SCOTTISH HIGHER LEVEL APPRENTICESHIPS

A

TECHNICAL APPRENTICESHIP

IN

SOCIAL SERVICES (CHILDREN AND YOUNG PEOPLE)

AT

SCQF Level 9

FRAMEWORK DOCUMENT FOR SCOTLAND

Skills for Care and Development

October 2019

SSSC
Compass House
11 Riverside Drive
Dundee

Scottish Social Services Council

Amendments to this framework in Social Services (Children and Young People) at SCQF level 9

Version	Date of Change	Amendment	Comments
1.1	02/09/2019	• Administrator contact details amended. • Added statement on training agreement. • Framework date amended.	

This framework document is a controlled document. The latest version can be found on the Skills Development Scotland website here:

https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/modern-apprenticeships/modern-apprenticeship-frameworks/

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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.

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 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 Social Services (Children and Young People at SCQF Level 9)

The SSSC is the sector skills council for social services in Scotland. It is a partner with the UK wide sector skills council, Skills for Care and Development.

Purpose of the Frameworks
Apprenticeships in Social Services (Children and Young People) are part of a suite of complementary Frameworks developed in consultation with the sector.
These frameworks are designed to provide an accessible and progressive approach to the acquisition of appropriate skills and knowledge for new entrants and for existing workers in social services (children and young people). The qualifications are at two levels to enable provision for career development. They are planned to articulate with the frameworks for Social Services and Health Care to provide for further flexibility both in employment and in careers. Three of the four mandatory units are the same as three of the mandatory units in Social Services and Healthcare at the same level. The assessment strategies in both routes are the same.

Technical Apprenticeship in Social Service (Children and Young People)
The Technical Apprenticeship in Social Service (Children and Young People) is set at SVQ Level 4 and SCQF Level 9. The revised SVQ 4 structure, Social Services (Children and Young People), will be available from 1st February 2014.

Completion of the apprenticeship and certification will qualify workers to be recognised as supervisors/managers in the sector. Through achievement of additional qualifications such as SVQ in Leadership and Management for Care Services (SCQF Level 10) or degree/PDA in Childhood practice allows workers to be employed as managers in their chosen area of practice.

Certification at SVQ Level 4 (SCQF level 9) allows candidates to obtain employment in a range of services across the sector. Supervisors/managers are employed to support other staff and children and young people in a number of settings such as day care services and out of school care as well as residential care. Additionally workers may engage with children and young people in community setting's or their own home as childminder or foster carers. Workers may be employed in the private sector, local authority, third sector or the NHS.

Opportunities for progression are built in to the design of the Frameworks. The Frameworks in Social Services (Children and Young people) allow access into the Social Service and Healthcare route.

The workforce
The social services workforce is large:
- One in 13 people employed in Scotland work in social services.
- There is a workforce of 191,000 people in paid employment.
- Of these 27% are employed by the third sector, 32% by the public sector and 41% by the private sector

SSSC labour market reports on the social services sector have found that the number of people working in the sector has risen very considerably since the mid-1990's. Data from the Labour Force Survey shows that the sector grew by approximately 50% during the period 1998-2008. Since then growth has slowed and slightly reversed with the sector employing just over 191,000 people as of December 2012.

In part this growth has been a response to Scottish Government initiatives such as the Integration of Health and Social Care and the National Dementia Strategy in the adult sector and Getting It Right For Every Child and the Early Years Framework for children and young people.

The training and development of the workforce play a critical role in ensuring the people who use our services receive high quality, effective and efficient services. Qualification development for the sector reflects the needs of employers and regulation and registration ensures that good practice is subsequently well embedded.

Helping employers and workers to meet the changing needs of service users is our overriding concern. Facilitating the development of and promoting qualifications that meet these needs will ensure that all receive a high quality, professional service. The development of a technical framework may encourage men, who are currently under represented in the workforce, see the value in pursuing a career in the social services sector.

The sector makes a significant contribution to the Scottish economy. In the Scottish Government's refreshed skills strategy "Skills for Scotland" published in 2010, the sector was designated as one of three high participation sectors in Scotland, and therefore a sector which is key to the country's future economic well-being.

- Gross Value Added (GVA) generated by the sector increased from £1.62bn in 1998 to £4.19bn in 2009.
- 84% of those in employment in the sector are female.
- 79% of those in the sector have permanent contracts.

The Scottish Employers Skills Survey found that 83% of Scottish social service employers have offered training to their employees in 2012, much higher than the average across all the other sectors. The social care and health sector was also more likely than other sectors to offer on the job training (76%).

Social Services Sectors

Subsector	Number of staff
Adult day care	8430
Adult placement services	170
Care homes for adults	54060
Housing support/care at home	61350
Offender accommodation services	140
Fostering services	990
Residential child care	7030
School care accommodation	1200

Demand for training

There is a high level of demand for training with social services employers more likely to offer training than the average in other work sectors.

Children's Care Learning and Development registrations

Year	Earning CCLD
2009-10	983
2010-11	931
2011-12	1222
2012-13	1126

Children's Care Learning and Development certifications

Year	CCLD
2009-10	575
2010-11	587
2011-12	857
2012-13	809

Value of Framework

A feasibility study conducted by LMG Associates on behalf of SSSC identified benefits to the sector with the revised and integrated SVQ qualifications structures as being:

- ☐ greater flexibility and transferability for employers and the workforce
- ☐ greater opportunities for the workforce on how to progress in their careers, thus providing greater mobility and employability
- ☐ building on the work of sector skills bodies by addressing gaps in skills, thus strengthening joint education and learning across the sector
- ☐ provision of a wider choice of practice activities for employers and SVQ candidates
- ☐ recognising prior learning and existing skills, thus reducing repetition.

The Career skills selected ensure that Technical Apprentices will enhance and develop their leadership skills in line with current good practice.

Support for learners and training providers

The SSSC has an extensive and highly developed web based system of support for learning. This provision includes:

Planning a Career in Social Services
NOS Navigator
Continuous Learning Framework
Planning and Organising for Workforce Development
Mobile Learning Solutions

These can be accessed at **http://workforcesolutions.sssc.uk.com/**

The Council also has generic support materials available to the whole social services workforce. This includes 'Step into Leadership' for frontline workers, managers and corporate leaders. http://www.stepintoleadership.info

The SSSC is proactive in providing a range of material), meetings and events, and information bulletins and newsletters that support the Framework. Approval also requires providers to explain how they will explicitly ensure equality and diversity as deliverers of the award and this includes best ways to support candidates

Registration and regulation by the SSSC

The process of registration will require employers and training providers to provide evidence of their capacity to establish and provide for assessment and verification of candidates work. This conforms to the revised assessment strategy for the SVQ structures. In addition employers and training providers must provide evidence of addressing issues such as access and equality of opportunities for candidates.

While the Modern Apprenticeships are not intrinsically intended to lead to registration with the Scottish Social Services Council, registration is a significant driver of engagement by employers and the workforce. Currently 57,178 social service workers are registered by the SSSC. This number is expected to increase as registration continues to expand into other groups within the workforce.

The registration agenda is a priority for many social services workers in Scotland. Registration is a key part of the SSSC's vision of a competent, confident and valued workforce, capable of delivering high quality services that has the confidence of the public, users and their carers.

Summary of Framework

Diagram showing the contents of the Technical Apprenticeship in Social Services Children and Young People (SCQF Level 9) (GH5X 24)

Mandatory outcomes

SVQ

- *The following must be achieved:*

Social Services (Children and Young People) at SCQF Level 9 (GH5X 24) Minimum 71 credits Achieved & Maximum 101 Credits Achieved

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Career Skills *(see Appendix 4 for full list)*

A threshold of 15 SCQF credits for Technical Apprenticeships must be achieved

	UNIT TITLE	SCQF LEVEL	SCQF CREDIT	SSSC/B NOS CODE	SQA Code
Either	Build and manage teams	7	8	CFAMLD9	FD3L 04
Or	Build Teams (level 9 -8 credits)	9	8	CFAM&LDB1	H683 04
Either	Provide leadership for your team	7	9	CFAMLB5	FM4J 04
Or	Lead your team	7	9	CFAM&LBA3	H5XP 04
Either	Manage Budgets	7	5	CFABAA532	FE1D 04
Or	Manage Budgets	7	11	CFAM&LEA4	H68K 04
Either	Allocate and monitor the progress and quality of work in your area of responsibility	7	14	CFAMLD6	FD3K 04
Or	Manage People's performance at work	7	14	CFAM&LDB4	HA9V 04
	Communicate information and knowledge	7	3	CFAMLE11	F2H5 04
	Ensure Health and Safety requirements are met in your area of responsibility	7	11	CFAMLE6	DR52 04
Either	Manage your own resources and professional development	7	8	CFALMLA2	DR67 04
Or	Develop your knowledge, skills and competence	7	6	CFAM&LAA2	HK26 04
Either	Recruit select and keep colleagues	9	12	CFAMLD3	DR7K 04
Or	Recruit select and retain people	9	14	CFAM&LDA2	H5XR 04

UNIT TITLE		SCQF LEVEL	SCQF CREDIT	SSSC/B NOS CODE	SQA Code
Either	Promote equality of opportunity. Diversity and inclusion in your area of responsibility	8	10	CFAMLB11	FM4L 04
Or	Promote equality of opportunity, diversity and inclusion	8	9	CFAM&LBA7	H69C 04
	Provide leadership in your area of responsibility	8	9	CFAMLB6	DR75 04

Enhancements

The sector does not require any enhancements.

Optional Outcomes

Additional SVQ Units/Qualifications/Training

There are no additional outcomes.

The Framework

The mandatory and optional content of the Professional Apprenticeship in Social Services (Children and Young People) at SCQF Level 9 (GH5X 24) is as follows:

Structure Information - a total of 8 units (4 mandatory and 4 optional units)

Mandatory Outcomes

Unit Title	SCQF Level	SCQF Credit	SSC/B Code	SQA Unit Code
Maintain effective communication systems and practice	9	11	SCDCCLD0401	
Lead practice for health and safety in the work setting	9	10	SCDHSC0042	
Take responsibility for the continuing professional development of yourself and others	9	10	SCDHSC0043	
Lead practice that promotes the safeguarding of children and young people	9	11	SCDHSC0044	

Unit Title	SCQF Level	SCQF Credit	SSC/B Code	SQA Unit Code
Lead programmes for the promotion of children and young people's development	9	10	SCDCCLD0403	
Lead provision for babies and children in partnership with parents and carers	10	10	SCDCCLD0405	
Lead curriculum provision of early education for children	10	13	SCDCCLD0407	
Lead the physical, cognitive, emotional and social development of children	10	8	SCDCCLD0408	
Lead the support of children's communication	9	10	SCDCCLD0409	
Lead the support for children's creativity	9	7	SCDCCLD0410	
Lead the support for children's mathematical learning, exploration and problem solving	9	10	SCDCCLD0411	
Evaluate the environment for children and families	10	8	SCDCCLD0412	
Develop and implement operational plans for your area of responsibility	8	11	CFAMLB1	
Lead the review of policies, procedures and practice for children with additional support needs	10	13	SCDCCLD0414	

Lead in advising and supporting practitioners in early years settings working with children who have additional support needs	9	10	SCDCCLD0415	
Lead the assessment of quality assurance schemes	10	7	SCDCCLD0416	
Lead service providers in accessing information to support the care, learning and development of children	9	8	SCDCCLD0417	
Lead the revision of policies, procedures and practice for registration and inspection	10	9	SCDCCLD0418	
Undertake a research project	9	12	SCDCCLD0420	
Provide information about children and families' services	9	9	SCDCCLD0421	
Lead the monitoring of procedures, policies and practice in partnership with families to benefit children's care, learning and development	10	9	SCDCCLD0422	
Lead multi-agency working arrangements in childcare settings	9	8	SCDCCLD0423	
Obtain additional finance for the organisation	10	18	CFAMLE3	
Provide leadership in your area of responsibility	8	9	CFAMLB6	
Encourage innovation in your area of responsibility	9	12	CFAMLC2	
Allocate and monitor the progress and quality of work in your area of responsibility	7	14	CFAMLD6	
Manage finance for your area of responsibility	8	14	CFAMLE2	
Provide leadership and management of integrated childcare provision	9	9	SCDCCLD0431	
Manage provision of care services that deals effectively with transitions and significant life events	10	9	SCDLMCSB3	
Prepare the childcare setting for regulatory inspections	8	7	SCDCCLD0433	
Advocate with and on behalf of children and young people	9	10	SCDHSC0046	
Support parents and carers to acquire skills to care for and protect babies, children and young people	9	11	SCDHSC0047	

SVQ(s)/ CBQs/ Other Qualifications

Each apprentice is required to achieve the following Qualification:

SVQ 4 Social Services Children and Young People at SCQF Level 9) (GH5X 24) Minimum 71 & Maximum 101

Scottish Vocational Qualifications (SVQs) are work-based qualifications, which are based on National Occupational Standards of competence drawn up by representatives from each industry sector. SVQs 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. When someone has achieved an SVQ, there is a guarantee that they have the skills and knowledge needed to do their job. Technical and Professional Apprenticeships involve either SVQs, alternative competency based qualifications or appropriate Higher National or Professional qualifications. All Scottish Technical and Professional Apprenticeships must contain a relevant SVQ, equivalent competency based qualifications, HN qualification or Professional qualification.

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 mandatory components.

Enhancements

The Sector does not require any enhancements.

Optional Outcomes

There are no optional requirements.

Registration and certification

This Scottish Technical/ Professional Apprenticeship is managed by (Name of SSC). The SSC is the first point of contact in Scotland for any enquiries in relation to the Framework. Contact details:

MA Administrator
SSSC
Compass House
11 Riverside Drive
Dundee
DD1 4NY
Email: maenquiries@sssc.uk.com
Web: www.sssc.uk.com

The SSC will register all Scottish Technical and Professional Apprentices undertaking this Framework. **All Apprentices must be registered with the SSC within 8 weeks of starting their apprenticeship.** Registration can be made by completing the Sample Training Plan and Sample Training Agreement in Appendix 3 and sending these to the above address or completing the online registration system (MA Online, www.maonline.org.uk). In the case of 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 8 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.

N/A

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.

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 2. 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 for the duration of the apprenticeship.**

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.

> The current list is available on the SSSC website. It will be up-dated regularly when the frameworks come into operation. It can be found at:
>
> http://www.sssc.uk.com/workforce-development/qualification-information-for-providers/modern-apprenticeship-requirements

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

National Occupational Standards and qualification structures

The SSSC has overseen developments in the National Occupational Standards in Health and Social Care and in Children's Care Learning and Development since their introduction in 2005. Minor changes were made in 2008 and a full review of NOS was carried out in 2011/12. The changes made were approved by the UK Commission for Employment and Skills in August 2012.

A feasibility study in early 2011 established whether the CCLD standards and the Children and Young People component of HSC could be merged at SVQ levels 3 and 4 to enable flexibility within and across the sector. Direct and online consultation with the sector established that the proposed changes were feasible and desirable.

Following the review of the relevant National Occupational Standards the SSSC consulted widely with the sector in 2012 on the development of new qualification structures and assessment strategy based on the findings of the feasibility study. Engagement with the sector on the proposed changes was undertaken through

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reference group, online survey and podcast. The proposed changes were supported by awarding bodies, employers and the wider social services sector and approved by UKCES in late 2012. This was followed by activity on revision of the apprentice frameworks.

The new SVQ 4 structures will be available to the sector from February 1st 2014.

Apprentice structures

A Reference Group was appointed and met on a regular basis to advise on proposed changes, support the dissemination of information throughout the sector and to promote implementation of the agreed changes. The group comprised of representatives of a wide range of appropriate bodies: Care Scotland, Community Care Providers Scotland, Association of Directors of Social Work, Skills for Health, SQA accreditation and Qualifications and Scottish Union Learning. The employers groups represent over 900 members.

The sector was then asked to comment, via an on-line survey, on the new agreed Apprentice structure. The SSSC approached over 90 organisations working in or with the sector requesting comments either from themselves or interested parties. There were 34 responses: 18 employers, 1 employer representative group, 2 employee representative groups, and 15 providers.

Additionally there were replies from an SVQ tutor, a college tutor, an early years training coordinator and a local authority staff member. There were no replies from apprentices.

A substantial majority agreed or strongly agreed that the new frameworks were
•   Appropriate for the sector   83%
•   Deliverable   81%
•   Achievable   74%
•   Fit for purpose   71%

When asked whether they agreed that it is easy to identify which frameworks are suitable for a candidate 84% agreed/strongly agreed. On the question of whether the frameworks would add value to the role 81% agreed/strongly agreed.

83% of respondents agreed/strongly agreed that it was easy to identify progression pathways to further qualifications. 74% of respondents agreed/strongly agreed that it was easy to identify pathways to other learning or development.

When asked about the choice of career skills identified 78% agreed/strongly agreed that they were appropriate for the technical apprentice framework.

Unite support the development of these comprehensive frameworks. This support has been endorsed by Kate Oultram union lead member of staff on apprenticeships.

The SSSC is currently in early discussions with the National Union of Students regarding the use of vocational qualifications to access HEI.

Career progression

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

Opportunities for progression and flexibility within and across frameworks are established as three of the four SVQ mandatory units are shared with those in Social Services and Healthcare SVQs. The Frameworks allow progression through levels and/or transfer into Social Services and Healthcare.

Completion of the apprenticeship and certification will qualify workers to be recognised as supervisors/managers in a range of services across the sector. Depending on employment setting and career choice candidates may study for an additional management award such as SVQ Leadership and Management of Care Services (SCQF level 10) or for a degree/PDA (SCQF level 9) in Childhood Practice. These qualifications allow candidates to gain employment as a manager within a range of settings.

Appendices

APPENDIX 1

Stakeholder Responsibilities

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

- Awarding Bodies
- Employers
- Modern/ Technical/ Professional Apprentices
- Modern Apprenticeship Group (MAG)
- Sector Skills Councils (SSCs)
- Skills Development Scotland
- Training Providers

Role of the Sector Skills Councils

SSCs are responsible for developing Modern, Technical and Professional Apprenticeship Frameworks and are required to work with employers in their sectors to ensure that all Frameworks meet the needs of employers in their sectors.

For details on your sector's SSC, follow the link to the Alliance of Sector Skills Councils' website http://www.sscalliance.org

Role of Skills Development Scotland (SDS)

Modern, Technical and Professional Apprenticeship frameworks are used by employers as part of their workforce development to train new employees and up-skill existing members of staff. They can be (and often are) used regardless of whether financial support is available from the delivery body who currently provides a 'contribution' towards the cost of delivery. However, only approved Modern, Technical and Professional Apprenticeship Frameworks will be eligible for funding support from SDS who should be contacted to establish the availability and level of support for each Framework.

Skills Development Scotland provides advice and guidance to individuals on the range of Modern, Technical and Professional Apprenticeships and training providers available. Individuals are signposted to opportunity providers who offer training in the vocational areas of interest.

Responsibilities include:

- Supporting the Apprentice with ongoing Career Planning advice
- Signposting candidates to suitable vacancies
- Promoting Modern, Technical and Professional Apprenticeship routes on the Skills Development Scotland website

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

Role of the Awarding Bodies

A significant proportion of the Technical and Professional Apprenticeship is based on the assessment of the apprentice against SVQs/ CBQs/ HN Units or SVQ units. These qualifications are accredited by the SQA Accreditation and the Office of the Qualifications and Examinations Regulator (Ofqual) and are offered by Awarding Bodies.

It is the responsibility of the Awarding Bodies to ensure that centres are approved, that assessors and verifiers are suitably qualified, trained and monitored, and that all of the assessment criteria of qualifications and qualification units are fully met.

Role of the Training Provider

The role of the training provider is important to the success of the Modern, Technical or Professional Apprenticeship. A training provider can be a further education college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

Training Providers are responsible for:

- Confirming an appropriate Modern, Technical or Professional Apprenticeship programme for candidates
- Agreeing the training needs of the candidates
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and defining roles and responsibilities for this with relevant parties
- Ensuring trainee/candidate has access to the best quality training opportunities available
- Ensuring that the Modern, Technical or Professional Apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering of Apprenticeship candidates with the relevant SSC (and Skills Development Scotland if appropriate).
- Compiling and agreeing assessment schedules/assessment plans
- Judging performance evidence
- Completing assessment records
- Reviewing candidates progress at regular intervals
- Submitting records and evidence for moderation
- Advising the Modern, Technical or Professional Apprentice who to approach for support, advice, encouragement and in case of complaint

Role of 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 APPRENTICESHIP SAMPLE TRAINING AGREEMENT

MODERN **APPRENTICESHIPS**

This Training Agreement is entered into by:

Name of Employer:	
Name of Technical Apprentice:	
Name of Apprenticeship Centre:	
Name and Level of MA Framework	

All partners in the agreement will adhere to the SSSC Codes of Practice

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

1   employ the apprentice subject to the employer's usual terms and conditions of employment;

2   provide the apprentice with the facilities, training and work place opportunities necessary to achieve the selected Framework outcomes specified in the apprentice's personal training plan;

3   pay the apprentice an agreed salary which meets National Minimum Wage criteria, reflects the obligations of the employer and the opportunities for the apprentice;

4   in the event of the employer becoming unable to retain the apprentice after completion of the apprenticeship, to use reasonable endeavours to secure employment elsewhere;

5   in the event of the apprenticeship being terminated prematurely by either the employer or apprentice for any reason other than dismissal for unsatisfactory performance or misconduct, to use reasonable endeavours to secure employment and continuation of this apprenticeship elsewhere;

6   operate a formal Health and Safety policy and undertake the necessary legal and contractual responsibilities for health and safety of the apprentice; and

7   operate an Equal Opportunities policy which meets all legal requirements.

The Technical 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 Apprenticeship Centre's responsibilities are to:

1   agree the content of the apprentice's personal training plan as confirming that the selected Framework outcomes and training plans meet the criteria of this apprenticeship

2   contract with the employer to provide the training and assessment necessary to enable the apprentice to achieve the selected Framework outcomes specified in the apprentice's personal training plan; and

3   use its best endeavours to ensure that the employer provides the apprentice with the facilities, training and work place opportunities necessary to achieve the selected Framework outcomes specified in the apprentice's personal training plan.

Apprentices are employees as they earn while they learn so that means if they work in a role that requires SSSC registration they must register for that role.

This is a separate registration from the apprenticeship registration. SSSC registration is required even if the apprentice is an extra member of staff and considered a trainee.
There is more information about SSSC registration on our website
https://www.sssc.uk.com/registration/

Please confirm if Apprentice requires to register with SSSC

Please tick below

Yes☐   **No**☐

This agreement to be signed by all parties:

Employer		Date:
Technical Apprentice (or Parent/Guardian, if under 18)		Date:
Apprenticeship Centre		Date:

MODERN
→ APPRENTICESHIPS

TECHNICAL APPRENTICESHIP TRAINING PLAN

The Apprenticeship Centre

Name:
Address:
Telephone:
Contact:

The Technical 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)* (List mandatory and optional units)		Tick units being undertaken	SCQF Level	SCQF Credit Points
Qualification level *(please identify level)* (List mandatory and optional units)				
Enhancements				

Career Skills *(Include details of the minimum level required)*		Tick units being undertaken	SCQF Level	SCQF Credit Points
Either **Or**	Build and manage teams (CFAMLD9) Build Teams (level 9-8 credits) (CFAM&LDB1)		7 9	8 8
Either **Or**	Provide leadership for your team (CFAMLB5) Lead your team (CFAM&LBA3)		7 7	9 9
Either **Or**	Manage Budgets (CFABAA532) Manage Budgets (CFAM&LEA4)		7 7	5 11
Either **Or**	Allocate and monitor the progress and quality of work in your area of responsibility (CFAMLD6) Manage people's performance at work (CFAM&LDB1)		7 7	14 14
Communicate information and knowledge (CFAMLE11)			7	3
Ensure Health and Safety requirements are met in your area of responsibility (CFAMLE6)			7	11
Either **Or**	Manage your own resources and professional development (CFALMA2) Develop your knowledge, skills and competence (CFAM&LAA2)		7 7	8 6
Either **Or**	Recruit select and keep colleagues (CFAMLD3) Recruit select and retain people (CFAM&LDA2)		9 9	12 14
Either **Or**	Promote equality of opportunity. Diversity and inclusion in your area of responsibility (CFAMLB1) Promote equality of opportunity, diversity and inclusion (CFAM&LBA7)		8 8	10 9
Provide leadership in your area of responsibility (CFAMLB6)			8	9

Optional outcomes

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

Summary of Technical Apprentice's accredited prior learning:

N/A

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

MA Administrator
SSSC
Compass House
11 Riverside Drive
Dundee
DD1 4NY
Email: maenquiries@sssc.uk.com
Web: www.sssc.uk.com

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 units have been grouped under four headings:

- ☐ Business Administration
- ☐ Management, including Business Continuity Management and Governance
- ☐ Enterprise
- ☐ Customer Service

Unit Title		SCQF Level	SCQF Credit	SSC/B NOS Code
Business Administration				
Either	Implement, monitor and review change	9	6	CFABAA116
Or	Implement Change (Management Unit)	See below	See below	
Either	Plan change across teams	9	6	CFABAA115
Or	Plan change (Management Unit)	See below	See below	
Chair meetings		8	4	CFABAA413
Evaluate and solve business problems		8	6	CFABAG128
Implement and evaluate innovation in a business environment		8	6	CFABAA113
Manage and evaluate information systems		8	6	CFABAD122
Either	Monitor and evaluate contracts	8	6	CFABAF121
Or	Monitor and evaluate the performance of contractors	8	6	
Negotiate in a business environment		8	7	CFABAG123
Either	Plan, run and evaluate projects	8	10	CFABAA152
Or	Manage projects (Management Unit)	See below	See below	
Prepare, co-ordinate and monitor operational plans		8	6	CFABAA1110
Manage an office facility		7	6	CFABAA118
Either	Manage budgets	7	5	CFABAA532
Or	Manage budgets (Management Unit)	See below	See below	

Manage communications in a business environment		7	3	CFABAA616
Supervise a team in a business environment		7	6	CFABAG1212
Management				
Either	Build and sustain collaborative relationships with other organisations	11	6	CFAMLD17
Or	Develop and sustain collaborative relationships with other organisations	11	6	CFAM&LDD4
Either	Develop a strategic business plan for your organisation	11	14	CFAMLB3
Or	Develop strategic business plans	11	14	CFAM&LBA6
Either	Ensure an effective organisational approach to health and safety	11	12	CFAMLE7
Or	Provide healthy, safe, secure and productive working environments and practices	7	7	CFAM&LEB1
Either	Improve organisational performance	11	11	CFAMLF12
Or	Manage continuous improvement	11	11	CFAM&LFE5
Either	Manage risk	11	12	CFAMLB10
Or	Manage risks to your organisation	11	11	CFAM&LBB1
Either	Promote equality of opportunity, diversity and inclusion in your organisation	11	12	CFAMLB12
Or	Promote equality of opportunity, diversity and inclusion	8	9	CFAM&LBA7
Either	Promote knowledge management in your organisation	11	7	CFAMLE13
Or	Promote knowledge management and sharing	11	7	CFAM&LEC1
Either	Promote the use of technology within your organisation	11	12	CFAMLE4
Or	Optimise effective use of technology	11	12	CFAM&LEB5
Either	Provide leadership for your organisation	11	13	CFAMLB7
Or	Lead your organisation	11	13	CFAM&LBA1
Either	Manage the development and marketing of products/services in your area of responsibility	10	9	CFAMLF16
Or	Manage the marketing of products and services	11	6	CFAM&LFB5
Put the strategic business plan into action		10	9	CFAMLB4

Either	Develop and implement marketing plans for your area of responsibility	9	5	CFAMLF4
Or	Develop marketing plans	9	5	CFAM&LFB2
And/Or	Implement marketing plans	9	5	CFAM&LFB3
Encourage innovation in your area of responsibility		9	12	CFAMLC2
Lead change		9	15	CFAMLC4
Manage business processes		9	15	CFAMLF3
Either	Manage knowledge in your area of responsibility	9	4	CFAMLE12
Or	Develop knowledge and make it available	9	4	CFAM&LEC3
Plan change		9	15	CFAMLC5
Either	Recruit, select and keep colleagues	9	12	CFAMLD3
Or	Recruit, select and retain people	9	14	CFAM&LDA2
Either	Develop and implement operational plans for your area of responsibility	8	11	CFAMLB1
Or	Develop operational plans	8	11	CFAM&LBA9
Manage projects		8	11	CFAM&LFA5
Implement change		8	11	CFAMLC6
Either	Manage finance for your area of responsibility	8	14	CFAMLE2
Or	Manage the use of financial resources	8	14	CFAM&LEA3
Either	Manage physical resources	8	9	CFAMLE8
Or	Manage physical resources	8	5	CFAM&LEB3
Either	Manage the environmental impact of your work	8	4	CFAMLE9
Or	Manage the environmental and social impacts of your work	8	4	CFAM&LEB4
Promote equality of opportunity, diversity and inclusion in your area of responsibility		8	10	CFAMLB11
Provide leadership in your area of responsibility		8	9	CFAMLB6
Either	Allocate and monitor the progress and quality of work in your area of responsibility	7	14	CFAMLD6
Or	Manage people's performance at work	7	14	CFAM&LDB4
Either	Build and manage teams	7	8	CFAMLD9
Or	Build Teams	9	8	CFAM&LDB1
Communicate information and knowledge		7	3	CFAMLE11

Ensure health and safety requirements are met in your area of responsibility	7	11	CFAMLE6
Manage budgets	7	11	CFAM&LEA4
Either Manage your own resources and professional development	7	8	CFAMLA2
Or Develop your knowledge, skills and competence	7	6	CFAM&LAA2
Either Provide leadership for your team	7	9	CFAMLB5
Or Lead your team	7	9	CFAM&LBA3
(Business Continuity Management)			
Develop a Business Continuity Management (BCM) strategy	10	10	CFABCM201
Design Business Continuity Management (BCM) procedures	8	8	CFABCM101
Manage incident response teams	8	5	CFABCM301
Assist in the design of Business Continuity Management (BCM) procedures	7	4	CFABCM102
Assist with the development of an organisational Business Continuity Management (BCM) strategy	7	5	CFABCM202
Lead a response team	7	4	CFABCM302
Operate incident response procedures	7	4	CFABCM303
Communicating during an incident	7	5	CFABCM401
(Governance)			
Define the responsibilities, powers and tasks of the governing body	12	13	CFA 501
Define the organisation's strategy and structure	12	13	CFA 502
Determine the organisation's purpose, vision, values and ethical behaviour	12	13	CFA 503
Ensure effective functioning and performance of the governing body	12	14	CFA 504
Ensure effective governing body decision making and delegation	12	14	CFA 505
Evaluate organisational and managerial performance to ensure effective compliance and control systems	12	15	CFA 506
Exercise accountability and engage effectively with key stakeholders	12	12	CFA 507

Customer Service			
Apply technology or other resources to improve customer service	8	11	CFACSD18
Build and maintain effective customer relations	8	8	CFACSB15
Champion customer service	8	10	CFACSA17
Develop a customer service strategy for a part of an organisation	8	11	CFACSD16
Follow organisational rules, legislation and external regulations when managing customer service	8	10	CFACSF6
Plan and organise the development of customer service staff	8	9	CFACSD15
Plan, organise and control customer service operations	8	10	CFACSB13
Review the quality of customer service	8	8	CFACSB14
Apply risk assessment to customer service	7	10	CFACSC6
Either Build a customer service knowledge set	7	7	CFACSA16
Or Build a customer service knowledge base	7	7	CFACSA16
Either Demonstrate understanding of customer service	7	6	CFACSF3
Or Show understanding of customer service	7	6	CFACSF3
Gather, analyse and interpret customer feedback	7	10	CFACSD12
Manage customer service performance	7	7	CFACSD20
Promote continuous improvement	7	7	CFACSD9
Use customer service as a competitive tool	7	8	CFACSA14
Enterprise			
Evaluate an existing business opportunity	9	6	CFABD9
Get support for a creative idea	9	9	CFABD10
Explore overseas markets	9	14	CFAWB6
Carry out a review of the business	8	8	CFABD4
Make deals to take your business forward	8	6	CFAEE3
Find innovative ways to improve your business	8	8	CFAEE4
Plan how to let your customers know about your products and services	8	8	CFAWB2
Advertise your products and services	8	5	CFAWB4
Sell your products or services	8	7	CFAWB5
Bid for work	8	5	CFAWB9
Win and keep customers	7	7	CFAEE2
Manage cash flow	7	3	CFAMN4
Review the skills the business needs	7	4	CFAOP1
Check what your customers need from the business	7	5	CFAWB1
Plan how you will sell your products or services	7	4	CFAWB3

Make presentations about your business	7	4	CFAWB10
Delegate work to others	7	4	CFAYS6

☐ Note 1: Either/Or choice indicates that a unit has been revised.

• Note 2: Not all units are accredited. SSC's should consult Awarding Bodies for availability