

Scottish Apprenticeships

A

MODERN APPRENTICESHIP

IN

YOUTH WORK
SCQF Level 7

FRAMEWORK DOCUMENT
FOR
SCOTLAND

CLD Standards Council

June 2023

CLD Standards Council
Scotland

8th Floor, 58 Robertson Street

Glasgow G2 8DU



Amendments to this framework

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1.0	June 2023	Framework first published	

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/>

Contents

Apprenticeships in Scotland	4
Modern Apprenticeships in <i>Youth work at SCQF Level 7</i>	5
Summary of Framework	6
The Framework	7
Registration and certification	9
Recruitment and selection	10
Equal opportunities	11
Health and safety	11
Contracts	11
Employment status of Modern Apprentices	11
Terms and conditions of employment	11
Training and development	12
Consultation	16
Career progression	17

Appendices

Appendix 1	Stakeholder Responsibilities	19
Appendix 2	Modern Apprenticeship Centres (MACs)	22
Appendix 3	Training Agreement and Training Plan	23

Apprenticeships in Scotland

What are Modern Apprenticeships?

Modern Apprenticeships offer those aged 16 or over paid employment combined with the opportunity to train for jobs at craft, technician and management level. Foundation Apprenticeships are delivered in senior phase of school and are not employees.

Who develops them?

Modern Apprenticeships are developed by Sector Skills Councils (SSCs). SSCs consult with employers and key partners in their sector to produce a training programme, which meets the needs of employers.

Who are they for?

Modern Apprenticeships are available to employees aged 16 or over. Employees need to demonstrate to their employer that they have the potential to complete the programme. All Modern Apprentices in Scotland must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The Modern Apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

What's in a Modern Apprenticeship?

In Scotland, there are more than 70 different Modern Apprenticeship Frameworks, and they are all designed to deliver a training package around a minimum standard of competence defined by employers through SSCs. Apprenticeship in Scotland are available from SCQF Level 5 to SCQF Level 11 and contain the same 3 basic criteria:

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

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

Modern Apprenticeships in Youth Work

Youth Work is an integral part of a family of educational interventions collectively known in Scotland as community learning and development (CLD). It is provided across the country by a workforce comprising employed youth work practitioners and committed volunteers who operate in a wide range of settings to deliver positive outcomes for Scotland's young people. These settings include Local Authorities (youth work and CLD Services); schools, community led youth organisations, uniformed youth organisations, employability providers and health promotion agencies.

There is no single or comprehensive source of information on youth work employers in Scotland. However, estimates can be derived from membership of national youth work and CLD agencies and they indicate that there are more than 1800 youth work employers in Scotland.

Youth work has a significant impact on improving the lives of young people in Scotland. The importance of the activity was affirmed by the publication of the first National Youth Work Strategy in 2014: "Our ambitions for improving the life chances of young people in Scotland National Youth Work Strategy 2014-2019", (Scottish Government). The Strategy recognised that youth work contributes to positive outcomes across a range of policy agendas including:

- Employability
- Educational attainment and achievement
- Health and wellbeing
- Sustainability and climate change
- Human Rights
- Citizenship

Consequently, it forms an important part of Scotland's civic life.

The Strategy asserted that all young people, in every part of Scotland, should have access to high quality and effective youth work opportunities. It recognised the need for a skilled and competent workforce if this ambition was to be achieved.

Working with Scotland's Communities (2018) provides the most recent national data on the community learning and development workforce in Scotland. It estimated that there are 21,000 (16,300 full-time equivalent) practitioners in CLD roles in Scotland, with the large majority employed in the Third Sector. Employers reported that 35% of practitioners in this paid workforce had a primary focus on the delivery of youth work. This equates to 7350 paid youth work practitioners.

Summary of Framework

Diagram showing the contents of the Modern Apprenticeship in Youth Work

Duration

At SCQF Level 7 it is estimated that competence will be achieved and demonstrated **between 12 -24 months**. This includes hours for off-the-job training.

Mandatory outcomes

SVQ or alternative Competency-Based qualification

- *The following must be achieved:*

- SVQ in Youth Work at SCQF Level 7 - GT3G 23

Core Skills

- Communication, SCQF Level 6
- Working With Others, SCQF Level 6
- Problem Solving, SCQF Level 6
- Information and Communication Technology, SCQF Level 5
- Numeracy, SCQF Level 5

Enhancements

The work of CLD is pivotal to that of other sectors and specialisms and workers in CLD find themselves working in cross sector environments such as health and social care, education, regeneration and tenant initiatives. It is considered that the following units may be of interest and beneficial to those undertaking cross sector roles with a degree of responsibility and autonomy. **One** of the following possible enhancements must be achieved:

- Any other Unit from the SVQ Youth Work in relation to the level of delivery.
- SQA Personal Development Awards SCQF Level 6 (SQA - GF2M 46)
- Ensure Personal Safety and Security when Lone Working (HA58 04)
- Community Health Exchange: Health issues in the community: Tutor training (SCQF Level 7)
- Working with Communities Units (Personal Development Planning (SQA - DE3R 34), Community Learning and Development: Working with Young People (SQA - HJ 34 34), Additional Support Needs: Lifelong Learning (SQA-HD80 34))
- Community Drama DG3V 34 SCQF Level 7
- Sports Leadership SCQF Level 6
- SCQF Level 5 Qualification in Dance Leadership 2022-23
- PDA Community Involvement SCQF level 7 (SQA - GK6D 47)
- Emergency First Aid at Work at SCQF Level 6
- John Muir Award

The Framework

Duration

It is expected that apprentices following this framework will take **12 -24 months** to complete. This includes hours for off-the-job training.

Mandatory Outcomes

SVQ(s)/ CBQs

Each apprentice is required to achieve the following Qualification:

- SVQ in Youth Work at SCQF Level 7 - GT3G 23 overall SCQF credit points: Minimum 66/Maximum 72

All Scottish Apprenticeships must contain a relevant Scottish Vocational Qualifications (SVQs) or Competency Based Qualifications (CBQs). SVQs and CBQs are work-based qualifications based on National Occupational Standards of competence drawn up by representatives from each industry sector. They are made up of units – normally between six and ten – which break a job down into separate functions reflecting the different kind of activities of a job. SVQs and CBQs are available at a range of levels – although most are at SCQF levels 5, 6 and 7. When someone has achieved an SVQ or CBQ, there is a guarantee that they have the skills and knowledge needed to do their job.

Core Skills

Each apprentice is required to achieve the following Core Skills:

Communication	SCQF Level 6 at 6 credit points
Working with others	SCQF Level 6 at 6 credit points
Problem Solving	SCQF Level 6 at 6 credit points
Information and Communication Technology	SCQF Level 5 at 6 credit points
Numeracy	SCQF Level 5 at 6 credit points

The core skills of Communication, Working with Others and Problem Solving have been judged to be embedded in the SVQ.

The Core Skills of ICT & Numeracy is required to be assessed and certificated separately.

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 Workplace Core Skills as part of the Apprenticeship Framework.

Enhancements

One of the following possible enhancements must be achieved:

- Any other Unit from the SVQ Youth Work in relation to the level of delivery.
- SQA Personal Development Awards Level 6 (SQA - GF2M 46)
- Ensure Personal Safety and Security when Lone Working (HA58 04)
- Community Health Exchange: Health issues in the community: Tutor training (SCQF Level 7)
- Working with Communities Units (Personal Development Planning (SQA - DE3R 34), Community Learning and Development: Working with Young People (SQA - HJ 34 34), Additional Support Needs: Lifelong Learning (SQA-HD80 34))
- Community Drama DG3V 34 SCQF Level 7,
- Sports Leadership (Level 6)
- SCQF Level 5 Qualification in Dance Leadership 2022-23
- PDA Community Involvement SCQF level 7 (SQA - GK6D 47)
- Emergency First Aid at Work (SQA SCQF level 6 or other provider equivalent)
- John Muir Award

Registration and Certification for Modern Apprenticeships

This Scottish Apprenticeship is managed by Skills for Justice. **The CLD Standards Council is the first point of contact in Scotland** for any enquiries in relation to the Framework. Contact details:

CLD Standards Council Scotland 9th Floor The Optima 58 Robertson Street Glasgow G2 8DU T +44 131 244 3444 E contact@cldstandardscouncil.org.uk	SFJ Awards 1st Floor Unit C; Meadowcourt Business Park 4 Hayland Street Sheffield S9 1BY Main Switchboard: +44 (0)114 284 1970 www.sfjawards.com
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The SSC will register Scottish Apprentices undertaking this Framework. **All apprentices undertaking this framework must be registered with the SSC within 4 weeks of starting their apprenticeship.**

Registration can be made by completing the Sample Training Plan and Sample Training Agreement in Appendix 3 and sending these to the above address.

In the case of Modern 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 MA Training Plan.

The SSC will issue a Certificate of Completion to those Modern and technical Apprentices who have completed the mandatory outcomes of the Framework. Before a certificate is issued, training providers must submit evidence to the SSC that the mandatory outcomes have been achieved. This will normally be in the form of photocopies of certificates from awarding bodies.

Requests for registration and certification should be made to the SSC at the address above.

SSC Service level

The SSC undertakes to confirm the registration of candidates in writing within 4 weeks of receipt of the relevant Training Plan and Training Agreement. Each candidate will be issued with a unique registration number.

The SSC also undertakes to issue Certificates of Completion within 4 weeks of receipt of the appropriate evidence that a candidate has completed the outcomes as stated in the Training Plan.

Recruitment and selection

The recruitment and selection of Modern Apprentices is primarily the responsibility of the employer. However, the following guidance is given:

- Employees may enter an 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 Scottish 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 out with 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 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.

Entry requirements

This Modern Apprenticeship is aimed at those who have demonstrable involvement in CLD work. Selection is based on potential ability to complete the award rather than specific academic ability. Other factors which may influence the recruitment and selection process include previous volunteer experience in community development work area, willingness to work unsociable hours, ability to communicate effectively within a team and working with people in general.

The MAs in Youth Work form part of a qualification pathway for youth work and the broader field of community learning and development. They offer practitioners delivering youth work in all contexts an opportunity to develop and consolidate their skills while gaining a national qualification which is recognised by employers and most educational institutions as part of the pathway.

The Community Learning and Development Standards Council for Scotland (CLDSCS) is the body established by Government to act as the professional body for people who work and volunteer in CLD in Scotland. It has a mission to drive high standards of professional CLD practice and an objective to maintain and develop models of professional learning and training opportunities for CLD practitioners. These practitioners include youth workers for whom the SVQs in Youth Work offer an early/initial step on the developmental route to a career as a professional youth worker.

The CLDSCS recognises the important contribution that the MAs & SVQs in Youth Work make to improving the quality of youth work practice and to the work-based learning opportunities available to youth workers at different stages in their professional lives.

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 Modern Apprenticeships supported by Skills Development Scotland must conform to any contractual requirements on equal opportunities. All employers of 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 Apprentice for employed apprentices.
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 Apprentices

It is important that the sector offers genuine employment and career prospects to those people it wishes to attract through Modern Apprenticeships. Accordingly, **all apprentices must be employed**.

All Modern Apprenticeships must have a demonstrable need to acquire **significant new knowledge and skills** to fulfil their job role. The apprenticeship framework selected for the apprentice 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

Those currently approved to deliver the SVQ: can be found on the CLD Standards Councils for Scotland Website

[Approved Training Programmes | CLD Standards Council for Scotland](#)

From the consultation with the CLD Sector for SVQ & MA Consultation:

A total of 80% of respondents thought that it was likely or very likely that their organisation would be interested in delivering the MA in Youth Work at SCQF level 7 in the next 12 months.

Regarding potential interest in delivery of the MA Youth Work at SCQF level 6, 84% of respondents thought they would deliver the MA.

Delivery of Training for the Modern Apprenticeship in Youth Work.

Work-based training

Delivery and assessment method

Training delivery within the Modern Apprenticeship process may involve some organisations becoming SVQ approved centres (although some may already be approved); or joining a consortium or use of peripatetic assessors. There are also occasions where it may be less resource intensive if a cluster of employers share training delivery and assessment resources. Employers can also implement and manage the assessment process, but all assessors must be approved by the awarding body offering the SVQ and other qualifications within the framework.

Assessment should ensure that evidence illustrates competency across elements and units that naturally link together in terms of whole jobs; that it is derived from naturally occurring evidence collected in the workplace. Evidence must be authentic, current, sufficient, fit for purpose and valid.

Workplace evidence may be collected in the context of full time, part time or casual employment.

SVQs are specifically designed to be assessed in the workplace and workplace performance evidence is essential for all units of competence.

The starting assumption for assessing the SVQs in Youth Work is that all performance evidence should come from real workplace practice in youth work.

Assessors should deliver a person-centred and negotiated assessment process, which is tailored to the needs of individual candidates within the context of the qualifications.

They should employ the full range of assessment approaches including:

- Workplace observations
- Product evidence
- Questioning – written and oral
- Professional dialogue
- Reflective accounts
- Witness testimony, ideally provided by qualified and experienced youth work practitioners

The CLD Standards Council would also encourage providers to go through the Developmental Approval Process as part of their SQA/ SVQ Applications to the SQA.

Skills required by training providers delivering the training

The role of an assessor is a demanding and complex one, requiring a high degree of both interpersonal and organisational skills. Assessors are required to make accurate and objective decisions as to whether the learner's performance meets the assessment requirements laid out in units of competence.

Assessors for the SVQs in Youth Work are required to:

- Provide up-to-date working knowledge and experience of best practice in youth work. This should be consistent with requirements set out by any relevant national professional organisation. This will normally take the form of professionally recognised qualifications and details of current or recent work experience in youth work. Qualifications held by assessors should be equal or a higher level than the qualifications to be assessed.

- Hold, or be working towards, an appropriate Assessor qualification as identified by SQA Accreditation the qualification regulator. Assessors holding older assessor qualifications must be able to demonstrate that they are assessing to the current standards.
- Provide current evidence of continuing professional learning and development in youth work and directly related areas of professional practice.
- Demonstrate a full and current understanding of the Units of Competence that make up the SVQs in Youth Work and the requirements of these qualifications.
- Demonstrate commitment to the agreed value base for youth work in their assessment and youth work practice.

Assessors 'in training' who are not fully recognised as competent by Awarding Bodies may carry out assessment practice. For the period in training and working towards recognition, the assessor must have assessment activity monitored and signed off (countersigned) by a fully recognised and competent assessor. The 'in training' period should normally be limited to twelve months and have clear development goals set for achieving recognition and competence.

Occupational competence of internal verifiers

Approved centres appoint internal verifiers to play an Internal Quality Assurance role. Their role is to ensure consistency, maintain and improve the quality of assessment within the centre. The internal verifiers will monitor assessment activities and provide feedback to assessors, coordinate standardisation and provide guidance to assessors.

All those who internally quality assure these qualifications or units must:

- Provide up-to-date working knowledge and experience of best practice in youth work. This should be consistent with requirements set out by any relevant national professional organisation. This will normally take the form of professionally recognised qualifications and details of current or recent work experience in youth work. Qualifications held by verifiers should be equal or a higher level than the qualifications to be verified,
- Hold or be working towards an appropriate Internal Verifier qualification as identified by SQA Accreditation the qualification regulator. Internal Verifiers holding older internal verification qualifications must be able to demonstrate that they are assessing to the current standards.
- Provide current evidence of continuing professional development in youth work, assessment and related areas of professional practice.
- Demonstrate a full and current understanding of the Units of Competence that make up the SVQs in Youth Work and the assessment requirements of these qualifications
- Demonstrate their commitment to the agreed value base for youth work in their assessment and youth work practice
- Internal verifiers 'in training' who are not fully recognised as competent by Awarding Bodies may carry out internal verification of assessment practice. For the period in training and working towards recognition, they must have their internal verification activity monitored and signed off (countersigned) by a fully recognised and competent verifier. The 'in training' period should normally be limited to twelve months and have clear development goals set for achieving recognition and competence.

Delivery of underpinning knowledge

Knowledge can be developed in various ways, for example, via training courses, mentoring, internal organisational training sessions, open and/or distance learning packages. Assessment of knowledge is undertaken during the portfolio assessment process of the SVQ. Candidates are encouraged to complete the CLD Standards Council Professional Induction Programme.

Off-the-job training

Details of off-the-job training

Some employers may be resourced to complete all training and development in-house, however for some employers, the expectation is that the training and development is undertaken outside the workplace, for example by private training providers, colleges or other employers. In terms of what is required to complement the work-based component, there may be suitable training courses or open/distance learning packages available. Further, there are CLD Standards Council Professional Consortia offering National Training across Scotland.

Delivery and assessment method

Knowledge can be developed in various ways, for example, via training courses, mentoring, internal organisational training sessions, open and/or distance learning packages. Assessment of knowledge is undertaken during the portfolio assessment process of the SVQ.

Exemptions

No exemptions have been identified for the off the job components of the Youth Work Apprenticeship.

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 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 it is sufficient to submit the Skills Development Scotland Training Plan on condition that it covers the same information required in the apprenticeship Training Plan.

Consultation Process

In October 2020, a working group comprising practitioners from the sector was established and the content of the SVQ at SCQF Level 5 and SCQF Level 6 was discussed and led to the uprating of the SVQ to SCQF Level 6 & 7 and the newly designed SVQ was agreed appropriate to be used as part of online survey questions designed to gather opinion from the wider sector.

A total of 112 responders completed questionnaires. Of these 52% were from Public Sector Agencies, 39% from Third Sector organisations, 6% from Further or Higher Education Institutions and 3% from Private Sector bodies. (%s rounded to the nearest full percentage point).

Of those responding, 80% were making Individual Responses, with the remaining 20% responding on behalf of an organisation. The questionnaire did not seek to gather any more detailed information about the organisations on whose behalf responses were made. It is not therefore possible to estimate the number of practitioners “encompassed” within their responses, but it is reasonable to assume that these organisational responses extend the coverage of the survey.

The range of Job Roles represented in the group of responders included Youth Work Managers, recognised Youth Work Practitioners and managers with a responsibility for the professional learning and development of youth workers. These three groups accounted for 80% of responses. The next significant group of responders were unqualified youth workers, accounting for 12.6% of responses. Taken together, the responses confirm that the survey was effective in gathering views from a range of relevant perspectives.

All of those completing the online survey were asked whether they were willing to take part in a follow-up telephone or video interview. 26 people indicated their willingness to participate. All 26 were contacted and invited to “book” an interview slot. Thirteen interviews were arranged, of which twelve were completed. The twelve people interviewed included:

- One FE College lecturer
- Six public sector youth workers (mix of qualified and unqualified)
- Five Third Sector Youth Work Managers/practitioners. Two were managers in a Regional Association

Overall, the stakeholder engagement work:

- Confirmed that the SVQs in Youth Work are valued by the field – both by youth work providers and individual practitioners
- Confirmed that the SVQs are an important part of wider youth work training and career pathways, albeit that there is work to be done in building its contribution by extending access and uptake. There is also a need for better articulation between the SVQs and other awards within the pathways. These relationships need to be better promoted and more widely understood.
- Endorsed the proposed qualification structures at two levels, including the introduction of a mandatory Unit on the promotion of mental health and wellbeing at the higher level
- Highlighted elements of the proposed structures which required further consideration by the Steering Group.
- Highlighted a number of areas in which further exploration and action are required if the SVQs are to be made more widely available and accessible across the youth work and CLD sectors.

All respondents were supportive of the creation of a MAF and provided opinions also to targeted questions regarding possible enhancements, drawn from current and planned policy areas set out by the Scottish Government.

In January 2023, the CLDSC reconvened a small working group to finalise the MA proposal consisting of

Joan McVicar - Locality Manager, South Lanarkshire Council
Graham Hewitson - Committee member of the CLD Standards Council Scotland
Steven MacLennan - Development Officer - Workforce - CLD Standards Council

There was a consultation with the field in relation to the proposed Modern Apprenticeship Framework at SCQF Levels Six and Seven. This comprised:

- A short questionnaire distributed widely across the sector via CLDSC and National Youth Work organisations
- Direct engagement with a range of stakeholders through individual interviews and in relevant training and development forums.

70% of responses were from individuals and 30% of respondents were responses on behalf of organisations.

80% of respondents were willing to deliver the Modern Apprenticeship at SCQF level 7

20% of respondents were not

84.21% of respondents were willing to deliver the Modern Apprenticeship at SCQF level 6

15.79% of respondents were not

Overall, there was support for the development of the MA framework and based on the consultation we have removed the Youth Achievement Award as an enhancement. The responses indicated broad sector support to the proposed MA framework and its approach.

Career progression

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

Following the completion of the Modern Apprenticeship, candidates should be able to achieve job roles such as:

- Youth Worker / Senior Youth Worker
- CLD Worker
- Community centre worker (including running community facilities and running community groups)
- Outreach and/or support worker
- Community Worker
- Family learning worker
- Education coordinator

These roles would be in environments such as:

- Local Government
- Voluntary sector organisations
- Charitable enterprises

- Faith groups
- Family centres
- Civil Service/Public Service

Following completion of the modern apprenticeship, candidates should be able to access the opportunity to undertake the following qualifications as career development options:

- Professional Development Award - Community Involvement at SCQF Level 7
- HNC Working with communities at SCQF Level 7
- SVQ in Community Development at SCQF level 8
- BA Hons Community Education Dundee University & University of the West of Scotland
- BA Hons in Community Development - University of Glasgow
- BA Ord (MA) Learning in Communities - University of Edinburgh

Appendices

APPENDIX 1

Stakeholder Responsibilities

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

- Awarding Bodies
- Employers
- Apprentices
- Apprenticeship Approval Group (AAG)
- Approved SSC/SSO
- Skills Development Scotland
- Training Providers

Role of the SSCs

SSC/SSO are responsible for developing Scottish 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/> or contact SDS for advice.

Role of Skills Development Scotland (SDS)

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 Apprenticeship 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 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 Scottish 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 the Scottish Apprenticeship route on the Skills Development Scotland website
- Facilitating recruitment events that bring together jobseekers and opportunity providers

Role of the Awarding Bodies

A significant proportion of Scottish Apprenticeships is based on the assessment of the apprentice against SVQs/ CBQs or SVQ/ CBQ units. These qualifications are accredited by SQA Accreditation and are offered by Awarding Bodies.

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

Role of the Training Provider

The role of the training provider is important to the success of the Scottish Apprenticeship Programme. 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 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 Apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering of 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 Apprentice who to approach for support, advice, encouragement and in case of complaint

Role of the Apprenticeship Approval Group (AAG)

AAG is an independent group drawn from key stakeholders involved in the management and delivery of the Apprenticeship programme in Scotland.

AAG is responsible for:

- Approval and re-approval of Scottish Apprenticeship Frameworks
- De-approval of Scottish Apprenticeship Frameworks
- Encouraging best practice across Apprenticeship Frameworks and sectors

Role of the Employer

Employers' responsibilities include:

- Paying employed 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 Apprentice to demonstrate competence
- Meeting with Trainers, Assessors, Verifiers and the Apprentices to review progress
- Witnessing candidate performance and verifying evidence
- Releasing 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 Apprentices and rewarding achievement
- Taking responsibility for the Health & Safety of Modern Apprentices.

Role of the Apprentice

Employed apprentices have the same responsibilities to their employer as any other employee. In addition, they have a range of commitments to their training programme.

Employed 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

Apprenticeship Centres (ACs)

Apprentices may only be registered through organisations approved by the SSC to deliver this Framework. Such approved organisations are called Apprenticeship Centres (ACs)

The AC 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 Workplace 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 ACs for the delivery of the apprenticeship within Scotland, which will be available to employers and others.

Organisations wishing to become ACs who have yet to obtain the necessary Awarding Body approval for assessment should first contact the Awarding Body direct.

In addition to the assessment of the Apprentice against the relevant standards set by the selected apprenticeship outcomes, the AC has responsibility for:

- Entering into a formal training agreement with the employer and Apprentice
- Registering Apprentices as candidates for the relevant SVQ/ CBQ (s) and other selected units with the appropriate Awarding Body
- Registering Modern Apprentices with the SSC
- Applying for the final 'Certificate of Completion' on behalf of Apprentices
- Informing the SSC of any material alterations to Apprentices' training plans or desired changes to the selected apprenticeship outcomes.

APPENDIX 3

APPRENTICESHIP SAMPLE TRAINING AGREEMENT

This Training Agreement is entered into by:

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

The **Employer's responsibilities (employed status apprentices only)** 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 workplace opportunities necessary to achieve the selected Framework outcomes specified in the apprentice's personal training plan;
- 3 pay the 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 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 modern apprentice; and
- 7 operate an Equal Opportunities policy which meets all legal requirements.

The **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 Apprenticeship Centre, and carry out such work as may be required in order to achieve the selected apprenticeship 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 apprenticeship 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 modern apprentice with the facilities, training and workplace opportunities necessary to achieve the selected Framework outcomes specified in the apprentice's personal training plan.

This agreement to be signed by all parties:

APPRENTICESHIP TRAINING PLAN

The Apprenticeship Centre

Name:
Address:
Telephone:
Contact:

The Apprentice

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

The Employer

Name:
Address:
Telephone:
Contact:

Skills Development Scotland office

Name:
Address:
Telephone:
Contact:

Apprenticeship 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				

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

Optional outcomes

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

	(specify unit)			
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Summary of Apprentice’s accredited prior learning:

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

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4 Hayland Street
Sheffield
S9 1BY
Main Switchboard: +44 (0)114 284 1970
www.sfjawards.com