

SCOTTISH HIGHER LEVEL APPRENTICESHIPS

A

TECHNICAL APPRENTICESHIP

IN

INFORMATION SECURITY

AT

SCQF 8

FRAMEWORK DOCUMENT
FOR SCOTLAND

e-skills UK

August 2014

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The Sector Skills Council for
Business and Information Technology

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

Who are they for?

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 SSCs. 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:

- A relevant SVQ (or alternative competency based qualification), HN Qualification, Professional Qualification or other qualification at SCQF level 8 and above
- Career Skills (known as core skills for Frameworks at SCQF Levels 5, 6 and 7)
- Industry specific training

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

Technical Apprenticeship in Information Security

Information (including Cyber) security is one of the most pressing issues of our time. The UK government has assessed the cost of cyber crime to the UK economy as £27bn a year (Cost of Cyber Crime": A Detica Report in partnership with the Cabinet Office, February 2011). The National Security Council Strategy October 2010 highlighted attacks on computer networks as among the biggest emerging security threats to the UK, along with international terrorism and international military crises.

Information Security is a business survival issue for every company in every sector, and employers of IT professionals highlight 'IT security and data protection' as the most critical priority for the sector, in terms of both impact and urgency . Companies in every sector face increasing business risk through lack of the necessary security skills. The PWC 'Global State of Information Security Survey' shows that across Europe, the majority of businesses have detected cyber security incidents in the last year (93% of large companies and 76% of SMEs), with nearly 1 in 5 having detected 50 or more breaches (Cyber Security M&A, PriceWaterhouseCoopers, November 2011). These attacks resulted in financial loss, intellectual property theft, loss of shareholder value and loss of customers. The suspected sources ranged from employees and competitors to criminals and terrorists.

Information and Cyber security is an area of significant growth potential globally, with the UK and Scotland having particular expertise. PWC's assessment is that the market for cyber security products and services will grow close to 10% a year . The need for the government to help develop the UK cyber sector has been highlighted as an important growth area for the economy. According to research undertaken by Frost and Sullivan on behalf of (ISC)² published in 2011 , there were an estimated 2.28 million IS Professionals globally, with an estimated requirement by 2015 of 4.2 million, therefore estimating a global shortfall of 54%.

The prime objective of this framework is to increase the flow of suitably qualified persons into Information Security roles.

Summary of Framework

Diagram showing the contents of the Technical Apprenticeship in Information Security

Mandatory outcomes

SVQ/ CBQ/ HN Qualification/ Professional Qualification

- The following must be achieved:

- Diploma for Information Security Professionals at SCQF Level 8, 150 credits GJ74 48

Career Skills (see Appendix 4 for full list)

- Employer and individual to select the appropriate Career Skills units within the agreed thresholds

Enhancements

N/A

Optional Outcomes

Additional SVQ Units/Qualifications/Training

e-skills UK **strongly** encourages employers to add further qualifications and training to the framework to meet the business needs of the organisation and developmental needs of the apprentice.

This may take the form of specific product or technology training either provided in-house by employers or leading to an industry-recognised security or general IT certification.

The Framework

The mandatory and optional content of the Professional Apprenticeship in [insert name of Framework] is as follows:

Mandatory Outcomes

SVQ(s)/ CBQs/ Other Qualifications

Each apprentice is required to achieve the following Qualification:

- Diploma for Information Security Professionals at SCQF Level 8, 150 credits

In summary the qualifications structure, in credit terms, is as follows:

| Minimum Credit required | Mandatory (Group A) | Work-based Options (Group B) | Knowledge Options (Group C) | Other SCQF units (Group D) |
|-------------------------|---------------------|------------------------------|-----------------------------|----------------------------|
| 150 | 51 | 64 minimum | no minimum no maximum | 12 maximum |

Full details of the qualification structure and unit details are available at <http://www.e-skills.com/apprenticeships>

Competency based qualifications (CBQs) and 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. They 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 or CBQ, 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 (from any section), 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.

Registration and certification

This Scottish Modern Apprenticeship is managed by e-skills UK. The SSC is the first point of contact in Scotland for any enquiries in relation to the Framework. Contact details:

e-skills UK
1 Castle Lane
London
SW1E 6DR

Tel: 0207 963 8920
Fax: 0207 592 9138
E: apprenticeships@e-skills.com

The SSC will register all Scottish Technical and Professional Apprentices undertaking this Framework. **All Apprentices must be registered with the SSC within 4 weeks of starting their apprenticeship.** Registration can be made by completing the Sample Training Plan and Sample Training Agreement in Appendix 3 and sending these to the above address or completing the online registration system (MA Online, www.maonline.org.uk). 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 SSC 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 SSC that the mandatory outcomes have been achieved. This will normally be in the form of photocopies of certificates from awarding bodies.

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

SSC Service level

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

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

Recruitment and selection

The recruitment and selection of 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 SSC for advice and guidance on recruitment and selection.

There are no specific sectoral entry conditions for this framework. However the majority of apprenticeship roles within Information Security require:

- Individuals to be proactive, fast learners; able to work both in a team and sometimes alone
- The ability to focus on assisting customers and colleagues find solutions to problems
- The ability to work logically and methodically, often under pressure to set deadlines
- Good attention to detail and the ability to deliver what is required, when it is required
- Individuals to be open to change and focus on the requirements of the business at all times

Roles in areas such as Secure Development would suit individuals who:

- Have an interest in design and creativity, with good attention to detail
- Have a mathematical or analytical mind
- Have good logical reasoning and problem solving skills

Roles in providing Information Security services and consultancy would suit individuals who:

- Are able to analyse and solve problems
- Enjoy working to deadlines and under pressure
- Have excellent interpersonal skills and are comfortable presenting to others

While qualifications are not a prerequisite for entry to a Level 4 Apprenticeship they are strongly recommended and in their absence extensive relevant prior training, experience or industry certifications are required. These could take the form of FE qualifications such as HNCs or BTECs (and equivalents), vendor certifications (e.g. from Microsoft or Cisco) and employer training courses.

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. SSC 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. SSC 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 SSC 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.

Current provision

The following centres are currently offering general IT & Telecoms Apprenticeships:

- Baltic Training
- BT Group
- Falkirk College
- InTraining Group
- James Watt College
- MI Technologies
- Motherwell College
- PD Solutions Ltd
- QA Ltd
- You Train Ltd

It is anticipated that a number of these will offer this new Information Security Apprenticeship.

The SSC 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

Extensive consultation was carried out both prior to, and during, the development of this framework to ensure that the needs of employers and candidates were met. This consultation involved a wide range of employers, training providers, awarding bodies and other stakeholders including SQA Accreditation and SDS.

During the consultation process the need for a higher level apprenticeship was identified by a number of major employers. Level 4 / SCQF8 emerged as the preferred option during the detailed development phase.

Development of the qualification structure and units was carried out by an expert working group under the lead of e-skills UK with the results widely disseminated for comment and feedback. All feedback received was collated and analysed by the working group and incorporated where relevant and appropriate.

Career progression

There is little standardisation of job titles in Information Security which makes it difficult to specify these precisely. However this Apprenticeship framework provides the skills, knowledge and competence required to operate in a variety of roles in a wide range of areas such as:

- Network Security
- Secure Systems Development
- Information Assurance
- Penetration Testing

On completion of this Level 4 Apprenticeship candidates can progress to management, consultancy or other senior positions in their employment. Alternatively, successful apprentices could opt to return to full-time (or part-time) Higher Education to work towards Honours and Masters Degrees.

Professional Bodies

Professional Bodies for the sector are:

- The Institute of Information Security Professionals
- The Institution of Engineering and Technology (ICTTEch)
- BCS The Chartered Institute for IT (CITP and CEng)

Successful completion of this Level 4 framework can contribute to meeting membership requirements.

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)
- Sector Skills Councils (SSCs)
- Skills Development Scotland
- Training Providers

Role of the Sector Skills Councils

SSCs 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.

For details on your sector's SSC, follow the link to the Alliance of Sector Skills Councils' website <http://www.sscalliance.org>

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: <http://www.skillsdevelopmentscotland.co.uk/our-services/modern-apprenticeships.aspx>

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 SSC (and Skills Development Scotland if appropriate).
- Compiling and agreeing assessment schedules/assessment plans
- Judging performance evidence
- Completing assessment records
- Reviewing candidates progress at regular intervals
- Submitting records and evidence for moderation
- Advising the Modern, 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 SSC to deliver this Framework. Such approved organisations are called Modern Apprenticeship Centres (MACs)

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

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

Either

1 be approved by an appropriate Awarding Body as a centre for the assessment of the relevant 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 SSC will maintain a database of MACs for the delivery of the Framework within Scotland, which will be available to employers and others.

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

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

In addition to the assessment of the Modern, 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 SSC
- Applying for the final 'Certificate of Completion' on behalf of Modern, Technical and Professional Apprentices
- Informing the SSC of any material alterations to Modern, Technical and Professional Apprentices' training plans or desired changes to the selected Framework outcomes.

APPENDIX 3: TECHNICAL/ PROFESSIONAL SAMPLE TRAINING AGREEMENT



This Training Agreement is entered into by:

| | |
|--|--|
| Name of Employer: | |
| Name of Technical/ Professional Apprentice: | |
| Name of Modern Apprenticeship Centre: | |

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/ Professional Apprentice’s responsibilities** are to:

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

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

- 1 agree the content of the 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.

This agreement to be signed by all parties:

| | | |
|---|--|--------------|
| Employer | | Date: |
| Technical/ Professional Apprentice <i>(or Parent/Guardian, if under 18)</i> | | Date: |
| Modern Apprenticeship Centre | | Date: |



TECHNICAL/ PROFESSIONAL APPRENTICESHIP TRAINING PLAN

The Modern Apprenticeship Centre

| |
|------------|
| Name: |
| Address: |
| Telephone: |
| Contact: |

The Technical or Professional 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 (please identify level) <i>(List mandatory and optional units)</i> | | Tick units being undertaken | SCQF Level | SCQF Credit Points |
|---|--|------------------------------------|-------------------|---------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Qualification level (please identify level) <i>(List mandatory and optional units)</i> | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
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| | | | | |
| | | | | |
| | | | | |
| Enhancements | | | | |
| | | | | |
| | | | | |

| Career Skills <i>(Include details of the minimum level required)</i> | | Tick units being undertaken | SCQF Level | SCQF Credit Points |
|--|----------------------|------------------------------------|-------------------|---------------------------|
| 1 | (full name and code) | | | |
| 2 | (full name and code) | | | |
| 3 | (full name and code) | | | |
| 4 | (full name and code) | | | |
| 5 | (full name and code) | | | |

Optional outcomes

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

Summary of Technical/ Professional Apprentice’s accredited prior learning:

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

e-skills UK
1 Castle Lane
London
SW1E 6DR

Tel: 0207 963 8920
Fax: 0207 592 9138
E: apprenticeships@e-skills.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.

| Business Administration | | | |
|---|-------------|----|------------|
| Either Implement, monitor and review change Or Implement Change (Management Unit) | 9 | 6 | CFABAA116 |
| | (see below) | | |
| Either Plan change across teams Or Plan change (Management Unit) | 9 | 6 | CFABAA115 |
| | (see below) | | |
| 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 |
| Either Monitor and evaluate contracts Or Monitor and evaluate the performance of contractors | 8 | 6 | CFABAF121 |
| | 8 | 6 | CFABAF121 |
| Negotiate in a business environment | 8 | 7 | CFABAG123 |
| Either Plan, run and evaluate projects Or Manage projects (Management Unit) | 8 | 10 | CFABAA152 |
| | (see below) | | |
| Prepare, co-ordinate and monitor operational plans | 8 | 6 | CFABAA1110 |
| Manage an office facility | 7 | 6 | CFABAA118 |
| Either Manage budgets Or Manage budgets (Management Unit) | 7 | 5 | CFABAA532 |
| | (see below) | | |
| Manage communications in a business environment | 7 | 3 | CFABAA616 |
| Supervise a team in a business environment | 7 | 6 | CFABAG1212 |
| Management | | | |
| Either Build and sustain collaborative relationships with other organisations Or Develop and sustain collaborative relationships with other organisations | 11 | 6 | CFAMLD17 |
| | 11 | 6 | CFAM&LDD4 |
| Either Develop a strategic business plan for your organisation Or Develop strategic business plans | 11 | 14 | CFAMLB3 |
| | 11 | 14 | CFAM&LBA6 |
| Either Ensure an effective organisational approach to health and safety Or Provide healthy, safe, secure and productive working environments and practices | 11 | 12 | CFAMLE7 |
| | 7 | 7 | CFAM&LEB1 |
| Either Improve organisational performance Or Manage continuous improvement | 11 | 11 | CFAMLF12 |
| | 11 | 11 | CFAM&LFE5 |
| Either Manage risk Or Manage risks to your organisation | 11 | 12 | CFAMLB10 |
| | 11 | 11 | CFAM&LBB1 |
| Either Promote equality of opportunity, diversity and inclusion in your organisation Or Promote equality of opportunity, diversity and inclusion | 11 | 12 | CFAMLB12 |
| | 8 | 9 | CFAM&LBA7 |
| Either Promote knowledge management in your organisation Or Promote knowledge management and sharing | 11 | 7 | CFAMLE13 |
| | 11 | 7 | CFAM&LEC1 |
| Either Promote the use of technology within your organisation Or Optimise effective use of technology | 11 | 12 | CFAMLE4 |
| | 11 | 12 | CFAM&LEB5 |
| Either Provide leadership for your organisation | 11 | 13 | CFAMLB7 |

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| Or | Lead your organisation | 11 | 13 | CFAM&LBA1 |
| Either | Manage the development and marketing of products/services in your area of responsibility | 10 | 9 | CFAMLF16 |
| Or | Manage the marketing of products and services | 11 | 6 | CFAM&LFB5 |
| | Put the strategic business plan into action | 10 | 9 | CFAMLB4 |
| Either | Develop and implement marketing plans for your area of responsibility | 9 | 5 | CFAMLF4 |
| Or | Develop marketing plans | 9 | 5 | CFAM&LFB2 |
| And/Or | 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 |
| Either | Manage knowledge in your area of responsibility | 9 | 4 | CFAMLE12 |
| Or | Develop knowledge and make it available | 9 | 4 | CFAM&LEC3 |
| | Plan change | 9 | 15 | CFAM&LCA2 |
| Either | Recruit, select and keep colleagues | 9 | 12 | CFAMLD3 |
| Or | Recruit, select and retain people | 9 | 14 | CFAM&LDA2 |
| Either | Develop and implement operational plans for your area of responsibility | 8 | 11 | CFAMLB1 |
| Or | Develop operational plans | 8 | 11 | CFAM&LBA9 |
| | Manage projects | 8 | 11 | CFAM&LFA5 |
| | Implement change | 8 | 11 | CFAMLC6 |
| Either | Manage finance for your area of responsibility | 8 | 14 | CFAMLE2 |
| Or | Manage the use of financial resources | 8 | 14 | CFAM&LEA3 |
| Either | Manage physical resources | 8 | 9 | CFAMLE8 |
| Or | Manage physical resources | 8 | 5 | CFAM&LEB3 |
| Either | Manage the environmental impact of your work | 8 | 4 | CFAMLE9 |
| Or | 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 |
| Either | Allocate and monitor the progress and quality of work in your area of responsibility | 7 | 14 | CFAMLD6 |
| Or | Manage people's performance at work | 7 | 14 | CFAM&LDB4 |
| Either | Build and manage teams | 7 | 8 | CFAMLD9 |
| Or | 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 |
| Either | Manage your own resources and professional development | 7 | 8 | CFAMLA2 |
| Or | Develop your knowledge, skills and competence | 7 | 6 | CFAM&LAA2 |
| Either | Provide leadership for your team | 7 | 9 | CFAMLB5 |
| Or | Lead your team | 7 | 9 | CFAM&LBA3 |
| | (Business Continuity Management) | | | |
| | 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 |

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| 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 |
| (Governance) | | | |
| 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 |
| Either Build a customer service knowledge set | 7 | 7 | CFACSA16 |
| Or Build a customer service knowledge base | 7 | 7 | CFACSA16 |
| Either Demonstrate understanding of customer service | 7 | 6 | CFACSF3 |
| Or 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 |

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| 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. SSCs should consult Awarding Bodies for availability.