

SCOTTISH HIGHER LEVEL APPRENTICESHIPS

A

TECHNICAL APPRENTICESHIP

IN

Aquaculture Management

AT

SCQF 9

**FRAMEWORK DOCUMENT
FOR SCOTLAND**

Lantra

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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. All Technical and Professional Apprentices must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The 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 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 based on current National Occupational Standards 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 Aquaculture Management at SCQF 9

Overview of the sector

Aquaculture is a small but very important industry for Scotland providing valuable jobs and income for the economy. In 2012 there were around 280 businesses employing 2,700 people. (Lantra Aquaculture factsheet). Many of the employers are multinational companies but there are also small independent companies. Businesses include both fin fish and shellfish production including salmon, trout, halibut, mussels, scallops and oysters. Production includes sea and fresh water facilities which can be found all over Scotland but particularly along the west coast.

The aquaculture sector in the UK is currently better qualified at level 2 (SCQF Level 5) and level 3 (SCQF Level 7) in comparison to other industry sectors in the UK, with 37% of people qualified at level 2 (SCQF Level 5) (compared to 21% for other sectors) and 28% qualified at level 3 (SCQF Level 7) (compared to 19% for other sectors). This trend needs to continue due to the predicted growth of the sector, continuous advances in technology and tighter legislation. At level 4 (SCQF Level 9) however those qualified are just 7% (compared to 36% for other sectors) so it is hoped that the level 4 (SCQF Level 9) Technical Apprenticeship in Aquaculture Management will help to address this. (Lantra Aquaculture factsheet).

Often when qualified, workers are called upon to work in remote locations on site or from boats. This requires good knowledge of the equipment being used, health and safety legislation and working alone policies. This type of work requires specific skills and knowledge which learners will gain from completing a Modern Apprenticeship in Aquaculture.

Contribution to the Scottish economy

Scotland is currently the largest producer of Atlantic salmon in the EU and the third largest globally. 2013 was another record year with exports of fresh Scottish salmon worth £454 million. An independent report published in May 2014 stated that including added income across the country the industry is currently estimated to contribute a turn-over of £1.4 billion and 8,000 jobs in Scotland and if the 2020 industry production target of 223,000 tonnes is met it could have a turn-over value of £2 billion to the Scottish economy and support 10,000 jobs. (The Scottish Government website).

Existing qualifications in the sector

Existing qualifications in aquaculture in Scotland include the stand alone SVQs in Aquaculture at level 2 (SCQF Level 5) and level 3 (SCQF Level 7) offered by SQA. Qualification awards have been increasing since 2010 as shown on the table below, though there has been no take up of the shellfish pathways.

Code	Title	2011/12		2012/13		2013/14		2014/15	
		Entries	Awards	Entries	Awards	Entries	Awards	Entries	Awards
GE77	SVQ 2 (SCQF Level 5) Aquaculture: Fin Fish	7	0	74	13	36	36	43	45
GE78	SVQ 3 (SCQF Level 7) Aquaculture: Fin Fish	6	0	11	3	33	8	22	56
GE79	SVQ 2 (SCQF Level 5) Aquaculture: Shellfish	0	0	0	0	0	0	0	0
FE7A	SVQ 3 (SCQF Level 7) Aquaculture: Shellfish	0	0	0	0	0	0	0	0

The industry has identified three key areas where people are employed which are fin fish, shellfish and hatcheries. Previously there were separate pathways for fin fish and shellfish at SVQ levels 2 (SCQF Level 5) and 3 (SCQF Level 7) but no pathway for hatcheries. During the consultation the industry felt it would be more appropriate to do away with the pathways and keep the structure open to allow candidates and their employers to select the most appropriate units for the job role. The new SVQ level 4 (SCQF Level 9) Aquaculture Management also has an open structure with no pathways to suit the needs of the industry. The revised SVQ level 2 (SCQF Level 5), SVQ level 3 (SCQF Level 7) and the new SVQ level 4 (SCQF Level 9) are contained within the apprenticeships.

Apprenticeship framework – evidence of demand

Modern apprenticeships continue to be a popular way with employers in the aquaculture 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 with all of the issues that go with this. This experience, combined with off-the-job training to undertake the SVQ, provides the ideal combination for both the apprentice and the employer and provides the industry with the skilled, knowledgeable workers required for the industry to grow.

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. Take up and achievement of the level 2 (SCQF Level 5) and level 3 (SCQF Level 7) apprenticeships over the last 3 years is shown on the table below:

(* Figures for 2015/16 are not yet complete but look set to exceed 2014/2015).

	2012/2013		2013/2014		2014/2015		2015/2016*	
	Registered	Awarded	Registered	Awarded	Registered	Awarded	Registered	Awarded
Aquaculture MA 2 - fin fish	8	0	48	15	43	39	25	25
Aquaculture MA 2 - shellfish	0	0	0	0	0	0	0	0
Aquaculture MA 3 - fin fish	12	4	36	4	25	24	28	32
Aquaculture MA 3 - shellfish	0	0	0	0	0	0	0	0

Indications are that more companies want to build the level 2 (SCQF Level 5) SVQ qualification into their training framework in the future, making it a basic requirement for a farm technician. It is expected that with the improvements made to the SVQs and MAs to make them more flexible and relevant to the industry the achievement rate will increase. Predicted take up over the next three years is shown below:

	2016/2017	2017/2018	2018/2019
	Registered	Registered	Registered
Aquaculture MA at SCQF 5	50	65	80
Aquaculture MA at SCQF 7	32	48	60
Aquaculture TA at SCQF 9	10	15	20

The revised SVQ at level 2 (SCQF Level 5) now includes a unit on fish health and welfare, which was not previously included and which employers felt was important. There is also more flexibility now in the choice of units at both level 2 (SCQF Level 5) and level 3 (SCQF Level 7).

Employers also felt that it was important at level 2 (SCQF Level 5) to undertake some training in soft skills such as communication and working with others so candidates are now required to take one soft skill unit out of a choice of two.

The level 4 (SCQF Level 9) Technical Apprenticeship has been developed with industry to reflect the requirements of those moving from the level 3 (SCQF Level 7) on to the level 4 (SCQF Level 9) and also for existing managers who have

received no formal management training. The two Mandatory units are both aquaculture specific but the options include both aquaculture specific and general management to allow a wide choice of units to suit the candidate and their employer while retaining an aquaculture focus. The addition of career skills also allows for further general management units to be undertaken.

The revised MA at SCQF 5 also includes additional enhancement choices. Previously it was just Emergency First Aid but following feedback from industry now includes 'one or more industry-specific courses/qualifications appropriate to the apprentice and the business in which he/she works'. Suitable courses/qualifications have been suggested as health and safety, hygiene, powerboat, emergency first aid, sea survival, and manual handling. This will ensure that the apprentice undertakes training that is appropriate to employer requirements. The MA at SCQF 7 remains unchanged at 'two or more industry-specific certificates appropriate to the apprentice and the business in which he/she works'. The TA at SCQF 9 has no enhancements as it was felt that there was sufficient choice between the optional units and additional career units to cover requirements.

Core Skills

The MAs at SCQF 5 and SCQF 7 include the required level of Core Skills as detailed below. A Core Skill mapping document has been prepared which shows that the Core Skills are embedded within the MA frameworks.

Level 2 MA SCQF level 5		Level 3 MA SCQF level 6	
Core Skill	SCQF level of CS	Core Skill	SCQF level of CS
Numeracy	4	Numeracy	5
Communication	4	Communication	5
Information Technology	4	Information Technology	5
Working with others	4	Working with others	5
Problem Solving	4	Problem Solving	5

The Technical Apprenticeship in Aquaculture Management at SCQF 9 contains the Career Skills which apprentices should complete units at SCQF level 7 or above and achieve a minimum of 15 credits in total.

Summary of Framework

Diagram showing the contents of the Aquaculture Management Technical Apprenticeship at SCQF 9

Duration

Industry has agreed that the Aquaculture Management Technical Apprenticeship at SCQF 9 framework duration will on average be 2 years but it could be achieved in 1 year depending on the candidate's previous experience.

Mandatory outcomes

SVQ/ CBQ/ HN Qualification/ Professional Qualification

- The following must be achieved:

- SVQ4 Aquaculture Management at SCQF level 9, code GL1W 24 (SQA)

Career Skills (see Appendix 4 for full list)

- Employer and individual to select the appropriate Career Skills units at SCQF 7 or above and achieve a minimum threshold of 15 credits.

Optional Outcomes

Additional SVQ Units/Qualifications/Training

Not applicable

NOTES:

The SSC should include a relevant SVQ/CBQ/ HN, Professional qualification or other qualification based on NOS

Please remove any boxes that are not required.

Mandatory Component

All Scottish Technical and Professional Apprenticeship Frameworks must contain a relevant SVQ, equivalent CBQ, Higher National, Professional Qualification or other qualification based on NOS.

Career Skills

All Scottish Technical and Professional Frameworks must contain Career Skills. The Career Skills units selected should NOT be the same as any of the mandatory components.

Two to five units should be selected from any of the categories, to meet the following thresholds:

- *Technical Apprenticeships must include Career Skills Units at SCQF 7 or above and achieve a minimum threshold of 15 Credits*
- *Professional Apprenticeships must include Career Skills Units at SCQF 8 or above and achieve a minimum threshold of 20 credits.*

Enhancements

The Scottish Government is keen to see language qualifications included in all Frameworks and SSCs are encouraged to include these where appropriate.

If no 'enhancements' are required, remove this box.

All sectors should encourage the achievement of additional awards, qualifications and training.

The Framework

The mandatory and optional content of the Technical Apprenticeship in Aquaculture Management is as follows:

Duration

It is expected that apprentices following this framework will take on average 2 years to complete. This includes 225 Hours for off-the-job training.

Mandatory Outcomes

SVQ(s)/ CBQs/ Other Qualifications

Each apprentice is required to achieve the following Qualification:

GL1W 24 SQA SVQ 4 Aquaculture Management at SCQF Level 9

All Scottish Technical and Professional Apprenticeships must contain a relevant SVQ, equivalent competency based qualifications, HN qualification, Professional qualification or other qualification based on NOS.

Scottish Vocational Qualifications (SVQs) and Competency Based Qualifications (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 kinds 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.

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 units in the mandatory qualification.

Enhancements

Not applicable

Optional Outcomes

Not applicable

Registration and certification

This Scottish Technical/ Professional 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 Technical and Professional Apprentices undertaking this Framework. **All Apprentices must be registered with the SSC within 4 weeks of starting their apprenticeship.**

Candidates must be registered online using 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 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.

Operating at or educated to SCQF level 7 with at least two years (minimum of one production cycle) aquaculture experience.

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. 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 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 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 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**.

All Technical and Professional Apprentices must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The 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 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.

This list below shows the providers who have confirmed that they are planning to offer the level 4 SVQ (SCQF Level 9) and Technical Apprenticeship at some point in the future.

- UHI Inverness
- UHI NAFC Marine Centre
- Polaris Learning (Dependent on industry demand)

This is a working list – please contact Lantra for up to date information.

Delivery of Training for the Modern Apprenticeship in [name of framework]

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 will:

- Be planned, reviewed and evaluated jointly with the training provider, the apprentice and their employer
- Achieve clear and specific outcomes which contribute directly to the successful achievement of the MA framework and may include accredited and non-accredited elements
- Allow access as and when required by the modern apprentice to a tutor, assessor, mentor or manager
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group instruction, practical experience, coaching, mentoring, shadowing, feedback and assessment, collaborative/networked learning with peers

Assessment is generally carried out in the learner'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 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 take place with the apprentice as well as their employer/mentor/supervisor (whichever is appropriate) to discuss progress. Apprentices will be required to produce a portfolio of evidence recording their activities carried out in the workplace, and complete assessments.

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:

L&D9D or L&D9DI

A1 or A2 plus CPD (in line with the current L&D9 Standard)

TQFE plus CPD (in line with the current L&D9 Standard)

D32 and/or D33 plus CPD (in line with current L&D9 Standard)
 QCF Level 3 Award in Assessing
 Competence in the Work Environment
 QCF Level 3 Certificate in Assessing Vocational Achievement
 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 issued September 2015 which can be found at the following link:

http://www.sqa.org.uk/sqa/files_ccc/Choosing_Appropriate_Assessor_and_Verifier_Qualifications.pdf

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.

Assessors should also check the Lantra Assessment Strategy for guidance.

Appropriate occupational competence is also required for the specified qualifications and staff involved in delivery and assessment should:

- 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)

Not applicable

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 will:

- 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 career skills.

For completion of the Technical Apprenticeship framework at SCQF 9, this includes 225 hours of off-the-job training.

Delivery and assessment method

Depending on the training provider 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
- On-line 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 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 technical apprentices on average 2 years to achieve the SVQ 4 (SCQF Level 9) in Aquaculture Management and complete the framework.

Exemptions

Not applicable

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

During 2015 consultation took place with SQA Accreditation, SQA Awarding Body, training providers, employers and trade bodies using meetings and electronic communication.

Four meetings were held in Scotland and two consultations. A meeting was held on the 7th May 2015 in Perth which was attended by 15 people, including both employers and providers. Two meetings of just providers were held in Inverness on the 9th June and the 28th August 2015 which were attended by a total of 11 people either in person or via video or audio link. A final meeting of employers was held in Stirling on the 8th September 2015 which was attended by 5 employers plus one training provider and SQA Awarding Body.

The meetings were used to discuss and agree changes required to the content and structure of the existing level 2 (SCQF Level 5) and level 3 (SCQF Level 7) SVQs and MA frameworks and the requirements for the new level 4 SVQ (SCQF Level 9) and Technical Apprenticeship. 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 17th August – 1st September 2015 and the second one focussed on the MA revisions and proposed TA and was open from 14th October – 14th November 2015.

The first consultation focussed on the content of the SVQs and included sending out copies of the proposed SVQ structures for levels 2 (SCQF Level 5), 3 (SCQF Level 7) and 4 (SCQF Level 9) with a request to consider whether we have the right balance between mandatory and optional units and whether the mandatory units were the right ones. Copies of the revised NOS were also included. The consultation was posted on our online consultation tool and also emailed to all our contacts. People were also invited to attend the meetings on the 28th August and the 8th September 2015 to contribute their comments.

The second consultation focussed on the content of the revised MAs and the new TA and included sending out the suggested changes to the MA framework and asking people to let us know if they agreed with the changes or had any other suggestions or comments. The list included the changes to the enhancements at level 2 (SCQF Level 5) and wording of the entry requirements for the TA. Questions were also asked about the duration, on and off-job training, job opportunities, progression and barriers to take-up.

After checking with the HR departments of a couple of the larger companies it was understood that the fish farming industry in general was not heavily unionised (mostly on the fish processing side covered by Unite the Union and the GMB). These two unions were then contacted by email and telephone with details of the MA revisions to check whether they had any members on the fish farming side that could comment. The GMB confirmed that they found the documents 'interesting and informative' and while they had no immediate comments they would 'create a file to ensure Officers who if and when require an understanding of the sector'.

Unite confirmed that they do have some union membership in fish farming and sent a request out to members to ask for 'any members/activists/stewards who could liaise with Lantra with regards to the (MA) proposals'. Unfortunately they did not receive any responses to this request.

Over 50 people were contacted about the consultation and asked to pass the message on to their colleagues and 33 people took part, (response rate of 58%), either by attending a meeting or providing feedback electronically. The table below shows the organisations who contributed with their size and location:

Organisation	Type of organisation	Size	Location
The Scottish Salmon Co	Employer	460	Edinburgh, Argyll, Stornaway
Scottish Seafarms	Employer	Over 400	17 farms located all over the Scottish mainland and islands
Dawnfresh	Employer	500	Uddington, Arbroath, Grantown-on-Spey. Several farms located in

			north Scotland.
Kames Fisheries	Employer	51 - 250	Oban
Marine Harvest	Employer	680	Fort William and several farms in the west of Scotland and Western Isles
FAI Aquaculture Ltd, Ardtoe Marine Research Facility	Research		Argyll
Loch Fyne Oysters	Employer	120	Cairndow
Cooke Aquaculture	Employer	300	Several farms located in Orkney, Shetland and the Scottish mainland
Torhouse Trout	Employer	51 - 250	Newton Stewart
Scottish Aquaculture Innovation Centre	Industry body		Stirling
Scottish Salmon Producers Organisation	Trade Body	150 members in Scotland	Scotland wide
Stirling University	Training provider		Stirling
UHI Inverness	Training provider		Inverness
UHI Argyll	Training provider		Argyll
UHI NAFC	Training provider		Shetland
Pisces Learning Innovations Ltd	Training Provider		Dumfries
Polaris Learning	Training provider		Oldmeldrum, Aberdeenshire
Skillfish	Training Provider		UK wide
SRUC	Training provider		Dumfries, Edinburgh
SQA Accreditation	Accreditation body		Scotland wide
SQA Awarding Body	Awarding body		Scotland wide

The results of the consultation exercises resulted in the following:

- The level 4 SVQ (SCQF Level 9) structure was kept open with no routes to allow the candidate to take aquaculture specific or management specific optional units according to the needs of their job role. The 2 mandatory units are both aquaculture specific to ensure that the qualification has an aquaculture bias.
- Optional units to cover quality assurance, learning and development, managing conflict, innovation and risk management added to level 4 SVQ (SCQF Level 9)
- SCQF credit and levelling was carried out for all of the new units and those with significant changes and some others were checked
- The Technical Apprenticeship at SCQF 9 has no enhancements as it was felt that there was sufficient choice between the optional units and additional career units to cover requirements
- Entry requirements for the Technical Apprenticeship at SCQF 9 set as 'Operating at or educated to SCQF level 7 with at least two years (minimum of one production cycle) aquaculture experience'

Career progression

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

Technical Apprentices will learn the skills and knowledge that they require to manage 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.

Following completion of the Technical Apprenticeship in Aquaculture Management at SCQF 9 learners should have the opportunity to secure positions such as:

Related jobs at level 4	Brief description of responsibilities
Site/farm manager	Responsible for all aspects of fish production including stock management, personnel management, staff development and the promotion of health and safety within the workplace.

From the Technical Apprenticeship they may wish to specialise by progressing on to an aquaculture degree course. A useful website regarding higher education is www.ucas.co.uk.

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 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, 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		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>				
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:

Lantra
Lantra Hose
Stoneleigh Park
Coventry
CV8 2LG

Telephone: 02476 696996

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

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

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

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.