



A

MODERN APPRENTICESHIP

IN

Skills for Craft Businesses At SCQF Level 7

FRAMEWORK DOCUMENT
FOR
SCOTLAND

Creative & Cultural Skills

October 2015

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skills

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The logo for The National Skills Academy, featuring a stylized orange 't' shape to the right of the text.

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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 Apprenticeship in Skills for Craft Businesses

Creative & Cultural Skills have identified a need for a Modern Apprenticeship and a component SVQ/CBQs in Craft to provide the Scottish Craft industries with the first dedicated training and development route for young people seeking to develop themselves as Craft practitioners. We have used the Scottish Government definition of Craft which acknowledges Craft as 'contemporary original work conceived, designed and made by individuals including glass, textiles, bookbinding, ceramics, leatherwork, metalwork, basketmaking, technologies producing multiples with an element of handmaking skills. This is supported by Craft Scotland who recognise a definition of fifteen areas and Creative Scotland who recognise a definition of sixteen areas existing within the Craft sector, both including jewellery which is not in the remit of this project.

An economic contribution study completed for Creative Scotland in 2012 reported that Arts & Creative Industries (A&CI) in Scotland generate an additional £3.06 billion turnover in indirect turnover (i.e. supply chain effects), with £148m of this being from Craft makers. The supply chain for A&CI in Scotland is relatively Scottish-focused, with many industries tending to purchase from within their own industry (including freelancers), other sectors within A&CI, or local business services or transport. The 2015 Skills Investment Plan For Scotland's Creative Industries sector report produced by Skills Development Scotland shows that Heritage and Performing Arts contributing a further estimated £280 million GVA via directly linked tourism. Research conducted by the Crafts Council shows potential for a further 63% growth within the UK contemporary craft market as well as strong aspirations and opportunities in the craft sector for increased export activity (Arts Council England, making it to market, (2006). In the traditional and heritage crafts a significant 40-50% of practitioners report that demand is such that they need to turn work away.

The craft sector comprises individuals and businesses operating in contemporary crafts, traditional and heritage crafts, and certain skilled trades. The craft sector is dominated by micro-businesses and the numbers of sole traders is rising, particularly within contemporary craft where 87% of businesses are known to be sole traders. These are small, niche industries where there is a risk of market failure without the intervention of an SSC and formal recognised training routes. The impact of this would be particularly significant for Scottish indigenous crafts which represent skills and trades originally acquired and practised out of necessity - they are a product of functional life. Historically these reflect locally available materials and resources and are part of Scottish regional and national cultural identity. Contemporary practice of these crafts is based on received traditions, making them distinct from the innovative and expressive crafts developed through the art colleges. Today, these crafts offer a livelihood to a significant number of people and additionally represent an opportunity for promoting a positive image of Scotland's cultural inheritance. Recent initiatives in marketing and tourism clearly demonstrate the economic benefits to be gained from supporting traditional crafts.

This is supported by research evidenced in the Creative & Cultural Skills Craft Blueprint which highlights the urgency to develop and promote specialised training opportunities to mitigate the extinction of some traditional and heritage crafts. There are over 75,900 individuals working in craft industries in the UK as a whole, approximately 5,470 of whom are based in Scotland.

The demographic of the current workforce poses a number of challenges which apprenticeship frameworks will play a key part in addressing. Across the crafts sector as a whole, both statistical and anecdotal evidence indicates that only a small number of young people are opting to choose craft professions as their first job. Less than a quarter of the craft workforce is under 30 (Creative & Cultural Skills, Impact and Footprint 2012/13, (2012). This reinforces anecdotal evidence that, for many, a move into the sector is prompted by a career change later in life. With fewer younger workers entering a sector where training can take many years, many craft practices are not being passed on by older workers. The majority of indigenous craft practitioners are over 40 years of age, learned their skill in childhood and have continued to practise as an integral part of their everyday life. Others have turned from another career to crafts as a means of livelihood. A high number of makers are sole traders and many live in rural, often isolated locations.

The 2014 Applied Art Scotland Sector Survey, a Craft body set up by makers for makers, reported that findings illustrate a sector dominated by sole traders, with only a small proportion of businesses supporting more than one

full or part time position. However there is a significant range in creative practices of the business community, with over 20 different categories noted. Ceramics, glass, jewellery and textiles are the strongest represented sub-sectors. There is also a strong rate of entry into the sector with 19% of businesses less than 2 years old. Overall there is a relatively even profile of business maturity with the number of businesses under 5 year old being matched by the number (38% of respondents) established for more than 10 years. Businesses are spread throughout Scotland with all geographical areas well represented.

The 2015 Creative Skills Investment Plan launched by Scottish Government and Skills Development Scotland states the following in regards to Creative skills issues as a whole:

‘The review of labour market intelligence and research and engagement with industry and key stakeholders has identified a range of key skills issues and challenges for Scotland’s creative industries sector. Broadly, these include:

- a need to build more practical and work-based learning into courses to support readiness of new entrants
- demand for digital skills in relation to design capability, use of technology to support creative storytelling, and in business practice
- the centrality of enterprise and entrepreneurship to develop sustainable creative businesses and underpin successful freelance careers in the sector
- the importance of communication skills across all sectors
- demand for strong leadership, innovation and business skills’

The SVQ sitting at the core of this Modern Apprenticeship framework addresses, practical and work-based learning, exploration and research in design which can include digital skills and technology, business skills to build sustainable Craft markets and underpin freelance work as well as a focus on innovation and business.

Craft employment is more flexible and entry achievable for those with a range of equality and diversity needs, with the Craft Council stating in their Making it in the 21st Century report that in the period 1994 to 2004 in parts of the UK, the proportion of makers with disabilities increased from 2% to 9%. With the global recession many people looked at career changes and young people were increasingly told to consider entrepreneurial skills to rebuild the economy and make themselves more futureproof by establishing their own businesses. The Craft sector is naturally open to this with the significant proportion of makers being sole traders with an increased focus on routes to market not just in Scotland and the UK but internationally. The 2015 Creative Skills Investment Plan also states in regards to skills demand, ‘In the creative and cultural sectors alone, almost half (45%) have experienced an increased workload for others, a quarter (26%) have lost business and a fifth (17%) have needed to turn business away as a result of skills shortages and gaps. These trends point to a need for the industry to proactively engage and invest in workforce planning development, both in securing the future pipeline of talent and in maintaining and upskilling existing workers. In the creative industries this responsibility lies across the range of employers; from micro businesses and SMEs, to large scale organizations operating as employers and purchasers of talent across the UK and internationally, and, individuals operating on a freelance basis’. For all these reasons the MA and associated SVQ in Craft is essential in consolidating the skills of existing practitioners and building a sustainable and defined career pathway for young people to keep this industry alive, thriving and continuing for generations to come.

Summary of Framework

Duration

The average duration to complete this framework is estimated at 15 months

Mandatory outcomes

SVQ or alternative competency based qualification

- *The following must be achieved:*

- SVQ in Skills for Craft Businesses at SCQF level 7 - GM12 23

Core Skills

- | | |
|--------------------------------------------|--------------|
| • Communication | SCQF level 6 |
| • Working With Others | SCQF level 6 |
| • Problem Solving | SCQF level 6 |
| • Information and Communication Technology | SCQF level 5 |
| • Numeracy | SCQF level 5 |

All Core Skills need to be separately certificated

Optional Outcomes

Additional SVQ Units/Qualifications/Training

- Employment Rights and Responsibilities (to be completed through a relevant qualification or through the completion of a workbook available from the SSC)

The Framework

Duration

It is expected that apprentices following this framework will take 15 months to complete.

Mandatory Outcomes

SVQ(s)

Each apprentice is required to achieve the following Qualification:

- SVQ in Skills for Craft Businesses at SCQF level 7 (67-72 credits) GM12 23

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 6 6 credit points F42704
Working with others	SCQF level 6 6 credit points F42P04
Problem Solving	SCQF level 6 6 credit points F42K04
Information and Communication Technology	SCQF level 5 6 credit points F42F04
Numeracy	SCQF level 5 6 credit points F42B04

Core skills must be separately certificated

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

There are no mandatory enhancements within this Framework

Optional Outcomes

Employment Rights and Responsibilities

Registration and certification

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

Creative & Cultural Skills
Waverley Gate
4th Floor
2-4 Waterloo Place
Edinburgh
EH1 3EG

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.**

Registration can be made by completing the Sample Training Plan and Sample Training Agreement in Appendix 3 and sending these to the above address or completing the online registration system (MA Online, www.maonline.org.uk). In the case of 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.

Apprenticeships in the Creative & Cultural sector are about opening doors to our industries where recruitment has been difficult or applicants have had difficulties in accessing work and training because they have not studied at degree level.

Through consultation with industry it was agreed that any entry criteria should be for guidance only and not mandatory. Employers wish to identify talent and passion to work in this industry through interviewing applicants and not judging on previous achievements. Therefore this framework does not impose any restrictions in this area and there are no minimum academic criteria for entry except where employers set their own entry requirements.

However, as a guide to applicants, the industry feels that those wishing to train as an apprentice require the following skills and attributes:

- self motivation to succeed within the industry
- self discipline and enthusiasm
- shows initiative
- capacity to develop organisational skills
- demonstrates potential to complete the qualifications
- willingness to learn and apply that learning in the workplace

- willingness to work with due regard to health and safety
- willingness to adapt to different work roles
- capacity to cope in busy conditions
- willingness to communicate with a variety of people
- interest in the creative and cultural industries

It is likely but not essential that someone entering this apprenticeship will have some work experience within the industry in order to make their choices in regards to craft disciplines.

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

The following providers have submitted written support that they wish to engage with these qualifications and this framework. These are the initial bodies who have engaged with the process so far but Creative & Cultural Skills plans to pursue colleges across the regions, working closely with bodies such as Emergents and the University of Highlands & Islands to engage with their delivery partners. Craft Scotland have also agreed to publicise their support for the SVQ and Modern Apprenticeship through their FE college contacts. Creative & Cultural Skills have an established model as registered training providers in England and are currently in the process of setting up a similar model in Scotland. They are doing so with Fife College with an expectation that delivery will be across Scotland using virtual, digital and online learning and other distance learning approaches to achieve widespread coverage for all Creative Industries Frameworks including Craft. There is also current work being completed with the Community Arts framework in Dumfries & Galloway which if successful will provide another model, and further providers, for the Skills in Craft Businesses qualifications.

Glasgow Kelvin College
Springburn Campus
123 Flemington Street
Glasgow G21 4TD

City of Glasgow College
60 North Hanover Street
Glasgow
G1 2BP
0141 566 6222

Fife College
Pittsburgh Road
Dunfermline
Fife
KY11 8DY

Libertie Project (becoming a SQA centre currently)
58 Denny Street
Inverness
IV2 3AR
Registered Company SC427961

Delivery of Training for the Modern Apprenticeship in Skills for Craft Businesses

Work-based training

Delivery and assessment method

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

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.

Workplace performance evidence should form the greatest proportion of each candidate's evidence, attesting to the fact that the candidate has demonstrated competence across the full range of performance requirements and that they are able to apply relevant knowledge and skills.

Other types of acceptable evidence include, but are not limited to:

- Witness Testimony Logs/Diaries kept by Candidates
- Recorded answers to questions posed by the Assessor
- Recorded/Transcribed Interviews with the Candidate
- Recorded use of up-to-date commercial/industrial equipment
- E-portfolios and other forms of digital media
- Works documentation attributable to the candidate
- Both interim and final internal verification.

Work based delivery and assessment should

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

Best practice delivery and assessment includes the following:

- All providers should to have and apply an equal opportunities policy
- Initial assessment of learners should be routinely undertaken using a robust instrument appropriate to the purpose of the process
- The framework of learning programmes should be flexible, so that individual programmes may be tailored to meet learners' and employers' needs
- Accreditation of prior learning (APL) should be taken into consideration
- Core skills should be delivered in the context of the workplace

Skills required by training providers delivering the training

- The training provider should be qualified or have relevant experience to a level above that which is being delivered
- The training provider should remain up-to-date in the subject that they are delivering and be aware of new and emerging practices and techniques

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

The underpinning knowledge requirements are included in the SVQ and depending on the place of employment it may be 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.

Off-the-job training

There is no specific knowledge qualification contained within this framework, however the underpinning knowledge of the SVQ may be delivered off the job.

Workplace core skills must be separately certificated and may be completed off the job but should be assessed in the context of the workplace.

Delivery and assessment method

There is no prescribed delivery or assessment method. Where the knowledge elements of the SVQ are being delivered outside the workplace assessment should be in line with the SVQ Assessment Strategy.

Methods of assessment for workplace core skills are the same as those for other SVQ units some of this may be completed off the job if additional evidence is required.

Exemptions

Evidence of prior achievement should be taken into consideration.

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

In Scotland, the Creative & Cultural Industries including the Craft Industry are dominated by SMEs and sole traders who have traditionally proved very difficult to engage with due to pressures on their time. With this in mind we used a variety of different consultation mechanisms to allow the industry flexible options for engagement, but also sought to engage with membership organisations that can represent others within the sector. These mechanisms included one to one meetings, online questionnaires and a steering/advisory group providing input on behalf of the sector via a face to face meeting and continued remote support. The consultation exercises focused on gaining employer input on the component parts of the Modern Apprenticeships, identification of those who are likely to support delivery of the framework and an identification of those who are likely to employ an apprentice. Initial activity was focused on raising awareness and providing information about the project and the development process. This was aimed at all regions of Scotland and all disciplines of Craft. During this period activities took place in the form of awareness raising through telephone calls and newsletter articles, face to face meetings on a one to one basis as well as via XPO North, Scotland’s leading Creative Industries Festival held over three days in Inverness, and a working group meeting of makers, learning providers and support organisations held in Glasgow. Details of who was engaged in this awareness raising and initial information finding can be seen in the proposal template, totalling 147 contacts made across the Scottish regions and Craft disciplines.

Two newsletter articles were produced, both a long and a short version, to suit the different needs of key communicators within the sector. Several of these were produced at key points of the development process to advertise the project, describe the progress made to date and to publicise online surveys where makers could input. The circulation lists of some of the larger Craft support organisations were used as described below:

Organisation	Circulation
Craft Scotland	2379 makers
Spring Fling	120 makers
Dumfries & Galloway Council	1250 makers
Fife Contemporary Arts and Crafts	311 makers
Emergents	700 makers
Scottish Basket Makers Circle	105 makers
DG Unlimited	500 makers
	Total: 5365 contacts

We also publicised the consultations on the Creative Scotland Opportunities page, the first of which was viewed by 348 users and the second was viewed by 395 users. This services has just over 15,000 users from across Scotland and the UK.

Career progression

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

- Craft maker in glass, textiles, bookbinding, ceramics, leatherwork, metalwork, basketmaking, technologies producing multiples with an element of handmaking skills or a combination of two or more of these practices
- In-house artist within galleries, museums, exhibitions
- Collective studios as a sole trader
- Sole trader of own Craft business
- Assistant maker in Craft discipline of choice
- Visual Arts and Exhibition Assistant
- Art Handling Technician
- Designer

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

On completion of this apprenticeship there is the option to progress to the level 4 Apprenticeship in Jewellery Manufacturing, Silverware Manufacturing or Jewellery Manufacturing CAD/CAM if this area is of interest to the learners or to undertake standalone SVQs in Craft areas to further enhance and refine the specialist skills developed.

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.

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 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:

Name of Employer:	
Name of Modern Apprentice:	
Name of Modern Apprenticeship Centre:	

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:

Employer	
Modern Apprentice	
Modern Apprenticeship Centre	

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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 (please identify level) <i>(List mandatory and optional units)</i>		Tick units being undertaken	SCQF Level	SCQF Credit Points
SVQ/ CBQ level (please identify level) <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 (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 Modern Apprentice’s accredited prior learning:

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

Creative & Cultural Skills
The Backstage Centre
High House Production Park
Vellacott Close
Pufleet, Essex,