



A

# MODERN APPRENTICESHIP

IN

## Land-based Engineering Level 2

FRAMEWORK DOCUMENT  
FOR  
SCOTLAND

Lantra

Available from 9<sup>th</sup> February 2015

Lantra  
Lantra House  
Stoneleigh Park  
Coventry  
CV8 2LG

The Lantra logo, consisting of the word "LANTRA" in a bold, red, sans-serif font, centered within a white rectangular box.

## Contents

Modern Apprenticeships in Scotland	3
Modern Apprenticeship in Land-based Engineering	4
Summary of Framework	6
The Framework	8
Registration and certification	9
Recruitment and selection	11
Equal opportunities	11
Health and safety	12
Contracts	12
Employment status of Modern Apprentices	12
Terms and conditions of employment	12
Training and development	12
Consultation Process	16
Career progression	17

## Appendices

Appendix 1	Stakeholder Responsibilities	18
Appendix 2	Modern Apprenticeship Centres (MACs)	21
Appendix 3	Training Agreement and Training Plan	22

## Modern Apprenticeships in Scotland

### What are Modern Apprenticeships?

Modern Apprenticeships offer those aged over 16 paid employment combined with the opportunity to train for jobs at craft, technician and management level.

### Who develops them?

Modern 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?

Modern Apprenticeships are available to employees aged 16 or over. Employees need to demonstrate to their employer that they have the potential to complete the programme. All Modern Apprentices must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The modern apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

### What's in a Modern Apprenticeship?

In Scotland, there are more than 70 different Modern 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: SCQF 5 (SVQ 2), SCQF 6/7 (SVQ 3), SCQF 8/9 (SVQ 4) and SCQF 10 (SVQ 5). They all contain the same 3 basic criteria:

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

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

## Modern Apprenticeships in Land-based Engineering

The land-based engineering sector is small but of vital importance to the agriculture, horticulture, arboriculture, forestry and ground care industries, as it supplies and maintains all their equipment and machinery. The sector covers manufacture, dealership, hire and maintenance.

Land-based engineering is a highly specialised industry working with a vast array of machines from lawn mowers to large combine harvesters, which are often very valuable. Employees are expected to work on a wide range of specialist vehicles and machines used in farming, forestry, horticultural businesses, ground care and sports facilities including golf courses and parks. They play an important role in keeping equipment in good working order through planned maintenance, as well as carrying out any diagnostic and repair work when required.

Often when qualified, workers are called upon to work alone in the field, this requires good knowledge of health and safety legislation and working alone policies. This type of work requires specific skills and knowledge in which learners will gain from completing a Modern Apprenticeship in land-based engineering.

There are currently 240 land-based engineering businesses in Scotland employing 400 people. It is predicted that between 2010 and 2020 a further 160 people will be required. Half of these will be required to be trained to levels 2 and 3. The land-based engineering sector is currently better qualified at level 2 and 3 compared to all sectors in the UK with 28% qualified at level 2 (compared to 21%) and 23% qualified at level 3 (compared to 19%) and this trend needs to carry on due to the continuous advances in technology within the sector. (Lantra Land-based Engineering factsheet 2011).

Skill shortages are still a problem for the sector though with 13% of vacancies hard to fill due to a 'low number of applicants with the required skills'. This is mainly due to the increasing use of technology and IT in the industry, both within the equipment and the reliance on computers for diagnostics and parts referencing, as well as the internet to promote, secure and retain customers. Skills gaps are also a problem with 20% of land-based engineering businesses reporting a skills gap. Skills that need improving include technical and practical, communication, customer handling, problem solving and management. (Lantra Land-based Engineering factsheet 2011).

The industry has identified three key areas which have been reflected in the pathways which can be followed within the qualifications at levels 2 and 3 which are agriculture, arboriculture/forestry and ground care. The amount of technology now built into land-based equipment is continually increasing with most tractors now fitted with GPS and air conditioning for example.

Agriculture encompasses the maintenance, servicing and repair of a full range of machines, implements and tools used in modern agriculture. Most typically this will relate to self-propelled equipment such as ATV's, combines, tractors and associated implements (for example, cultivators, tractor-powered equipment, slurry pumps and irrigation equipment) used in commercial agricultural operations.

Arboriculture/forestry encompasses the maintenance, servicing and repair of the specialist equipment and associated technology used within the commercial, public sector, urban and domestic timber-related arenas. Typically this will expose candidates to tree-harvesting, extraction and processing equipment together with the machines and equipment needed for arboricultural practice (such as chainsaws, pole pruners and mobile elevated work platforms).

Ground Care focuses on the maintenance, servicing and repair of self-propelled and hand-held equipment and machinery used within the commercial, public sector and urban market for leisure and amenities management. Quite typically this will relate to grass-cutting and green-keeping equipment, together with implements which promote soil and lawn health (aerators, scarifiers).

Modern apprenticeships continue to be a popular way with employers in the land-based engineering industry to train and qualify those entering the industry as they provide the added value of combining on the job practical experience with off the job technical training. The apprentices have the opportunity to work alongside qualified, experienced colleagues carrying out real work for customers, with all of the issues, time constraints etc. that go with this. This experience, combined with attendance at college to undertake the SVQ, provides the ideal combination for both the apprentice and for the employer.

Achievement of the MA has shown a steady increase over the last three years and a revised and more flexible apprenticeship should ensure that this trend continues.

The level 2 MA framework has undergone revisions to reflect the changing needs of the industry, allowing learners to develop a wider range of skills and now includes both Emergency First Aid at Work and Abrasive Wheels as additional enhancements.

The level 2 SVQ now includes health and safety which was not previously included and which employers felt was important. It also has more flexibility in the choice of units, which will enable learners to gain the skills required.

## Summary of Framework

Diagram showing the contents of the Modern Apprenticeship in [name of Framework]

### Duration

Industry has agreed that the level 2 MA Framework duration is 2 years.

### Mandatory outcomes

**SVQ or alternative competency based qualification**

- One of the following qualifications must be achieved:

- SVQ2 Land-based Engineering (Agriculture) at SCQF level 5, code GK3K 22 (IMI Awards)
- SVQ2 Land-based Engineering (Agriculture) at SCQF level 5, code GK44 22 (SQA)
- SVQ2 Land-based Engineering (Arboriculture/Forestry) at SCQF level 5, code GK3L 22 (IMI Awards)
- SVQ2 Land-based Engineering (Arboriculture/Forestry) at SCQF level 5, code GK42 22 (SQA)
- SVQ2 Land-based Engineering (Ground Care) at SCQF level 5, code GK3M 22 (IMI Awards)
- SVQ2 Land-based Engineering (Ground Care) at SCQF level 5, code GK43 22 (SQA)

130 – 153 credit points

**Core Skills**

- Communication SCQF level 4
- Working With Others SCQF level 4
- Problem Solving SCQF level 4
- Information and Communication Technology SCQF level 4
- Numeracy SCQF level 4

All of the above core skills do not require separate certification.

**Enhancements**

The apprentice must achieve both of the following:

Emergency First Aid at Work qualification approved by the Health and Safety Executive (HSE) which needs to be current when the learner completes the framework.

Suitable qualifications include:

Ref. no.	Awarding Body	Title
GG24 45	SQA	Emergency First Aid in Workplace at SCQF Level 5
R266 04	Lantra Awards	Emergency First Aid at Work at SCQF Level 5

Abrasive Wheels course which is a nationally recognised occupational assessment.

Suitable courses include:

Ref. no.	Awarding Body	Title
CLMB02X – 08X	Lantra Awards	Abrasive Wheels – as appropriate

Where a certificate has an expiry date, it must be current at the time of completion of the apprenticeship.

The above list is not exhaustive. There is flexibility to allow for additions to the list by agreement between the employer, the training provider and the learner at the beginning of the apprenticeship, which must then be agreed with Lantra.

## Optional Outcomes

### Additional SVQ Units/Qualifications/Training

N/A

## The Framework

### Duration

It is expected that apprentices following this framework will take 2 years to complete. This includes 520 hours of off-the-job training.

### Mandatory Outcomes

#### SVQ(s)/ CBQs

Each apprentice is required to achieve one of the following Qualifications:

GK3K 22	IMI Awards	SVQ 2 Land-based Engineering (Agriculture) at SCQF Level 5 (138 – 153 credit points)
GK44 22	SQA	SVQ 2 Land-based Engineering (Agriculture) at SCQF Level 5 (138 – 153 credit points)
GK3L 22	IMI Awards	SVQ 2 Land-based Engineering (Arboriculture/Forestry) at SCQF Level 5 (138 – 153 credit points)
GK42 22	SQA	SVQ 2 Land-based Engineering (Arboriculture/Forestry) at SCQF Level 5 (138 – 153 credit points)
GK3M 22	IMI Awards	SVQ 2 in Land-based Engineering (Ground Care) at SCQF Level 5 (130 – 146 credit points)
GK43 22	SQA	SVQ 2 in Land-based Engineering (Ground Care) at SCQF Level 5 (130 – 146 credit points)

All Scottish Modern Apprenticeships must contain a relevant Scottish Vocational Qualifications (SVQs) or Competency Based Qualifications (CBQs). SVQs and CBQs are work-based qualifications based on National Occupational Standards of competence drawn up by representatives from each industry sector. They are made up of units – normally between six and ten – which break a job down into separate functions reflecting the different kind of activities of a job. SVQs and CBQs are available at a range of levels – although most are at SCQF Levels 5, 6 and 7 (SVQ Level 2 and 3). When someone has achieved an SVQ or CBQ, there is a guarantee that they have the skills and knowledge needed to do their job.

### Core Skills

Each apprentice is required to achieve the following core skills:

- Communication SCQF level 4 - F426 04 (6 credits)
- Working with others SCQF level 4 - F42N 04 (6 credits)
- Problem Solving SCQF level 4 - F42J 04 (6 credits)
- Information Technology SCQF level 4 - F42E 04 (6 credits)
- Numeracy SCQF level 4 - F42A 04 (6 credits)

All of the above core skills do not require separate certification. See Core skills mapping document for details.

Core Skills are skills and abilities which everyone needs in their work. This is true for every job in every workplace. Core Skills also feature in National Qualifications such as Standard Grades and Highers and from 2000, Scottish candidates have been issued with a Core Skills profile on their Scottish Qualifications Certificate. Candidates who have already been certificated as achieving Core Skills at the levels given above – either in the workplace or at school or college - do not need to repeat these Core Skills as part of the Modern Apprenticeship Framework.



### Enhancements

The sector feels that those entering the industry via the level 2 Modern Apprenticeship should have the following:

Emergency First Aid at Work qualification (approved by The Health and Safety Executive) which must be current when the learner completes the framework.

Suitable qualifications include:

Ref. no.	Awarding Body	Title
GG24 45	SQA	Emergency First Aid in Workplace at SCQF Level 5
R266 04	Lantra Awards	Emergency First Aid at Work at SCQF Level 5

Abrasive Wheels course which is a nationally recognised occupational assessment.

Suitable courses include:

Ref. no.	Awarding Body	Title
CLMB02X – 08X	Lantra Awards	Abrasive Wheels – as appropriate

Where a certificate has an expiry date, it must be current at the time of completion of the apprenticeship.

The above list is not exhaustive. There is flexibility to allow for additions to the list by agreement between the employer, the training provider and the learner at the beginning of the apprenticeship, which must then be agreed with Lantra.

### Optional Outcomes

N/A

## Registration and certification

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

Lantra  
Lantra House  
Stoneleigh Park  
Coventry  
Warwickshire  
CV8 2LG  
  
Telephone: 02476 696996

The SSC will register all Scottish Modern Apprentices undertaking this Framework. **All Modern Apprentices must be registered with the SSC within 4 weeks of starting their apprenticeship.**

Candidates must be registered online using [www.modernapprenticeship.org](http://www.modernapprenticeship.org) by setting up a record. Lantra request that the MA Agreement is uploaded to MA online before registration.

In the case of MAs which receive funding it is acceptable for the Skills Development Scotland Training Plan to be used on the condition that it includes all relevant information as set out in the MA Training Plan.

The SSC will issue a Modern Apprenticeship Certificate of Completion to those Modern 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 Modern Apprentices is primarily the responsibility of the employer. However, the following guidance is given:

- Employees may enter a Modern Apprenticeship from the age of 16. There is no upper age limit.
- The Modern 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 Modern 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 Modern Apprenticeship within the industry all literature distributed for recruitment purposes should emphasise the high standards of achievement expected of the candidate.
- Employers may wish to contact the SSC for advice and guidance on recruitment and selection.

There are no formal entry requirements; however the learner must be employed in a suitable job role in order to gain the experience and knowledge required for the SVQ and Modern Apprenticeship.

In addition an apprentice should:

- Be committed to a career in the land-based engineering sector
- Enjoy working with machinery
- Be prepared to attend off the job training
- Have a positive attitude towards learning
- Be able to acquire the broad range of skills, knowledge and understanding required in the apprenticeship
- Be competent to complete the level 2 SVQ
- Be able to demonstrate relevant core skill competence

## Equal opportunities

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

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

All Modern 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 Modern Apprenticeship programme:

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

## Employment status of Modern Apprentices

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

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

## Terms and conditions of employment

In order to compete with other sectors offering Modern Apprenticeships, attractive packages will need to be developed by employers in the sector. The terms and conditions of employment for individual Modern 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 Modern Apprenticeship system. Some organisations may become approved SVQ Assessment Centres; others may join a consortium or use peripatetic assessors. Some large employers will be able to complete all 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 Core Skills where appropriate.

## List of Training Providers

This list below shows the providers who are currently delivering the Modern Apprenticeship and have confirmed they will continue to do so.

- Babcock International
- SRUC Barony Campus
- SRUC Oatridge Campus

## Delivery of Training for the Modern Apprenticeship in Land-based Engineering level 2

### Work-based training

#### Delivery and assessment method

Work-based or on-the-job training is defined as skills, knowledge and competence gained within normal work duties.

On-the-job training should:

- Achieve clear and specific outcomes which contribute directly to the successful achievement of the MA framework and this may include accredited and non-accredited elements.
- Be planned, reviewed and evaluated jointly between the modern apprentice and a tutor, mentor or manager
- Allow access as and when required by the modern apprentice either to a tutor, mentor or manager.
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study.

Assessment is generally carried out in the candidate's place of work but where this is not possible assessment can be carried out in a training environment, but the situation should reflect a real work environment as far as possible. Lantra provides a guidance document for those delivering and assessing the Land-based Engineering Operations SVQs which provides clarification on delivery and assessment and sets out where simulation is allowed. Simulation must be agreed with the External Verifier first.

Regular reviews should take place with the apprentice as well as their employer/mentor/supervisor (whichever is appropriate) to discuss progress. Apprentices keep a record of activities carried out in the workplace using work logs and task sheets.

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

Appropriate qualifications from the following list should be held by those undertaking delivery and assessment depending on whether they are delivering or just assessing in the workplace:

A1/V1/TAQA  
L&D9DI  
PTLLS/AET  
CTLLS/CET  
DTLLS/DET  
Cert Ed

Those involved in delivery and assessment of SVQs are advised to check with the SQA guidance on assessor and verifier competence requirements and the note issued September 2013. Assessors and verifiers who currently hold D or A and V Units are still considered to be qualified assessors and internal verifiers/external verifiers and are not required to undertake the new Units. However, they must be working to the current NOS and undertaking appropriate continuous professional development. Any new assessors and verifiers, who do not currently hold any of these qualifications, should undertake the qualifications based on the current Learning and Development (L & D) NOS.

The relationship between the current L & D Units and previous Assessor and Verifier qualifications can be found on the attached link.

[http://www.sqa.org.uk/sqa/files\\_ccc/Assessor%20and%20Verifier%20Competence%20FINAL.pdf](http://www.sqa.org.uk/sqa/files_ccc/Assessor%20and%20Verifier%20Competence%20FINAL.pdf)

Assessors should also check the Lantra Assessment Strategy for guidance.

Appropriate occupational competence is also required for the specified qualifications

Staff involved in delivery and assessment should also:

- Maintain their industry knowledge through CPD activities
- Participate in in-house or awarding body training and workshops / standardisation sessions.

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

N/A

### **Off-the-job training**

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

Off-the-job training is defined as time for learning activities away from normal work duties. Off-the-job training needs to:

- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study and induction.
- Lead to the achievement of the SVQ and any other specified awards.

For completion of the Level 2 Modern Apprenticeship framework, this includes 520 hours of off-the-job training.

#### **Delivery and assessment method**

Delivery of the training may include:

- Attending day /block release
- Distance learning
- Using on line tutorials
- Completion of work based projects

Underpinning knowledge is delivered as an integral part of the SVQ and will be delivered by the training provider as part of off-the-job training as well as informally as part of on-the-job training with their employer. Modern apprentices may also be required to prepare for lessons by carrying out self study.

Underpinning knowledge will be assessed through methods such as:

- Questioning during observation
- Structured oral and written questioning
- Set tasks and scenarios
- Task based work activity

Assessment is generally carried out in the candidate's place of work but where this is not possible assessment can be carried out in a training environment but the situation should reflect a real work environment as far as possible. Lantra provides a guidance document for those delivering and assessing the Land-based Engineering Operations SVQs which provides clarification on delivery and assessment and sets out where simulation is allowed. Simulation must be agreed with the External Verifier first.

It takes modern apprentices 2 years to achieve the SVQ 2 in Land-based Engineering Operations.

#### **Exemptions**

Not applicable

## **The SSC training plan**

The plan is required to identify:

- 1 The selected Framework outcomes, specifying whether or not separate certification of the Core Skills is being sought.
- 2 A summary of the Modern Apprentices accredited prior learning
- 3 A timetable for achievement of the selected Framework outcomes, linked to regular progress reviews.

The Training Plan should take into account any relevant previous training and development, education or work experience. Not all Modern 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 MA 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 Modern Apprentices funded by SDS area office it is sufficient to submit the Skills Development Scotland Training Plan on condition that it covers the same information required in the MA Training Plan.

## Consultation Process

During 2014 consultation took place with SQA Accreditation, awarding bodies, training providers, employers and trade bodies using meetings and electronic communication.

Three meetings were held and two consultations. Two meetings were held in Scotland (11th June and 21st August 2014) which were attended by 8 people and one meeting was held with Babcock's (18th July 2014) which was attended by a further 8 people. The meetings were used to discuss and agree changes required to the SVQ and MA framework and whether the credit and levelling was still appropriate. The two consultations were held electronically to allow input from employers who may not be able to spare the time to attend a meeting and allow for a wider geographical spread. The first consultation was specifically for the SVQ content and was open from 25th June – 1st August 2014 and the second one focussed on the MA revisions and was open from 21st October – 15th November 2014.

Just under 100 people were contacted about the consultations and in addition BAGMA (industry trade body) also circulated the information to their members in Scotland.

Although the industry is not heavily unionised there is some union representation within the sector so Unite the Union were contacted and circulated the information internally (contact James Aitken) to see if any members were interested in participating. No response was received.

27 people took part in the consultation (response rate of 27%), either by attending a meeting or providing feedback electronically. Responses represented a good geographic spread and included both small and medium sized organisations (There are no large organisations in the sector). Those consulted included Awarding Bodies (SQA and the IMI), SQA Accreditation, training providers (SRUC, Babcock International and Angus Council), employers (Netherton Tractors, Reekie Group, Sellars Agricultural Ltd, Oakbank Services, Nairn Brown, Ravenhill and CLAAS UK) and industry trade body BAGMA.

The results of the consultation exercises indicated that:

- A health and safety unit (LANCS2 Monitor and maintain health, safety and security) should be included in the level 2 SVQ
- The old unit LANCU5 should be replaced with LANCS4 (Establish and maintain working relationships with others) in the level 2 SVQ
- LANLEO22 should remain as core mandatory in the level 2 SVQ
- For both the level 2 and level 3 SVQ learners should be able to select one unit from section one as part of the choice from section two (so long as it has not already been undertaken)
- LANLEO2 (Organisational procedures in land-based engineering) should be added as an additional unit to be undertaken if required in the level 2 SVQ
- The current credit and level of each of the units was appropriate and no revisions were required
- Additional Enhancements for the Level 2 Modern Apprenticeship - learners should complete an emergency first aid at work course plus an abrasive wheels course

## Career progression

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

Modern Apprenticeships provide those entering the industry with a sound foundation for career development and further learning. Following a career path leads to higher levels of technical expertise and professionalism and can lead to careers in management.

Modern Apprentices will learn the skills and knowledge that they require to work in the sector, through both off- and



on-the-job training and are able to take units relevant to their job allowing them to tailor their programme to meet their needs.

New entrants to the sector will undertake the Level 2 MA which will develop a knowledge and understanding of the principles of land-based engineering plus basic engineering skills. Learners can progress straight from school onto the level 2; they may have completed the rural skills programme which will have provided them with an insight to working in the sector.

From the Level 2 MA learners will be able to progress onto the Level 3 MA which provides much more detail on servicing and repairing land-based equipment and diagnosing faults. This level will allow them to work in the sector as a qualified technician. From there they may wish to follow the industry recognised Land-based Technician Accreditation scheme. Completion of the apprenticeship will put them at level 2 on the scheme and they can then work towards levels 3 and 4. The scheme is supported by the three main trade bodies: British Agricultural and Garden Machinery Association (BAGMA); Institute of Agricultural Engineers (IAgrE); Agriculture Engineering Association (AEA) and has the backing of the major manufacturers. Many employers can access further training for employees through the large manufacturers such as CLAAS UK, AGCO, John Deere, Case New Holland, JCB etc.

Alternatively they may wish to continue their learning by progressing onto an engineering degree course or could move into parts, sales or management. A useful website regarding higher education is [www.ucas.co.uk](http://www.ucas.co.uk). Further information is also available on the My World of Work website <http://www.myworldofwork.co.uk/>.

Careers in the land-based engineering sector that those completing a Modern Apprenticeship could secure include:

Service Technician, Groundcare Technician, Land-based Engineer, Field Service Engineer, Product Support and After Sales,

Careers that could be progressed into include:

Diagnostic Technician, Master Technician, Workshop Supervisor, Workshop Manager, Parts Person, Senior Parts Person, Parts Manager, Sales Person, Senior Sales Person, Sales Manager, Demonstrator, After Sales Manager.

## Appendices

### APPENDIX 1

#### Stakeholder Responsibilities

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

- Awarding Bodies
- Employers
- Modern 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 Apprenticeship Frameworks and are required to work with employers in their sectors to ensure that all Frameworks meet the needs of employers in their sectors.

For details on your sector's SSC, follow the link to the Federation for Industry Sector Skills and Standards website <http://fisss.org/>.

## Role of Skills Development Scotland (SDS)

MA 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 MA Frameworks will be eligible for funding support from Skills Development Scotland who should be contacted to establish the availability and level of support for each MA Framework.

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

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

Responsibilities include:

- Supporting the Modern Apprentice with ongoing Career Planning advice
- Signposting candidates to suitable vacancies
- Promoting the Modern Apprenticeship route on the Skills Development Scotland website
- Facilitating recruitment events that bring together jobseekers and opportunity providers

## Role of the Awarding Bodies

A significant proportion of the Modern Apprenticeship is based on the assessment of the apprentice against SVQs/ CBQs or SVQ/ CBQ 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 the SVQs/ CBQs and SVQ/CBQ units are fully met.

## Role of the Training Provider

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

## Role of the 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 Apprenticeship Frameworks
- De-approval of Modern Apprenticeship Frameworks
- Encouraging best practice across Modern Apprenticeship Frameworks and sectors

## Role of the Employer

Employers' responsibilities include:

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

## Role of the Modern Apprentice

Modern 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 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 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 SVQ/ CBQ (and Core Skills if these are being separately certificated)

or

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

#### In addition

The SSC will maintain a database of 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.

In addition to the assessment of the Modern 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 Modern Apprentice
- Registering Modern Apprentices as candidates for the relevant SVQ/ CBQ (s) and other selected units with the appropriate Awarding Body
- Registering Modern Apprentices with the SSC
- Applying for the final 'Certificate of Completion' on behalf of Modern Apprentices
- Informing the SSC of any material alterations to Modern Apprentices' training plans or desired changes to the selected Framework outcomes.

## APPENDIX 3



## MODERN APPRENTICESHIP SAMPLE TRAINING AGREEMENT

This Training Agreement is entered into by:

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

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

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

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

This agreement to be signed by all parties:

<b>Employer</b>		<b>Date:</b>
<b>Modern Apprentice</b>		<b>Date:</b>
<b>Modern Apprenticeship Centre</b>		<b>Date:</b>



MODERN APPRENTICESHIP TRAINING PLAN

**The Modern Apprenticeship Centre**

Name:
Address:
Telephone:
Contact:

**The Modern 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**

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

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

**Optional outcomes**

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

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

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