportunity for candidates.

While Apprenticeships are not intrinsically intended to lead to registration with the Scottish Social Services Council registration is a significant driver of engagement by employers and the workforce. Currently 57,178 social service workers are registered with the SSSC. This number will increase as registration continues to expand into other groups within the workforce.

The registration agenda is a priority for many social services workers in Scotland. Registration is a key part of the SSSC's vision of a competent, confident and valued workforce, capable of delivering high quality services that has the confidence of the public, users and their carers.



# Summary of Framework

## Mandatory outcomes

### SVQ

- *The following must be achieved:*

- **Social Services and Healthcare at SCQF Level 9 (GH61 24)**

### Career Skills

A threshold of 15 SCQF credits for Technical Apprenticeships must be achieved

### Enhancements

The sector does not require any enhancements.

## Optional Outcomes

### Additional SVQ Units/Qualifications/Training

There are no additional outcomes.

# The Framework

The mandatory and optional content of the Professional Apprenticeship in Social Services and Healthcare (SCQF Level 9) (GH61 24) is as follows:

## Structure Information - a total of 8 units (4 mandatory and 4 optional units)

### Mandatory Outcomes

Unit Title	SCQF Level	SCQF Credit	SSC/B Code	SQA Unit Code
Maintain effective communication systems and practices	9	11	SCDHSC0041	H5VT04
Lead practice for health and safety in the work setting	9	10	SCDHSC0042	H5VV04
Take responsibility for the continuing professional development of yourself and others	9	10	SCDHSC0043	H5VW04
Lead practice that promotes the safeguarding of individuals	9	11	SCDHSC0045	H5PJ04

### Optional Units – Choose 4

Unit Title	SCQF Level	SCQF Credit	SSC/B Code	SQA Unit Code
Lead and manage provision of care services that promotes positive behaviour	10	9	SCDLMCSB8	H5PK 04
Manage and develop yourself and your workforce within care services	10	9	SCDLMCSA1	H5PL 04
Advocate with and on behalf of individuals	10	10	SCDHSC0410	H5PM 04
Lead and manage provision of care services that promotes the wellbeing of people	10	9	SCDLMCSB2	H5PN 04
Manage provision of care services that deals effectively with transitions and significant life events	10	9	SCDLMCSB3	H5XC 04
Manage requests for health, social or other care services	9	9	SCDHSC0413	H5PP 04
Assess individual preferences and needs	9	11	SCDHSC0414	H5PR 04
Lead the service delivery planning process to achieve outcomes for individuals	9	10	SCDHSC0415	H5PS 04
Lead the planning process with individuals	10	9	SCDHSC0416	H5PT 04
Work with individuals with mental health needs to negotiate and agree plans for addressing those needs	9	9	SFHMH20	H5PV 04
Provide advice and information to those who enquire about health and social care services	8	9	SCDHSC0419	H5PW 04

Promote leisure opportunities and activities for individuals	9	9	SCDHSC0420	H5PX 04
Promote employment, training and education opportunities for individuals	9	10	SCDHSC0421	H5PY 04
Promote housing opportunities for individuals	9	9	SCDHSC0422	H5R0 04
Assist individuals at formal hearings	9	11	SCDHSC0423	H5R1 04
Supervise methadone consumption	9	9	SFHAH9	H5R2 04
Support people who are providing homes for adults, children or young people	9	10	SCDHSC0425	H5R3 04
Empower families, carers and others to support individuals	9	10	SCDHSC0426	H5R4 04
Assess the needs of carers and families	9	11	SCDHSC0427	H5R5 04
Lead the development of programmes of support for carers and families	10	10	SCDHSC0428	H5R6 04
Work with groups to promote individual growth, development and independence	10	11	SCDHSC0429	H5R7 04
Lead practice to reduce and prevent the risk of danger, harm and abuse	10	11	SCDHSC0430	H5R8 04
Support individuals who have experienced harm or abuse	10	11	SCDHSC0431	H5R9 04
Enable families to address issues with individuals' behaviour	10	10	SFHMH11	H5RA 04
Develop joint working arrangements for health and social care services	10	9	SCDHSC0433	H5RB 04
Lead practice for managing and disseminating records and reports	9	10	SCDHSC 0434	H5RC 04
Monitor and manage the quality of the provision of care services	10	9	SCDLMCSE3	H5RD 04
Promote your organisation and its services to stakeholders	9	10	SCDHSC0437	H5RE 04
Develop and disseminate information and advice about health and social well-being	9	10	SCDHSC0438	H5RF 04
Contribute to the development of organisational policy and practice	9	11	SCDHSC0439	H5RG 04
Ensure compliance with legal, regulatory, ethical and social requirements	10	12	CFAMLB8	H5RH 04
Manage tendering and contracting processes in health and social care settings	9	10	SCDHSC0441	H5RJ 04
Evaluate the effectiveness of health, social or other care services	9	11	SCDHSC0442	H5RL 04
Procure services for individuals	9	11	SCDHSC0443	H5RM 04
Actively engage in the safe selection and recruitment of workers and their retention in the care services	10	9	SCDLMCSA3	H5RN 04
Manage the recruitment and placement of volunteers	9	10	SFTMVC1	H5RP 04

Exchange information and present at courts and formal hearings	7	12	SFJCJDA2	H5RR 04
Provide and present information for courts and formal hearings	6	11	SFJCJDA1	H5RS 04
Manage a dispersed workforce to meet the needs and preferences of individuals at home	10	9	SCDLMCSA4	H5RT 04
Develop risk management plans to promote independence in daily living	9	10	SCDHSC0450	H5RV 04
Lead practice that promotes the rights, responsibilities, equality and diversity of individuals	9	11	SCDHSC0452	H5RW 04
Represent one's own agency at other agencies' meetings	9	9	SFJCJAD3	H5RX 04
Undertake a research project	9	12	SCDCCLD0420	H5WC 04

### SVQ(s)/ CBQs/ Other Qualifications

Each apprentice is required to achieve the following Qualification:

#### **Social Services and Healthcare at SCQF Level 9 (GH61 24)** **Minimum 78 & Maximum 89**

Scottish Vocational Qualifications (SVQs) are work-based qualifications, which are based on National Occupational Standards of competence drawn up by representatives from each industry sector. SVQs are made up of units – normally between six and ten – which break a job down into separate functions reflecting the different kinds of activities of a job. When someone has achieved an SVQ, there is a guarantee that they have the skills and knowledge needed to do their job. Technical and Professional Apprenticeships involve either SVQs, alternative competency based qualifications or appropriate Higher National or Professional qualifications. All Scottish Technical and Professional Apprenticeships must contain a relevant SVQ, equivalent competency based qualifications, HN qualification or Professional qualification.

### **Career Skills**

Career Skills for Technical and Professional Apprenticeships were developed in response to employer demand that “core skills” at a higher level must reflect the work-based requirements of jobs within the workplace. A ‘pick and mix’ approach has been introduced to ensure that candidates gain the right mix of Career Skills (see Appendix 4).

A wide range of pan-sector SVQ units at SCQF 7 and above has been identified and these have been listed in Appendix 4 of the Guidance document). Candidates and employers should select between two and five of the units from the Career Skills list, within the following parameters:

- A threshold of 15 SCQF credits for Technical Apprenticeships and 20 SCQF credits for Professional Apprenticeships must be achieved
- Technical Apprenticeships must include Career Skills Units at SCQF 7 or above and Professional Apprenticeships must include Career Skills Units at SCQF 8 or above.

Note: The Career Skills units selected should NOT be the same as any of the mandatory components.

### Enhancements

The Sector does not require any enhancements.

### Optional Outcomes

There are no optional requirements.

## Registration and certification

This Scottish Technical/ Professional Apprenticeship is managed by (Name of SSO). The SSSC is the first point of contact in Scotland for any enquiries in relation to the Framework. Contact details:

MA Administrator  
SSSC  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY  
Email: [maenquiries@sssc.uk.com](mailto:maenquiries@sssc.uk.com)  
Web: [www.sssc.uk.com](http://www.sssc.uk.com)

The SSO will register all Scottish Technical and Professional Apprentices undertaking this Framework. **All Apprentices must be registered with the SSO within 8 weeks of starting their apprenticeship.** Registration can be made by completing the Sample Training Plan and Sample Training Agreement in Appendix 3 and sending these to the above address or completing the online registration system (MA Online, [www.maonline.org.uk](http://www.maonline.org.uk)). In the case of Technical and Professional Apprenticeships which receive funding, it is acceptable for the Skills Development Scotland Training Plan to be used on the condition that it includes all relevant information as set out in the Training Plan.

The SSO will issue an Apprenticeship Certificate of Completion to those Technical and Professional Apprentices who have completed the mandatory outcomes of the Framework.

Before a certificate is issued, training providers must submit evidence to the SSO that the mandatory outcomes have been achieved. This will normally be in the form of photocopies of certificates from awarding bodies.

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

### **SSO Service level**

The SSO undertakes to confirm the registration of candidates in writing within 8 weeks of receipt of the relevant Training Plan and Training Agreement. Each candidate will be issued with a unique registration number.

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

## **Recruitment and selection**

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

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

**N/A**

## Equal opportunities

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

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

## Health and Safety

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

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

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

## Contracts

The following three contracts are essential to the successful outcome of the Technical and Professional Apprenticeship programme:

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

## Employment status of Technical and Professional Apprentices

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

## Terms and conditions of employment

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

## Training and development

### Delivery

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

- private training organisations
- colleges / universities
- other employers

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

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

The current list is available on the SSSC website. It will be up-dated regularly when the frameworks come into operation. It can be found at:

<https://www.sssc.uk.com/knowledgebase/article/KA-01576/en-us>



## The SSO training plan

The plan is required to identify:

- 1 The selected Framework outcomes
- 2 The selected Career Skills units
- 3 A summary of the Technical or Professional Apprentices' accredited prior learning
- 4 A timetable for achievement of the selected Framework outcomes, linked to regular progress reviews.

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

However any changes must:

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

A sample Training Plan is provided at Appendix 3 of this document, however, for those Technical and Professional Apprentices funded by SDS it is sufficient to submit the SDS Training Plan on condition that it covers the same information required in the Training Plan.

## Consultation Process

### National Occupational Standards and qualification structures

The SSSC has overseen developments in the National Occupational Standards in Health and Social Care and in Children's Care Learning and Development since their introduction in 2005. Minor changes were made in 2008 and a full review of NOS was carried out in 2011/12. The revised NOS were approved by the UK Commission for Employment and Skills in August 2012.

A feasibility study in early 2011 determined whether the CCLD standards and the Children and Young People component of HSC could be merged at SVQ level 3 and 4 to allow flexibility within and across the sector. Direct and online consultation with the sector established that the proposed changes were feasible and desirable.

Following the review of relevant NOS the SSSC consulted widely with the sector in 2012 on the development of new qualification structures and assessment strategy based on the findings of the feasibility study. Engagement with the sector on the proposed changes was undertaken through reference group, online survey and podcast. The proposed changes were supported by awarding bodies, employers and the wider social services sector and approved by UKCES in late 2012. This was followed by activity on revision of the apprentice frameworks.

The new SVQ structures will be available to the sector from 1<sup>st</sup> February 2014.

### **Apprentice structures**

A Reference Group was appointed and met on a regular basis to advise on proposed changes, support the dissemination of information throughout the sector and to promote implementation of the agreed changes. The Reference Group comprised of representatives of a wide range of appropriate bodies: Care Scotland, Community Care Providers Scotland, Association of Directors of Social Work, Skills for Health, SQA accreditation and Qualifications and Scottish Union Learning. The employers groups represent over 900 members.

The sector was then asked to comment, via an on-line survey, on the new agreed Apprentice structure. The SSSC approached over 90 organisations working in or with the sector requesting comments either from themselves or interested parties. There were 34 responses: 18 employers, 1 employer representative group, 2 employee representative groups, and 15 providers. Additionally there were replies from an SVQ tutor, a college tutor, an early years training coordinator and a local authority staff member. There were no replies from apprentices.

A substantial majority agreed or strongly agreed that the new frameworks were:

Appropriate for the sector	83%
Deliverable	81%
Achievable	74%
Fit for purpose	71%

Similarly, when asked whether they agreed that it is easy to identify which framework is suitable for a candidate 84% agreed/strongly agreed. On the question of whether the framework would add value to the role 81% agreed/strongly agreed.

83% agreed/strongly agreed that it was easy and to progress to further qualifications. 68% agreed/strongly agreed that it was easy to progress to further learning and development.

Unite support the development of these comprehensive frameworks. This support has been endorsed by Kate Oultram the union lead member of staff on apprenticeships.

The SSSC is currently in early discussions with the National Union of Students regarding the use of vocational qualifications to access HEI.

## Career progression

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

The Social Services and Healthcare SVQ Level 4 (SCQF Level 9) will enable candidates to undertake supervisory/management roles in a range of adult and young people services. On completion of the award candidates may progress onto the Leadership and Management in Care Services SVQ 4 (SCQF Level 10).  
The frameworks in Social Services and Healthcare allow progression through these levels and/or transfer into the Social services (Children and Young people) route.

# Appendices

## APPENDIX 1

### Stakeholder Responsibilities

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

- Awarding Bodies
- Employers
- Modern/ Technical/ Professional Apprentices
- Modern Apprenticeship Group (MAG)
- Standard Setting Organisations
- Skills Development Scotland
- Training Providers

### Role of the Standard Setting Organisations

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

### Role of Skills Development Scotland (SDS)

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

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

Responsibilities include:

- Supporting the Apprentice with ongoing Career Planning advice
- Signposting candidates to suitable vacancies
- Promoting Modern, Technical and Professional Apprenticeship routes on the Skills Development Scotland website

Further information is available from: <https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/modern-apprenticeships>

## **Role of the Awarding Bodies**

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

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

## **Role of the Training Provider**

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

### **Training Providers are responsible for:**

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

## **Role of Modern Apprenticeship Group (MAG)**

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

**MAG is responsible for:**

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

**Role of the Employer**

Employers' responsibilities include:

- Paying all Modern, Technical or Professional Apprentices in accordance with company policy and in line with current legislation
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and define roles and responsibilities for this with relevant parties
- Highlighting opportunities for the Modern, Technical or Professional Apprentice to demonstrate competence
- Meeting with Trainers, Assessors, Verifiers and the Modern, Technical or Professional Apprentices to review progress
- Witnessing candidate performance and verifying evidence
- Releasing Modern, Technical or Professional Apprentices for college/off-the-job training in line with training plan
- Ensuring the experience, facilities and training necessary to achieve the outcomes of the training plan.
- Supporting and encouraging Professional Apprentices and rewarding achievement
- Taking responsibility for the Health & Safety of Modern, Technical or Professional Apprentices.

**Role of the Modern, Technical or Professional Apprentice**

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

**Modern, Technical or Professional Apprentices' responsibilities include:**

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

## APPENDIX 2

### Modern Apprenticeship Centres (MACs)

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

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

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

#### Either

- 1 be approved by an appropriate Awarding Body as a centre for the assessment of the relevant qualification and Career Skills Units

**or**

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

#### In addition

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

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

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

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

- Entering into a formal training agreement with the employer and Apprentice
- Registering Modern, Technical and Professional Apprentices as candidates for the relevant qualification and other selected units with the appropriate Awarding Body
- Registering Modern, Technical and Professional Apprentices with the SSO
- Applying for the final 'Certificate of Completion' on behalf of Modern, Technical and Professional Apprentices
- Informing the SSO of any material alterations to Modern, Technical and Professional Apprentices' training plans or desired changes to the selected Framework outcomes.

**APPENDIX 3: TECHNICAL APPRENTICESHIP SAMPLE TRAINING AGREEMENT**

This Training Agreement is entered into by:

<b><i>Name of Employer:</i></b>	
<b><i>Name of Technical Apprentice:</i></b>	
<b><i>Name of Apprenticeship Centre:</i></b>	
<b><i>Name and Level of MA Framework</i></b>	

**All partners in the agreement will adhere to the SSSC Codes of Practice**

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

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

The **Technical Apprentice's responsibilities** are to:

- 1 work for the employer in accordance with the agreed terms and conditions of employment;



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

The **Apprenticeship Centre's responsibilities** are to:

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

**Apprentices are employees as they earn while they learn so that means if they work in a role that requires SSSC registration they must register for that role.**

**This is a separate registration from the apprenticeship registration. SSSC registration is required even if the apprentice is an extra member of staff and considered a trainee.**

**There is more information about SSSC registration on our website  
<https://www.sssc.uk.com/registration/>**

**Please confirm if Apprentice requires to register with SSSC**

**Please tick below**

Yes ☐ No ☐

This agreement to be signed by all parties:

<b>Employer</b>		<b>Date:</b>
<b>Technical Apprentice</b> (or Parent/Guardian, if under 18)		<b>Date:</b>
<b>Apprenticeship Centre</b>		<b>Date:</b>



## TECHNICAL APPRENTICESHIP TRAINING PLAN

### The Apprenticeship Centre

Name:
Address:
Telephone:
Contact:

### The Technical Apprentice

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

### The Employer

Name:
Address:
Telephone:
Contact:

**Skills Development Scotland office**

Name:
Address:
Telephone:
Contact:

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

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

Enhancements				

Career Skills			
<p>Note: The Career Skills units selected should NOT be the same as any of the mandatory components.</p> <ul style="list-style-type: none"> <li>A threshold of 15 SCQF credits for Technical Apprenticeships and 20 SCQF credits for Professional Apprenticeships must be achieved</li> <li>Technical Apprenticeships must include Career Skills Units at SCQF 7 or above and</li> <li>Professional Apprenticeships must include Career Skills Units at SCQF 8 or above.</li> </ul> <p><i>(Include details of the minimum level required)</i></p>			
	Tick units being undertaken	SCQF Level	SCQF Credit Points
(specify unit)			
(specify unit)			
(specify unit)			
(specify unit)			
(specify unit)			
(specify unit)			
(specify unit)			
(specify unit)			
(specify unit)			

### Optional outcomes

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

	(specify unit)			
	(specify unit)			

**Summary of Technical Apprentice's accredited prior learning:**

**N/A**

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

MA Administrator  
SSSC  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY  
Email: [maenquiries@sssc.uk.com](mailto:maenquiries@sssc.uk.com)  
Web: [www.sssc.uk.com](http://www.sssc.uk.com)

## APPENDIX 4: Career Skills Units for Technical and Professional Apprenticeships

Technical Apprentices should complete Career Skills units at SCQF Level 7 or above and achieve a minimum of 15 Credits in total. Professional Apprenticeships should complete Career Skills units at SCQF Level 8 or above and achieve a minimum of 20 Credits in total. The units have been grouped under four headings:

- ☐ Business Administration
- ☐ Management, including Business Continuity Management and Governance
- ☐ Enterprise
- ☐ Customer Service

Unit Title	SCQF Level	SCQF Credit	SSC/B NOS Code
<b>Business Administration</b>			
<b>Either</b> Implement, monitor and review change <b>Or</b> Implement Change (Management Unit)	9 See below	6 See below	CFABAA116
<b>Either</b> Plan change across teams <b>Or</b> Plan change (Management Unit)	9 See below	6 See below	CFABAA115
Chair meetings	8	4	CFABAA413
Evaluate and solve business problems	8	6	CFABAG128
Implement and evaluate innovation in a business environment	8	6	CFABAA113
Manage and evaluate information systems	8	6	CFABAD122
<b>Either</b> Monitor and evaluate contracts <b>Or</b> Monitor and evaluate the performance of contractors	8 8	6 6	CFABAF121
Negotiate in a business environment	8	7	CFABAG123
<b>Either</b> Plan, run and evaluate projects <b>Or</b> Manage projects (Management Unit)	8 See below	10 See below	CFABAA152
Prepare, co-ordinate and monitor operational plans	8	6	CFABAA1110
Manage an office facility	7	6	CFABAA118
<b>Either</b> Manage budgets <b>Or</b> Manage budgets (Management Unit)	7 See below	5 See below	CFABAA532

Manage communications in a business environment		7	3	CFABAA616
Supervise a team in a business environment		7	6	CFABAG1212
<b>Management</b>				
<b>Either</b>	Build and sustain collaborative relationships with other organisations	11	6	CFAMLD17
<b>Or</b>	Develop and sustain collaborative relationships with other organisations	11	6	CFAM&LDD4
<b>Either</b>	Develop a strategic business plan for your organisation	11	14	CFAMLB3
<b>Or</b>	Develop strategic business plans	11	14	CFAM&LBA6
<b>Either</b>	Ensure an effective organisational approach to health and safety	11	12	CFAMLE7
<b>Or</b>	Provide healthy, safe, secure and productive working environments and practices	7	7	CFAM&LEB1
<b>Either</b>	Improve organisational performance	11	11	CFAMLF12
<b>Or</b>	Manage continuous improvement	11	11	CFAM&LFE5
<b>Either</b>	Manage risk	11	12	CFAMLB10
<b>Or</b>	Manage risks to your organisation	11	11	CFAM&LBB1
<b>Either</b>	Promote equality of opportunity, diversity and inclusion in your organisation	11	12	CFAMLB12
<b>Or</b>	Promote equality of opportunity, diversity and inclusion	8	9	CFAM&LBA7
<b>Either</b>	Promote knowledge management in your organisation	11	7	CFAMLE13
<b>Or</b>	Promote knowledge management and sharing	11	7	CFAM&LEC1
<b>Either</b>	Promote the use of technology within your organisation	11	12	CFAMLE4
<b>Or</b>	Optimise effective use of technology	11	12	CFAM&LEB5
<b>Either</b>	Provide leadership for your organisation	11	13	CFAMLB7
<b>Or</b>	Lead your organisation	11	13	CFAM&LBA1
<b>Either</b>	Manage the development and marketing of products/services in your area of responsibility	10	9	CFAMLF16
<b>Or</b>	Manage the marketing of products and services	11	6	CFAM&LFB5
Put the strategic business plan into action		10	9	CFAMLB4

<b>Either</b>	Develop and implement marketing plans for your area of responsibility	9	5	CFAMLF4
<b>Or</b>	Develop marketing plans	9	5	CFAM&LFB2
<b>And/Or</b>	Implement marketing plans	9	5	CFAM&LFB3
	Encourage innovation in your area of responsibility	9	12	CFAMLC2
	Lead change	9	15	CFAMLC4
	Manage business processes	9	15	CFAMLF3
<b>Either</b>	Manage knowledge in your area of responsibility	9	4	CFAMLE12
<b>Or</b>	Develop knowledge and make it available	9	4	CFAM&LEC3
	Plan change	9	15	CFAMLC5
<b>Either</b>	Recruit, select and keep colleagues	9	12	CFAMLD3
<b>Or</b>	Recruit, select and retain people	9	14	CFAM&LDA2
<b>Either</b>	Develop and implement operational plans for your area of responsibility	8	11	CFAMLB1
<b>Or</b>	Develop operational plans	8	11	CFAM&LBA9
	Manage projects	8	11	CFAM&LFA5
	Implement change	8	11	CFAMLC6
<b>Either</b>	Manage finance for your area of responsibility	8	14	CFAMLE2
<b>Or</b>	Manage the use of financial resources	8	14	CFAM&LEA3
<b>Either</b>	Manage physical resources	8	9	CFAMLE8
<b>Or</b>	Manage physical resources	8	5	CFAM&LEB3
<b>Either</b>	Manage the environmental impact of your work	8	4	CFAMLE9
<b>Or</b>	Manage the environmental and social impacts of your work	8	4	CFAM&LEB4
	Promote equality of opportunity, diversity and inclusion in your area of responsibility	8	10	CFAMLB11
	Provide leadership in your area of responsibility	8	9	CFAMLB6
<b>Either</b>	Allocate and monitor the progress and quality of work in your area of responsibility	7	14	CFAMLD6
<b>Or</b>	Manage people's performance at work	7	14	CFAM&LDB4
<b>Either</b>	Build and manage teams	7	8	CFAMLD9
<b>Or</b>	Build Teams	9	8	CFAM&LDB1
	Communicate information and knowledge	7	3	CFAMLE11



Ensure health and safety requirements are met in your area of responsibility	7	11	CFAMLE6
Manage budgets	7	11	CFAM&LEA4
<b>Either</b> Manage your own resources and professional development	7	8	CFAMLA2
<b>Or</b> Develop your knowledge, skills and competence	7	6	CFAM&LAA2
<b>Either</b> Provide leadership for your team	7	9	CFAMLB5
<b>Or</b> Lead your team	7	9	CFAM&LBA3
<b>(Business Continuity Management)</b>			
Develop a Business Continuity Management (BCM) strategy	10	10	CFABCM201
Design Business Continuity Management (BCM) procedures	8	8	CFABCM101
Manage incident response teams	8	5	CFABCM301
Assist in the design of Business Continuity Management (BCM) procedures	7	4	CFABCM102
Assist with the development of an organisational Business Continuity Management (BCM) strategy	7	5	CFABCM202
Lead a response team	7	4	CFABCM302
Operate incident response procedures	7	4	CFABCM303
Communicating during an incident	7	5	CFABCM401
<b>(Governance)</b>			
Define the responsibilities, powers and tasks of the governing body	12	13	CFA 501
Define the organisation's strategy and structure	12	13	CFA 502
Determine the organisation's purpose, vision, values and ethical behaviour	12	13	CFA 503
Ensure effective functioning and performance of the governing body	12	14	CFA 504
Ensure effective governing body decision making and delegation	12	14	CFA 505
Evaluate organisational and managerial performance to ensure effective compliance and control systems	12	15	CFA 506
Exercise accountability and engage effectively with key stakeholders	12	12	CFA 507

Customer Service			
Apply technology or other resources to improve customer service	8	11	CFACSD18
Build and maintain effective customer relations	8	8	CFACSB15
Champion customer service	8	10	CFACSA17
Develop a customer service strategy for a part of an organisation	8	11	CFACSD16
Follow organisational rules, legislation and external regulations when managing customer service	8	10	CFACSF6
Plan and organise the development of customer service staff	8	9	CFACSD15
Plan, organise and control customer service operations	8	10	CFACSB13
Review the quality of customer service	8	8	CFACSB14
Apply risk assessment to customer service	7	10	CFACSC6
<b>Either</b> Build a customer service knowledge set	7	7	CFACSA16
<b>Or</b> Build a customer service knowledge base	7	7	CFACSA16
<b>Either</b> Demonstrate understanding of customer service	7	6	CFACSF3
<b>Or</b> Show understanding of customer service	7	6	CFACSF3
Gather, analyse and interpret customer feedback	7	10	CFACSD12
Manage customer service performance	7	7	CFACSD20
Promote continuous improvement	7	7	CFACSD9
Use customer service as a competitive tool	7	8	CFACSA14
Enterprise			
Evaluate an existing business opportunity	9	6	CFABD9
Get support for a creative idea	9	9	CFABD10
Explore overseas markets	9	14	CFAWB6
Carry out a review of the business	8	8	CFABD4
Make deals to take your business forward	8	6	CFAEE3
Find innovative ways to improve your business	8	8	CFAEE4
Plan how to let your customers know about your products and services	8	8	CFAWB2
Advertise your products and services	8	5	CFAWB4
Sell your products or services	8	7	CFAWB5
Bid for work	8	5	CFAWB9
Win and keep customers	7	7	CFAEE2
Manage cash flow	7	3	CFAMN4
Review the skills the business needs	7	4	CFAOP1
Check what your customers need from the business	7	5	CFAWB1
Plan how you will sell your products or services	7	4	CFAWB3

Make presentations about your business	7	4	CFAWB10
Delegate work to others	7	4	CFAYS6

- Note 1: Either/Or choice indicates that a unit has been revised.
- Note 2: Not all units are accredited. SSO's should consult Awarding Bodies for availability.