

SCOTTISH HIGHER LEVEL APPRENTICESHIPS

A

TECHNICAL APPRENTICESHIP

IN

CAREER DEVELOPMENT

AT

SCQF Level 9

**FRAMEWORK DOCUMENT
FOR SCOTLAND**

Career Development Institute

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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 Career Development at SCQF Level 9

The Career Development Sector in Scotland and Career Management Skills

The concept of career management skills recognises that career development is based on individuals moving around in a fluid labour market. Career management skills are pivotal to enabling individuals to make and take on-going decisions about work and learning that will shape their personal career journeys. The focus is firmly on the needs and aspirations of individuals and encouraging realistic optimism about learning and work opportunities.

Many people will develop these skills through a mix of formal and informal learning and life experiences but others will need considerable professional support with the learning and work decisions they will face.

In 2012 the Scottish Government published a framework to help the people of Scotland develop these skills. The Career Management Skills Framework for Scotland is a strategic document aimed at those organisations in Scotland responsible for the planning, management and delivery of career information, advice and guidance services and those providing career related learning.

The framework set out an approach to support the development and use of skills that best enable individuals to plan and pursue life, learning and work opportunities and create a common purpose among all those who support personal and career development in Scotland.

In helping to define more clearly the connections between skills and the world of work, the framework offers a common language for planning with partners and a clear set of competencies that support a fuller understanding of the value of these skills within the labour market and the need for individuals to consider which skills, experiences and learning will best support them in achieving their aspirations.

https://www.skillsdevelopmentscotland.co.uk/media/752669/career_management_skills_framework_scotland.pdf

The career development sector covers a wide range of organisations providing career information, advice and employability support to individuals of all ages in Scotland. This is in addition to professional career advisers/ coaches and career educators in educational establishments. This wider workforce operating at sub professional level currently does not have access to sector specific SVQs or Apprenticeship Frameworks. This is a growing sector and arguably is increasingly important given the Developing the Young Workforce Initiative, the current focus on equality and diversity in employment and the proposed devolution of employment and employability support services to Scotland in 2017.

This TA in Career Development, developed by the Career Development Institute, was requested by Skills Development Scotland (SDS) to upskill the diverse workforce who deliver employability support services. For SDS, as an employer, the workforce development issues driving the need for an Apprenticeship Framework include an ageing workforce and difficulty recruiting staff beyond the central belt of Scotland. An apprenticeship route would greatly increase access to the career development sector for those unable to undertake full time courses and help to grow local talent at all levels on-the-job. A school-leaver entry level MA at SCQF Level 7 and Technical Apprenticeship at Level 9 for mature, well-qualified entrants or experienced para-professional staff would provide a career progression route.

There is a clear need, evidenced by the robust consultation detailed below, to provide an Apprenticeship route for the extensive workforce outside SDS eg DWP/JobCentre+; FE/HE Institutions; Training Providers; Welfare to Work providers; Local Development Agencies; Local Authorities; Third Sector organisations including those supporting individuals with protected characteristics and all organisations involved in delivering career development services to individuals or organisations. The provision of a Technical Apprenticeship in Career Development would address the workforce development needs of a wide range of organisations offering career information, advice and employability support below professional level and contribute to a career progression framework based on recognised learning routes.

Job roles across the sector are diverse and cover titles such as Personal Adviser, Employment & Skills Co-ordinator, Employability Coach, Employer Engagement Co-ordinator and Placement Liaison Officer.

Summary of Framework

Diagram showing the contents of the Technical Apprenticeship in Career Development at SCQF Level 9

Duration

1 year – 18 months

Mandatory outcomes

SVQ/ CBQ/ HN Qualification/ Professional Qualification

- SVQ Level 4 Career Information, Advice & Employability Support at SCQF Level 9 **GL48 24**

Career Skills (see Appendix 4 for full list)

- Free choice from short list selected for career development sector (please see attached list). Each apprentice must undertake between 2 and 5 Career Skills units within the following parameters:
- Career Skills units must be at SCQF Level 7 or above and must total a minimum of 15 SCQF credit points

Optional Outcomes

Additional SVQ Units/Qualifications/Training

HNC units from HNC in Career Information, Advice and Guidance Practice at SCQF Level 8

- H6CF35 CIAG: Coaching Approach
- H6CH35 CIAG: Career Management Skills Approach
- H6X535 CIAG: Research Skills
- H4JP34 CIAG: Group Work Skills
- H5XM34 CIAG: Employability

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 Career Development is as follows:

Duration

It is expected that apprentices following this framework will take 1 year – 18 months to complete. This includes 20% of the overall time allocation for off-the-job training.

Mandatory Outcomes

SVQ(s)/ CBQs/ Other Qualifications

Each apprentice is required to achieve the following Qualification:

- **SVQ Level 4 Career Information, Advice & Employability Support at SCQF Level 9 GL48 24**

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

There are no mandatory enhancements.

Optional Outcomes

HNC Units from HNC in Career Information, Advice and Guidance Practice at SCQF Level 8

- H6CF35 CIAG: Coaching Approach
- H6CH35 CIAG: Career Management Skills Approach
- H6X535 CIAG: Research Skills
- H4JP34 CIAG: Group Work Skills
- H5XM34 CIAG: Employability

Registration and certification

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

Claire Johnson,
Professional Development Manager
Career Development Institute
Cophall House
1 New Road
Stourbridge
DY8 1PH
Email: Claire.johnson@thecdi.net
Tel: 01384 445625

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.**

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.

Whilst there are no set formal entry requirements for these qualifications, individual employers within the sector may stipulate specific entry criteria due to their roles and career pathways offered.

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.

Expressions of interest in delivering the TA framework in Scotland have been sought and currently 3 training providers have registered an interest. These include 3i Training, Inverness College (UHI) and Jobs & Business Glasgow. As this is new provision none of these organisations are currently approved but are likely to achieve this and be able to deliver this Framework in the future. It is expected that the TA Framework will be available from September 2016.

Delivery of Training for the Technical Apprenticeship in Career Development

Work-based training

Delivery and assessment method

Tailor made to meet the needs of the individual. Flexible range of options to allow delivery across the country and to meet the learning needs of a diverse group of candidates.

Learning and assessment can be done remotely through a virtual hub and also via face to face.

Both face to face and virtual delivery allow for the candidate to participate in 'off the job' training away from the work station to reflect on learning and job role.

Initial engagement of candidates would be through a face to face group session to explain programme requirements and processes to access training.

The online approach allows for:

Community of practice to be created to share and reflect on learning

Tasks can be set as preparation for and following online training sessions - Q & A plus multiple choice activities included to allow for the self-directed pace of learning of the candidate.

Resources from learning sessions are available online post session to allow reflection and revision. Sessions will also be available in video format to suit different learning styles.

An online E-portfolio will provide a framework for candidates to record their learning and evidence. The virtual classroom allows for the sharing of templates to support written evidence and individual needs e.g. font size choice, video, audio to accommodate candidates with visual impairments.

Mini training programmes can be designed to meet needs of candidates requiring specific underpinning theory or policy/legislative knowledge e.g. Child Protection legislation.

Face to face observations: by assessor but can also include evidence gathered from peer to peer observation within the workplace; reflective practice formal sessions and the use of an observation framework or checklist by the assessor to evidence meeting of unit requirements.

To facilitate learning online sessions can be either one- to - one or in a group setting. This allows flexibility of delivery according to the candidate's level of confidence or need for additional support.

Both approaches, face-to-face and online, allow a triangular relationship and communication channels involving the candidate, workplace supervisor and training provider to ensure a quality learning experience. This can subsequently articulate with organisational staff development and CPD.

Skills required by training providers delivering the training

Assessor/Verifier qualifications as appropriate

Underpinning knowledge of the Career Development field - essential

Career Development qualifications - desirable

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

Joint approach between employer and provider to ensure appropriate practice based learning experiences are available to support the underpinning knowledge required. Evidence such as testimonies, personal statements and observations

would support this approach.

As above virtual classroom would allow for any individual off- the- job requirements to be included in line with individual job role needs and employer capacity.

Reflective practice encouraged both in observations and in group sessions with fellow candidates.

Off-the-job training

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

The Training Plan agreed between candidate, workplace assessor and training provider will specify the content of the off-the-job training and how this will be delivered – face-to-face, online, one-to-one or in a group session. As noted above there will be a reflective approach to learning and protected time to access the online training offer.

Delivery and assessment method

Training will be delivered and assessed as detailed above.

The TA level 4 will take between 1 year - 18 months. The completion time will be dependent on individual candidates and their work contexts including any relevant RPL/APL.

Exemptions

Any exemptions will be on an individual basis and designed to avoid duplication of learning and ensure that prior learning/competency evidence is recognised at the application stage. The candidate and/or employer would express an interest in RPL/APL, a list of all CPD informal and credited would be gathered by the employer/candidate and a SQA mapping exercise would be completed by the training provider. The provider would seek approval from SQA for credit transfer e.g. candidates holding/completing the HNC in Careers Information, Advice and Guidance Practice.

The SSC training plan

The plan is required to identify:

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

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

However any changes must:

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

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

Consultation Process

Extensive consultation by the CDI with employers and stakeholders in the career development sector took place prior to the successful bid to UKCES. This included SQA Accreditation & Awarding Body, College Development Network (CDN), Association of Graduate Careers Advisory Services (AGCAS), UNISON, UWS/ Napier University (post graduate training providers), Scottish Training Federation (STF), Learn Direct, Scottish Guidance Association, Jobs & Business Glasgow (JBG), Scottish Government, DWP, Workers Education Association (WEA), Wise Group, Education Scotland, Scottish Learning Partnership, Youthlink, Skills Development Scotland, Inspiring Futures, My Careerclub, Brite Training, Glasgow City Council (GCC) and Right Management. Letters of support were supplied by a range of organisations.

The following organisations were invited to join and were represented on the Project Working Group – SDS, SQA Accreditation, SQA Awarding Body, AGCAS, STF, JBG, CDI, CDN, UNISON, Scottish Government and GCC.

The purpose of the Working Group was to support the development of the project outputs by:

- Providing expert input on the current and future workforce development needs of the sector
- Providing guidance on required (mandatory) and desired (optional) content of the proposed qualifications
- Providing guidance on appropriate structure and content of MA Frameworks to be developed
- Ensuring that the views and interests of partners are shared at appropriate stages of the consultative process

Promoting “buy-in” from the sector for the duration of the project and encouraging uptake of the SVQs and MAs produced on project completion.

The Working Group met for a full day to analyse job roles, consider existing standards that would fit these functions and identify gap areas. This was followed by virtual communication and consultation as the project developed.

A face – to-face consultation event in June 2015 attracted 22 attendees from across the sector and showed unanimous support for the development of MA & TA provision. The consultation gave a clear steer to the preferred approach to core and career skills, mandatory enhancements, optional outcomes and ways that MAs/TAs can promote and increase equality and diversity with examples of approaches and activities that could be used to promote Apprenticeship opportunities to under- represented groups.

This was followed up, in August 2015, by an online consultation that attracted 52 responses that saw overwhelming agreement with all the recommendations regarding the structure and content of the proposed mandatory qualifications (SVQs) and Apprenticeship Frameworks.

It was believed to be essential to have a face-to-face consultation to provide qualitative input from key players in the sector to confirm demand/ interest in the proposals and influence the content and structure of the qualifications. In recognition that not all interested organisations or individuals can attend a consultation event it was thought critical to follow this up with a well-publicised online consultation to allow wider participation and feedback to be considered.

Career progression

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

Part of the rationale for the development of Frameworks at SCQF Levels 7 and 9 is the need to provide a career progression pathway for the career development workforce. School leavers could enter the Modern Apprenticeship provision at SCQF Level 7 and progress to the Technical Apprenticeship at SCQF Level 9 and thereafter, if capable, to the professional post graduate Diploma in Career Guidance & Development course offered at the University of the West of Scotland and Napier University. There is the opportunity for suitable candidates to then progress to Masters/ PhD level. Mature, experienced staff could enter at the Technical Apprenticeship Level and progress in a similar way. Professional entrants with the post graduate diploma could also progress to Masters/ PhD level. It will be possible to exit after each stage if personal career aims and/ or labour market opportunities dictate.

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.

Details of your SSC can be found on the FISS website <http://fiss.org/sector-skills-council-body/directory-of-sscs/>

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:

- employ the apprentice subject to the employer’s usual terms and conditions of employment;
- 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;
- pay the apprentice an agreed salary which meets National Minimum Wage criteria, reflects the obligations of the employer and the opportunities for the apprentice;
- 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;
- 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;
- operate a formal Health and Safety policy and undertake the necessary legal and contractual responsibilities for health and safety of the apprentice; and
- operate an Equal Opportunities policy which meets all legal requirements.

The **Technical/ Professional Apprentice’s responsibilities** are to:

- work for the employer in accordance with the agreed terms and conditions of employment;
- 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;
- 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
- promote at all times the employer’s best interests.

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

- 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
- 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
- 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)			
	(specify unit)			
	(specify unit)			
	(specify unit)			

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

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

Insert SSC contact details in this section

APPENDIX 4: Career Skills Units for Technical and Professional Apprenticeships

Technical Apprentices should complete Career Skills units at SCQF Level 7 or above and achieve a minimum of 15 Credits in total. Professional Apprenticeships should complete Career Skills units at SCQF Level 8 or above and achieve a minimum of 20 Credits in total.

The Career Skills units selected must not duplicate any of the units undertaken as part of the mandatory qualification.

Business Administration			
Either Implement, monitor and review change Or Implement Change (Management Unit)	9	6	CFABAA116
	(see below)		
Either Plan change across teams Or Plan change (Management Unit)	9	6	CFABAA115
	(see below)		
Chair meetings	8	4	CFABAA413
Evaluate and solve business problems	8	6	CFABAG128
Implement and evaluate innovation in a business environment	8	6	CFABAA113
Manage and evaluate information systems	8	6	CFABAD122
Either Monitor and evaluate contracts Or Monitor and evaluate the performance of contractors	8	6	CFABAF121
	8	6	CFABAF121
Negotiate in a business environment	8	7	CFABAG123
Either Plan, run and evaluate projects Or Manage projects (Management Unit)	8	10	CFABAA152
	(see below)		
Prepare, co-ordinate and monitor operational plans	8	6	CFABAA1110
Manage an office facility	7	6	CFABAA118
Either Manage budgets Or Manage budgets (Management Unit)	7	5	CFABAA532
	(see below)		
Manage communications in a business environment	7	3	CFABAA616
Supervise a team in a business environment	7	6	CFABAG1212
Management			
Either Build and sustain collaborative relationships with other organisations Or Develop and sustain collaborative relationships with other organisations	11	6	CFAMLD17
	11	6	CFAM&LDD4
Either Develop a strategic business plan for your organisation Or Develop strategic business plans	11	14	CFAMLB3
	11	14	CFAM&LBA6
Either Ensure an effective organisational approach to health and safety Or Provide healthy, safe, secure and productive working environments and practices	11	12	CFAMLE7
	7	7	CFAM&LEB1
Either Improve organisational performance Or Manage continuous improvement	11	11	CFAMLF12
	11	11	CFAM&LFE5
Either Manage risk Or Manage risks to your organisation	11	12	CFAMLB10
	11	11	CFAM&LBB1
Either Promote equality of opportunity, diversity and inclusion in your organisation Or Promote equality of opportunity, diversity and inclusion	11	12	CFAMLB12
	8	9	CFAM&LBA7
Either Promote knowledge management in your organisation Or Promote knowledge management and sharing	11	7	CFAMLE13
	11	7	CFAM&LEC1
Either Promote the use of technology within your organisation	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 (Governance)	7	5	CFABCM401
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 Or Build a customer service knowledge base	7	7	CFACSA16
Either Demonstrate understanding of customer service Or Show understanding of customer service	7	7	CFACSA16
Either Demonstrate understanding of customer service Or Show understanding of customer service	7	6	CFACSF3
Either Demonstrate understanding of customer service 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
UNITS ADDED MARCH 2017 BY CDI IN AGREEMENT WITH SDS			
Facilitate learning	10	8	F1WG37
Promote equality of opportunity, diversity and inclusion	8	9	H69C04
Presentation Skills	8	8	HH85 35

- 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.