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# MODERN APPRENTICESHIP

IN

**Scientific, Technical and Formulation Processing**

**FRAMEWORK DOCUMENT  
FOR  
SCOTLAND**

**AT SCQF Level 6**

**Semta**

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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 operator, craft, technician and management levels.

### Who develops them?

Modern Apprenticeships are developed by Sector Skills Councils (SSCs). SSCs consult with employers and key partners in their sector to produce an apprenticeship 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, for a wide range of sectors and they are all designed to deliver a training package around a minimum standard of competence defined by employers through the relevant 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 components:

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

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

## Modern Apprenticeships in Science, Technical and Formulation Processing

### Introduction and Background

Both the Life and Chemical Sciences (LCS) sectors operate on a global platform: Chemical Sciences (CS) being the second biggest exporter for Scotland, whilst Life Sciences (LS) manufacture products and provide services to an international market. The sectors supply and manufacture a wide range of chemicals and healthcare equipment, including drugs, active ingredients, fine chemicals and diagnostics. Sector activities are broad, ranging from the development of medical devices requiring precision engineered components to a comprehensive integrated pharmaceutical service solution from bench to bedside across a breadth of therapy areas.

For the Life and Chemical Sciences (LCS) sectors to remain competitive and productive they will require a highly skilled workforce. Skills are at the heart of the industrial strategy white paper (Industrial Strategy – building a Britain fit for the future) released in November 2017 and the LCS Sector Deal released in December 2017 (Industrial Strategy: Life Sciences Sector Deal). These emphasise the importance of technology education and investment needed in STEM skills.

The Scottish Government recently undertook a review of Science, Technology, Engineering & Mathematics (STEM) skills and training provision and industry needs in Scotland<sup>1</sup>. This identified the important role that employers have in education and training – in particular, to take account of how quickly industrial technologies are developing, thereby ensuring a better ‘fit’ between skills and training provision and what industry needs. This in turn should lead to improved economic outcomes and impact. Clustering and collaboration between all levels of the education system and industry is also seen as vital to maximise impact. This Modern Apprenticeship Framework reflects this approach where Semta working closely with Employers and Stakeholders have driven both the MA content and components.

The Life Sciences (LS) and Chemical Sciences (CS) sectors in Scotland are major contributors to the economy. There are ambitious plans to extend both sectors substantially in the next five to ten years, for example, increasing turnover in the LS sector to £8 billion by 2025 and increasing exports in the CS sector by 50% by 2020. Furthermore, there is an ambitious goal to increase Manufacturing turnover in the combined LS and CS sectors from £9.5 billion to £15.2 billion by 2020, to be achieved through:

- Supporting leadership in the sector
- Commercialisation of research activities
- Supporting scale-up
- Developing the supply chain
- Securing new and inward investment.

Altogether, the LS and CS sectors are expected to contribute an additional £5.6 billion of turnover per annum to the Scottish economy (2015-2020). However, the LS and CS sectors are highly diverse, in terms of technology, application and company size, and realising the growth will require a workforce with an equally diverse and high level of technical and soft skills.

### The Scottish Life and Chemical Sciences Labour Market

A total of 877 companies have been identified in the LS and CS sectors within Scotland. Of these, there are 476 companies undertaking research and technology development (RTD), manufacturing, or delivering clinical research, diagnostic or testing services. These are the companies whose skills needs are the focus of the recent SIP (Skills Investment Plan) of which this MA proposal is included as a key action.

### Skills Shortages In Scotland

<sup>1</sup> Science, Technology, Engineering & Mathematics: Consultation on a Strategy for Education & Training (Scottish Government, March 2017)

The skills challenges and introduction of the new MA considers the various industrial strategies developed at Scottish and UK level and their implementation plans. For the skills priority, a joint Chemical Sciences Scotland (CSS) and Life Sciences Scotland (LSS) group brought together members of the Chemical Sciences Skills work stream and members of the Life Sciences Business Environment work stream. Semta have worked closely with CSS members and are a Member of newly formed LCS Group.

Equipping the workforce with the correct skillset is crucial to ensuring the competitiveness of the Scottish Life and Chemical Sciences sectors. Skills have been, and continue to be, a key priority for the Life Sciences Scotland and Chemical Sciences Scotland Industry Leadership Groups (ILGs). The Life and Chemical Sciences (LCS) sectors provide high quality jobs, and a vibrant environment which fosters opportunities for innovation and R&D. However, the emergence of Industry 4.0, advancement in technology, and the uncertainties of European markets pose skills challenges for both sectors.

Primarily there is a need to address specific skills shortages in areas such as Engineering, Digital and Regulatory/Quality. Semta is working closely with employers and other stakeholders to seek to ensure that the skills system is responsive by being flexible and adaptable to give national coverage of all geographic areas and by developing a multi-disciplinary approach where appropriate. The sector recognises and is aware of the growing and wide diversity of roles found within the sectors. Working with sector highlighted the need for more technical skills within the sectors that could be delivered through Work Based Learning (WBL) including the development and introduction of this Modern Apprenticeship Framework.

### Future Employment Trends

Data from Oxford Economics indicates that there are over 20,300 jobs in the LS sector and over 9,200 in the CS sector in Scotland in 2017. For the LS sector this should be taken as a conservative estimate as other sources place the Scottish LS sector workforce at over 30,000.

#### Supply:

- Scotland's universities are producing around 2,400 relevant LS graduates and around 1,000 CS graduates each year
- In 2015/16, there were a total of 1,050 completers from LCS subjects from colleges across Scotland
- In 2016/17 there were 177 Modern Apprentices undergoing training in Life Sciences (61) and Process Manufacturing (116)

#### Demand:

- Some 900 CS employees and 2,900 LS employees will be required over the next ten years (2017-2027 inclusive)
- A report by Cogent suggests that demand will be higher at 700 to 1,000 (post)graduates and 280 to 600 technicians in combined LCS sectors every year over the period 2015 to 2025.

Additional challenges for the LCS sector show that Scotland has a demographic issue as the population growth has stalled and number of young people entering work is decreasing. The sector recognises this and that it needs to be pro-active in skills and recruitment strategies hence the increasing priority of the developing of Scottish Vocational Qualifications and a related Modern Apprenticeship Framework. The CS sector is mature and as such it is expected that the majority of the total requirement for new employees will come from the need to replace workers leaving the sector (due to retirement and other factors) rather than through expansion (growth). This is supported by feedback from companies suggesting the age profile in the CS sector is weighted towards those in their late forties and fifties, meaning that replacement requirement in Scotland will be significant over the next 10 to 15 years with large proportions of their workforce to retire in the next 5 years. In contrast, feedback from LS companies suggests a broader workforce age demographic including a greater proportion of younger people. This is reflected in the large number of relatively young companies that are experiencing significant growth, particularly in the Pharma, Pharma Services and Contract Research industries.

Practical and technical skills are essential to the understanding of, and participation in, science, particularly for employment. Practical work improves the scientific knowledge and understanding of students, as well as providing

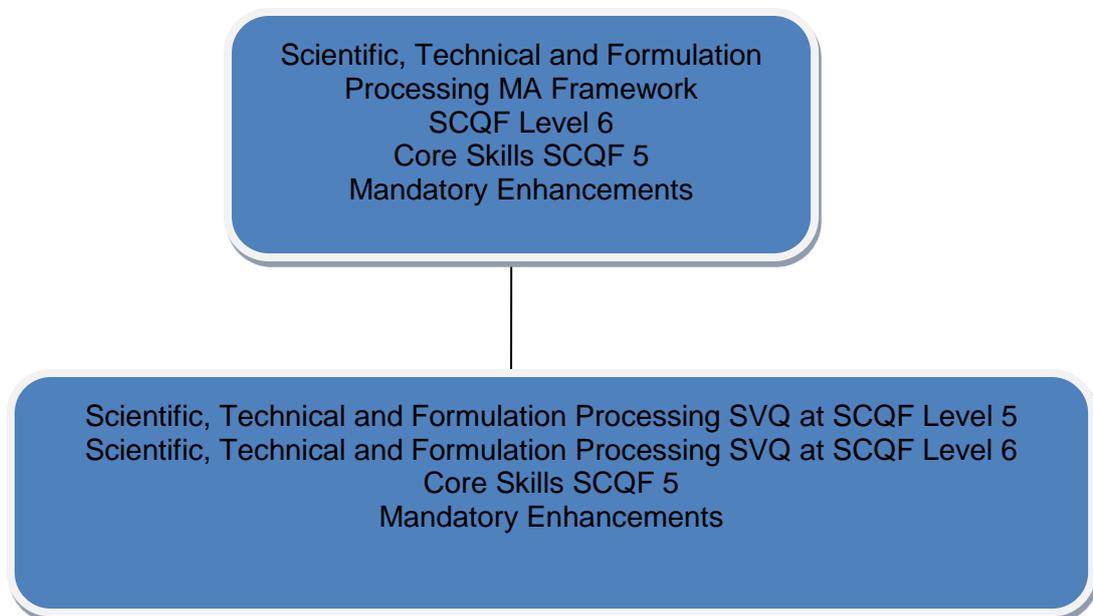
opportunities for working scientifically and developing hands-on skills. Effective vocational training is integral to ensuring the technician workforce has up-to-date technical skills required by employers. The quality of practical and technical skill development depends on adequate resourcing, confident and competent teaching and appropriate pathways of training. The content and flexibility of Modern Apprenticeships reflects this approach.

Job skills are changing rapidly as automation advances across almost every area of the LCS sector. Training – or retraining – the workforce will be a huge challenge in the fourth industrial revolution. Simple tasks will be taken over by robots as factories and supply chains become ever more digitised; people will need to oversee these tasks, and must be multi-disciplined and able to adapt to changing roles. The introduction of this new Modern Apprenticeship Framework reflects these changes to a more multi-disciplinary approach and compliments the existing specific processing MA Frameworks that currently exist.

And whilst this MA framework is predominately aimed at those entering and working in the LSC sector there is recognition that it may be equally applicable for the Food and Drink Manufacturing Sector and Semta have kept the stakeholder groups for this sector regularly informed of the developments of this particular Framework.

## Summary of the Framework

Diagram showing the contents of the Modern Apprenticeship in Scientific, Technical and Formulation Processing at SCQF Level 6



## Duration

It is expected that apprentices following this framework will take 36 months to complete.

## Mandatory outcomes

### SVQ or alternative competency based qualification

#### The following must be achieved:

- SVQ in Scientific, Technical and Formulation Processing (SCQF 5) SQA Award Ref No GP42 22
- SVQ in Scientific, Technical and Formulation Processing (SCQF 6) SQA Award Ref No GP43 23

### Core Skills to be separately certificated

Communication	SCQF Level 5
Working with others	SCQF Level 5
Problem Solving	SCQF Level 5
Information and Communication Technology	SCQF Level 5
Numeracy	SCQF Level 5

### Enhancements

Scientific, Technical and Formulation Modern Apprenticeship candidates are also required to achieve as minimum a National Certificate in one of the following disciplines.

#### Scientific, Technical, Formulation Processing at SCQF Level 6 MA Framework – Enhancements (either at NC or at Higher level)

Qualification Titles (Mandatory - ONE qualification MUST be completed)	Code Number	SCQF Level	Lapsing Date	Awarding Body
NC in Applied Sciences	G90M 45	SCQF Level 5		SQA
NC in Applied Sciences	G90N 46	SCQF Level 6		SQA
NPA in Laboratory Science	G9G6 46	SCQF Level 6		SQA
NPA in Scientific Technologies	GN13 46	SCQF Level 6		SQA
HNC in Applied Sciences	GK6E 15	SCQF Level 7		SQA
HNC in Bioscience	G8WV 15	SCQF Level 7		SQA
HNC in Chemical Engineering	GL69 15	SCQF Level 7		SQA
HNC in Chemical Process Technology	GL6A 15	SCQF Level 7		SQA
NC in Applied Sciences	GM3G 47	SCQF Level 7		SQA
NC Engineering Practice	GD27 45	SCQF Level 5		SQA
NC Engineering Systems	GD2F 45	SCQF Level 5		SQA
HNC Engineering Systems	G85G 15	SCQF Level 7		SQA
PDA in Managing Resources and Quality	G9CP 47	SCQF Level 7		SQA
HNC Management and Leadership	GF5V 15	SCQF Level 7		SQA
NPA Food Manufacture at SCQF	GF4N 46	SCQF Level 6		SQA
PDA in Introductory Leadership and Management	GM0L 46	SCQF Level 6		SQA
NC Measurement and Control Engineering	G987 46	SCQF Level 6		SQA
NC in Engineering Systems	G9CC 46	SCQF Level 6		SQA
NC in Administration	G99P 45	SCQF Level 5		SQA
PDA in Office Administration	GA11 47	SCQF Level 7		SQA

## Optional Outcomes

### Additional SVQ Units/Qualifications/Training

Although there are no pre-requisites for undertaking this Modern Apprenticeship Framework and content, candidates would normally have completed an induction programme including Working at Height, Emergency First Aid and Safe Manual Handling courses to support their understanding and on site Safety in addition to the employer statutory requirements.

In addition some employers may find it useful to provide additional training related to the specific handling and properties of substances and chemicals.

Also some employers may find it beneficial to consider the Career Enhancement Programme <http://www.equatescotland.org.uk/news/helping-female-engineers-and-their-employers-realise-their-full-potential> It is designed to help women in traditionally male dominated industries further their careers, by analysing their current position in the workplace and identifying objectives for future progression.

Additionally it is suggested that employers and candidates consider appropriate qualifications or training prior to, or as part of this framework. This could include qualifications such as PMO/PEO, Science or Laboratory at SCQF Level 4 or SCQF Level 5 or other basic skills off-the-job courses which could aid in using hand tools correctly or demonstrating understanding of critical safety and regulations for the industry. Also the prior achievement of one of the SVQ 2 at SCQF level 5 in the disciplines of Electrical, Science or Laboratory Techniques will support the uptake and these will further improve completion rates.

### Foundation Apprenticeships

It should be noted that with development of Foundation Apprenticeships, and implementation and delivery with senior phase learners in school that the content of Foundation Apprenticeship should be recognised as progression towards the Modern Apprenticeship outcomes where appropriate. The Foundation Apprenticeship is so designed that it incorporates components that currently sit within the Modern Apprenticeship Framework, therefore candidates completing the Foundation Apprenticeship would be expected to have achievements recognised and built upon towards the completion of the any full Modern Apprenticeship outcome where the opportunity to do so allows.

## The Framework

### Duration

It is expected that apprentices following this Framework will take 36 months to complete.

### Mandatory Outcomes

#### SVQ(s)/ CBQs

Each apprentice is required to achieve the following qualifications:

- \* SVQ in Scientific, Technical and Formulation Processing (SCQF 5) SQA Award Ref No GP42 22
- \* SVQ in Scientific, Technical and Formulation Processing (SCQF 6) SQA Award Ref No GP43 23

All Scottish Modern Apprenticeships must contain relevant Scottish Vocational Qualifications (SVQs) or Competency Based Qualifications (CBQs). SVQs and CBQs are work-based qualifications based on National Occupational Standards of competence (NOS) drawn up by representatives from each industry sector. They are made up of units – normally between six and ten – which break a job role down into separate functions reflecting the different kind of activities that a job requires. 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 be competent in their job role.

### Core Skills

Each apprentice is required to achieve the following core skills:

Communication	SCQF Level 5
Working with others	SCQF Level 5
Problem Solving	SCQF Level 5
Information and Communication Technology	SCQF Level 5
Numeracy	SCQF Level 5

Core Skills need to be separately certificated to achieve this framework

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 2,000, 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

Scientific, Technical and Formulation Processing Modern Apprenticeship candidates are also required to achieve as minimum a National Certificate in one of the following disciplines.

G90N 46	NC in Applied Sciences SCQF level 6
G9G6 46	NPA in Laboratory Science SCQF level 6
GN13 46	NPA in Scientific Technologies SCQF level 6
GK6E 15	HNC in Applied Sciences SCQF level 7
G8WV 15	HNC in Bioscience SCQF level 7
GL69 15	HNC in Chemical Engineering SCQF level 7
GL6A 15	HNC in Chemical Process Technology SCQF level 7
GM3G 47	PDA in Laboratory Science SCQF level 7
GD27 45	NC Engineering Practice at SCQF level 5
GD2F 45	NC Engineering Systems at SCQF level 5
G85G 15	HNC Engineering Systems at SCQF level 7
G9CP 47	PDA in Managing Resources and Quality at SCQF level 7
GF5V 15	HNC Management and Leadership at SCQF level 7
GF4N 46	NPA Food Manufacture at SCQF level 6
GM0L 46	PDA in Introductory Leadership and Management at SCQF level 6
G99P 45	NC in Administration at SCQF Level 5
GA11 47	PDA in Office Administration at SCQF Level 7
G987 46	NC Measurement and Control Engineering at SCQF level 6
G9CC 46	NC in Engineering Systems at SCQF Level 6

## Optional Outcomes

### Additional SVQ Units/Qualifications/Training

Although there are no pre-requisites for undertaking this Modern Apprenticeship Framework and content, candidates would normally have completed an induction programme including Working at Heights, Emergency First Aid and Safe Manual Handling courses to support their understanding and on site Safety in addition to the employer statutory requirements.

In addition some employers may find it useful to provide additional training related to the specific handling and properties of substances and chemicals and working in laboratory environments.

Also some employers may find it beneficial to consider the Career Enhancement Programme <http://www.equatescotland.org.uk/news/helping-female-engineers-and-their-employers-realise-their-full-potential> It is designed to help women in traditionally male dominated industries further their careers, by analysing their current position in the workplace and identifying objectives for future progression.

Additionally it is suggested that employers and candidates consider appropriate qualifications or training prior to, or as part of this framework. This could include qualifications such as PMO/PEO, Science or Laboratory at SCQF Level 4 or SCQF Level 5 or other basic skills off-the-job courses which could aid in using specific equipment correctly or demonstrating understanding of critical safety and regulations for the industry. Also the prior achievement of one of the SVQ 2 at SCQF level 5 in the disciplines of Electrical, Science, Processing or Laboratory Techniques will support the uptake and these will further improve completion rates.

**Foundation Apprenticeships**

It should be noted that with the development of Foundation Apprenticeships, and implementation and delivery with senior phase learners in school, that the content of Foundation Apprenticeship should be recognised as progression towards the Modern Apprenticeship outcomes where appropriate. The Foundation Apprenticeship is so designed that it incorporates components that currently sit within the Modern Apprenticeship Framework, therefore candidates completing the Foundation Apprenticeship would be expected to have achievements recognised and built upon towards the completion of the any full Modern Apprenticeship outcome where the opportunity to do so allows. Both the Engineering and Scientific Technologies are highly applicable as progression routes to this Modern Apprenticeship Framework.

## Registration and certification

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

Semta  
Unit 2 – Orient Centre  
Greycaine Road  
Watford  
Hertfordshire  
WD24 7GP

0845 6439001

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 via the MA 2 online system.**

For framework information, rejection notices and delivery of printed certificates please contact Semta on 0845 6439001 or [certification@semta.org.uk](mailto:certification@semta.org.uk)

All Modern Apprentices must be registered onto the MA online 2 system at <https://modernapprenticeships.org/web/> at the beginning of their apprenticeship.

Training providers must apply for the apprenticeship completion certificate via the MA 2 online system.

The certification body will look at each claim, when they are received in “Awaiting Certificate” section of the online system. Once authorised a certificate will be issued and dispatched. If a claim is rejected due to insufficient or incorrect evidence the training provider will be informed via an email that is automatically generated by the system.

The MA online support team can be contacted on 0300 303 4444 or [maonline@fiss.org](mailto:maonline@fiss.org)

In the case of MAs who 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 (Appendix 3).

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 be in the form of scanned electronic copies of certificates from awarding organisations up loaded via the MA 2 online system.

Requests for registration and certification should be made to the SSC at the address above via the MA 2 online system.

### SSC Service level

The SSC undertakes to confirm the registration of candidates in through the established electronic system and 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 10 days of receipt of the appropriate evidence that a candidate has completed the outcomes as stated in the framework

## 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 outside an academic institution, 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.

Most employers have their own recruitment and selection procedures. Many also work closely with their Training Provider Partners in the process when reviewing and selecting Modern Apprenticeship candidates. Many Group Training Associations have good integrated procedures supporting employers which work consistently well.

Whilst there are no specific sectorial requirements for entry on to this Modern Apprenticeship, individual candidates may find it useful to have undertaken basic skills off-the-job courses, which could aid in using hand tools correctly or demonstrating understanding of safety & regulations. Therefore candidates are likely to require some mandatory safety training either pre-employment, or have access to safety training through their immediate employer, or any specific pre-employment training programmes arranged for the Industry.

## 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 for the duration of the apprenticeship.**

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

Semta hold an up to date list of over 50 training providers who it regularly supports and promotes Engineering related frameworks and disciplines to; Semta can supply a list of those providers on request.

In addition Further Education Colleges already working in the Chemicals, Food Manufacturing and Bio Science sectors include all those that form part of the ESP (Energy Skills Partnership) Food and Drink Manufacturing and Engineering Strategic Groups, including Forth Valley, NESCOL, North Highland, Inverness UHI and Dumfries and Galloway Colleges, and are keen to extend this new programme to include new and existing employers partnerships including GSK, Charles River, Syngenta, Cala Chem, Scotmas, Fuji Film and GBR Dupont.

## Delivery of Training for the MA in Scientific, Technical and Formulation Processing

### 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. 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 either formal training courses or through open/distance learning packages and tailored bespoke 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. The LCS (Life and Chemicals skills) plan sets out a need and actions towards the creation of shared Assessment model with identified lead partners.

In relation to the MA in Scientific, Technical and Formulation Processing the expectation is that delivery will take place directly within employer workplaces and that knowledge and theory will form part of training inputs whilst gaining the qualifications components.

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

Providers should have access to staff/ assessors with commensurate experience and be technically competent in the specific work area of assessment and training and meet the terms of their chosen awarding organisation for the components that underpin this framework. It is expected that Assessors and internal Verifiers will hold the required up to date qualifications for the purpose of assessment and up to date Industry experience. In addition there is specific guidance within the created Assessment Strategy document for use by Awarding Bodies and approved centres for delivery.

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

Apprentices will acquire underpinning knowledge through a number of mediums, although not all providers will use the same arrangements. Employers working with Training Providers and FE Colleges may arrange for formal off-the-job training or arrange either day release or block release as required. Some employers are likely to use their own in-house training arrangements and facilities where available. In addition to these arrangements some providers will use open learning and distance materials, working with partner institutions to develop materials as appropriate.

### Off-the-job training

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

Enhancements are set out in the mandatory outcomes section

#### Delivery and assessment method

There is no requirement for separate Assessment of knowledge, understanding and off-job elements. This will be assessed as part of Assessment of overall SVQ units.

#### Exemptions

In some cases MA candidates may enter the programmes having already completed the mandatory enhancement requirements either from FE College full time provision or from progression from Foundation Apprenticeship in Engineering or Science Technologies. In these cases the qualifications will be reviewed and accepted at the discretion of the Semta. Similarly those entering the MA programme with previous qualifications and experience can apply to Semta for recognition via formal exemption process with each case being reviewed separately.

## 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

### Scientific, Technical and Formulation Processing

#### Background

In 2016, Semta, working closely with stakeholder groups and employers in the Scottish Chemical, Sciences, Processing and Engineering sectors, were approached by the SDS related Employer Skills Group under the chair of Alistair Cameron the MD of Scotmas, who raised the issue about a lack of relevant qualifications and progression routes being available for young people entering and those working in Industries that crossed over into a number of disciplines of chemical, formulation, scientific, engineering and processing. The Skills Group highlighted the significant challenges related to the ageing profile of their workforce; they also highlighted the acute need for multi-skilled personnel in small to medium enterprises, where operatives were being asked to take on job roles across these disciplines. A review of existing vocational provision identified that there was no clear multi-skilled pathway in existing qualifications either from Semta or Cogent or a similar MA Framework arrangement.

There is recognition that the sector and industries and those that operate within it are now recruiting, and will continue to do in the foreseeable future, people who have a broad range of skills. The need for multi-skilled technicians and operatives is now essential for many employers and is having a major impact on their business, and recruitment of skilled personnel has been costly with limited success. Evidence was provided via the SDS Sector Skills employer group as to why a new competence based qualification was required and also in the longer term the development of a Modern Apprenticeship Framework for those working in, and entering the sector. They highlighted that job skills are changing rapidly as automation advances across almost every area of the LCS sector. Training – or retraining – the workforce will be a huge challenge in the fourth industrial revolution and that people will need to oversee these diverse tasks, and must be multi-disciplined and able to adapt to changing roles. Some of the key issues and challenges highlighted were:

- The need for formal competence based qualifications that cover a multi-disciplinary approach
- A structure that covered more than one level and created a progression route for candidates
- A future pathway route to a successful Modern Apprenticeship outcome that supports and meets the sector needs
- The lack of awareness of the opportunities for the Chemical, Sciences, Processing and Formulation operatives and technicians and a career in the industry
- Qualifications that are aligned and integral to a Skills Strategy and growth of sector supported by the (ILG) and Skills Development Scotland (SDS).

#### SVQ Objectives

- Create new 'on the job' competency SVQs that align to the industry needs for multi-skilled personnel, which provide and create a formal learning pathway for individuals that support career progression particularly within small to medium employers.

#### Activities

- Initial meeting held with Industry & Stakeholder representatives via SDS Skills Group (2015)
- Letters of Support from sector included GSK, Capsugel, Syngenta were provided and backing from SDS Skills group and ILG for proposed activities and outcomes.
- Relevant stakeholders engaged including Cogent, SQA Accreditation and SDS
- Invitations to employers across the disciplines to form a Technical Employer Expert Working Group.
- Technical Expert Group (TEG) formed to review, establish SVQ level and need plus early MA dialogue-existing and relevant NOS distributed for review and refined for relevance and inclusion in any proposed structure to create a new SVQ Structure (January 2017). Employers include Glaxo (GSK) Cala-Chem, Scotmas, Charles River Laboratories, Fuji Film, Syngenta, Capsugel, and Devro
- Initial Technical Group Meeting – Chaired by Scotmas – established need for 2 SVQs at SCQF 5 and SCQF 6 respectively (March 2017) – agreed they would be supportive of a new proposed MA development
- Further Technical Group Meetings over 9 months to carry review of existing Processing, Manufacturing, LATA, Engineering and BIT NOS (all thought relevant) by TEG to ensure fit for purpose content of the new SVQs and future MA Product (April – December 2017)

- Significant consultation between meetings to refine and further evolve content (January 2017- January 2018)
- On-going dialogue with SDS and ILG to ensure alignment to Sector Industry Skills Plan and progression routes to proposed new GLA and other HE and vocational education provision. (January 2017 – February 2018)
- New SVQ structures identifying core and options units established for Scientific, Technical and Formulation Processing at SCQF 5 and SCQF 6 providing flexibility to the wide range of sector and employer needs. (January 2018)
- Wider review and consultation held to support TEG findings and work, and proposed pathways including other related and cross sector ILG chairs, Employer and Stakeholder groups i.e. Food & Drink, Bio Science (2017).
- Professional Institutes contacted and meeting held to look at alignment and recognition for professional standards recognition including IMechE (December 2017)
- Presentation and Business Case prepared and delivered by Semta and Industry representatives to AWB's to gain support for the new SVQ.
- Awarding Bodies and Organisations contacted to gauge interest and support for delivery – Awarding stakeholders include dialogue and meetings with EAL, SQA and PAA-VQ-SET ( December 2017 to January 2018)
- SCQF Credit Rating & levelling arrangements agreed (January 2018)
- Core Skills Signposting of SVQ content created (January 2018)
- Assessment Strategy agreed and document prepared.
- Developments communicated regularly by SDS and ILG to Members and Stakeholder groups to ensure awareness and continuing support for the project.
- Final review, minor amendments & submission (February 2018 )
- Launch event scheduled for April 2018 with stakeholder and trade groups.
- Accreditation of SVQs in November 2018

### **Modern Apprenticeship Scientific Technical and Formulation Processing**

During the on-going developments of the SVQs, both employers and stakeholder representatives of the CSS (Chemical Sciences Skills Group) and ILG (Industry Led Group) remained consistent in their need for a Modern Apprenticeship Programme that provide for an increasing need for multi-skilled personnel. Whilst there were MA frameworks and qualifications that were specific to disciplines there was little that met the inter-disciplinary needs and growing demand for their changing workforce.

Post the SVQ developments, Semta began further consultation with key sector employers and stakeholder groups to develop and establish content for a Modern Apprenticeship Framework.

Semta used a range of methods including face to face meetings, email, telephone, Skype, liaising with Industry Bodies and Trade Federations including working closely with CSS (Chemical Sciences Skills Group) and members' companies to ensure wide scope engagement and involvement. Semta built upon existing relationships from the previous SVQ successful product work and initially identified the same and extended suitable individuals/organisations to participate and arrange meetings with in the early part of the consultation using and including a wide range of communication methods to allow as wide participation as possible in a cost effective manner. Notes of the meetings and communications responses were made available to all interested parties and draft MA summary framework documents have been shared as widely as possible and appropriately over the gestation period of the project. The project activity has been on-going for 2 years with an increase in activity in the last 8 month period in respect of the MA. Early meetings had already taken place with an Industry Group including Cogent, a sister SSC whose work is closely aligned with the sector in advance of Modern Apprenticeship consultation work. This group were the lead group of Employers to support the development with all others contacted and engaged as in the previous described methods.

Individual 1:2:1 meeting with employers, providers, FE Colleges and stakeholders, including Cogent, were held from May 2018 – November 2018 to establish Modern Apprenticeship framework content and identify and consolidate skills challenges and findings from previous SVQ work. In addition two consultation events were held in September 2018 delivered by Semta and hosted by ESP and Skills Development Scotland (Highlands & Islands) respectively to bring stakeholders, employers and providers together to share initial findings and further refine and agree Framework content. Overall the consultation activity agreed that both SVQs at SCQF level 5 and Level 6 would be

the underpinning qualifications for the new Framework. There was also general agreement that further mandatory enhancement of an academic qualification would support the skills needs and expectations of the sector and support further progression for candidates - this would be a minimum NC in an aligned discipline to the skills and NOS content of the SVQ identified pathways. The mandatory enhancement should come from an agreed list to recognise the diversity within the sector including the need for Fabrication and Welding, Engineering Systems, Applied Science, Chemical Engineering and Leadership and Management to align to the inclusion of Business Improvement Technique NOS units in the SVQ structure. The consultation outcomes also agreed that the Core Skills requirements should be at SCQF level 5 and that the sector consider voluntary and addition training related to the important to the industry and sector.

The following is a list of employers and stakeholders who have been involved in the consultation either through 1:2:1 visits, Skype calls, email, consultation events or through their trade association membership:

- GSK
- Cala - Chem
- GBR Dupont
- Sygenta
- Fuji Film
- Ineos
- Capsugel
- Scotmas
- Inverness UHI
- LifeScan
- CSS (Chemical Sciences Skills Group)Members
- ESLG (Engineering Scottish Leadership Group) Members
- Nescol
- ESP (Food and Drink Manufacturing Group)
- ESP (Engineering Strategy Group)
- SMAS (Scottish Manufacturing Advisory Service)
- Cogent
- Scottish Training Federation Members
- North Highland College
- Ayrshire College
- SQA Accreditation
- EKGTA (East Kilbride Group training Association)
- Dundee and Angus College
- SQA Awarding
- EAL
- PAVQSETT
- Forth Valley College
- Charles River Laboratories
- SFC (Scottish Funding Council)
- Dupont Teijin Films UK Ltd.

Other stakeholders:

The Awarding Body SQA are already committed to offering the qualifications required for the MA in Scientific, Technical and Formulation Processing within this framework and has successfully accredited the qualification after working closely with both Semta and stakeholders including the LCS Group on a clear business case for its introduction to their portfolio.. In addition Semta has a commitment to review all the National Occupational Standards (NOS) that form part of this SVQ as do Cogent as part of our shared commitment to the LCS Skills Plan to ensure they remain up to date and current as part of our on-going arrangements supporting the longevity of the framework and SVQ pathways. Furthermore the new MA Framework in Science, Technical and, Formulation Processing proposal has been communicated to the LCS (Life and Chemical Sciences) Group and is an important development and highlighted as a key feature of the Skill Plan for the sector. STUC members (Scottish Trade Union

Council); GMB; Prospect; and Unite have also been contacted through Scottish Union Learning and to date the union members have raised no concerns with the new Modern Apprenticeship proposal.

## Career progression

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

It is anticipated that progression will be available from this Modern Apprenticeship to other MA Frameworks and a range of further vocational and academic qualifications. We believe that this Framework may also provide the first step on the ladder for many people who have a keen interest in joining and traditional but critical industry for the Scottish economy and are exceedingly creative that are currently in employment but have little or no formal qualifications, thus actively promoting continuous learning and the Scottish Governments perspective that vocational education should be both lifelong and prestigious and is supportive of the introduction of both Foundation and Graduate apprenticeships in the sector.

Horizontal Progression: Progression to College for full time/part time study, or Company in-house training to meet the very specific demands of sector or other Engineering / Construction related frameworks where achievements allow for part recognition (all of which could then lead to Vertical Progression).

Vertical Progression: Progression to other higher level Frameworks for Engineering or Construction at SCQF level 6/7 or the Engineering Technical Framework at SCQF level 8 including Careers Skills to further enhance promotion and career prospects.

# 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 Organisations
- \* Employers
- \* Modern Apprentices
- \* Modern Apprenticeship Group (MAG)
- \* Sector Skills Councils (SSCs)
- \* Skills Development Scotland (SDS)
- \* 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 on-going 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 Organisations

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 Organisations.

It is the responsibility of the Awarding Organisations 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 via the MA 2 online system at <https://modernapprenticeships.org/web/>
- \* Applying for the final 'Certificate of Completion' on behalf of Modern Apprentices via the MA 2 online system
- \* Informing the SSC of any material alterations to Modern Apprentices' training plans or desired changes to the selected Framework outcomes.

**APPENDIX 3**



**MODERN APPRENTICESHIP SAMPLE TRAINING AGREEMENT**

This Training Agreement is entered into by:

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

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

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

The **Modern Apprentice’s responsibilities** are to:

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

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

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

This agreement to be signed by all parties:

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



**MODERN APPRENTICESHIP TRAINING PLAN**

**The Modern Apprenticeship Centre**

Name:
Address:
Telephone:
Contact:

**The Modern Apprentice**

Full name:
Home address:
Work address:
Date of birth:

**The Employer**

Name:
Address:
Telephone:
Contact:

**Skills Development Scotland office**

Name:
Address:
Telephone:
Contact:

**Framework selected outcomes**

**Mandatory outcomes**

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

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

**Optional outcomes**

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

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

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

SEMTA  
Unit 2 – Orient Centre  
Greycaine Road  
Watford  
Hertfordshire  
WD24 7GP  
  
0845 6439001