



# Modern Apprenticeship in Warehousing, Distribution, Storage and Removals at SCQF Level 5

## Overview

This apprenticeship has been designed to support the development of apprentices working in:

- Warehousing, Distribution, Storage and Removals

The goal of this apprenticeship is to develop competence and the range of knowledge, experience and skills required to perform and deliver within the chosen field.

## Duration

This apprenticeship is expected to take up to 12 months to complete.

## Level

SCQF Level 5. More information on SCQF can be found [here](#).

## Qualification achieved

Apprentices will achieve the following

- SVQ in Warehousing, Distribution, Storage and Removals at SCQF Level 5 (GFCO 22)

**Introduction**

**The apprenticeship**

**Meta-skills**

**Roles and responsibilities**

**Before the apprenticeship**

**During the apprenticeship**

**At the end of the apprenticeship**



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**Apprenticeships aim to provide a mixture of on-the-job (in the workplace) and off-the-job (through day or block-release) learning to enable people to develop the knowledge, skills and expertise required by businesses today.**

Designed by employers to attract new talent, tackle critical skills shortages and develop existing workforces, apprenticeships can both help people to enter the world of work and develop the skills of those already in work

## About Scottish Apprenticeships

**Scottish Apprenticeships** are for everyone and reflect the Government's commitment to promoting a world-class, inclusive, work-based learning system. They are administered by **Skills Development Scotland**, the National Skills Agency. Skills Development Scotland has a remit to contribute to the nation's economic growth and it does this by supporting individuals and businesses alike to develop and apply their skills in the workplace.

The Scottish Apprenticeship system focuses on three specific key elements:

- the **learning outcomes** are aligned to the specific National Occupational Standards (NOS) of an apprentice's job.
- the **knowledge, skills and behaviours** that will be developed by apprentices, enabling them to work competently and confidently.
- the **Meta-skills** that will be developed by apprentices to help them to manage themselves, collaborate with others and interact with change.

Throughout their apprenticeship, apprentices will be supported and guided by their employer, mentor and learning provider, and will have their growing competence measured by an assessor to ensure they can perform their job to the standard required. On successful completion, apprentices will be awarded nationally recognised Scottish Vocational Qualification and/or professional qualification(s) in their chosen field.

## About this standard and framework document

Working in partnership with businesses and stakeholders, this standard and framework document has been written to provide apprentices and employers with an overview of the key features of this apprenticeship.

**Find further information on apprenticeships [here](#).**

**This apprenticeship is designed to support apprentices in Operative roles adopted across the sector.**

Each chosen field will provide apprentices with the skills and knowledge required to become competent in their chosen job role and includes a balance of technical, business and interpersonal skills areas, designed to ensure apprentices have an appropriate set of skills to operate within the Warehousing, Distribution, Storage and Removals industry.

A **warehousing operative** receives, handles, stores, and prepares goods for dispatch, using manual handling equipment and digital stock systems. The role involves accurate picking, packing, stock control, and record-keeping, alongside maintaining safe, efficient, and organised warehouse environments.

A **distribution operative** prepares and dispatches goods, loads and unloads vehicles, and supports delivery operations using manual handling equipment and digital tracking systems. The role demands accuracy, effective communication, and professionalism to ensure timely, safe, and customer-focused distribution services

A **storage operative** manages the secure receipt, handling, and storage of goods, maintaining accurate inventories and documentation. The role uses manual and computerised systems, requires attention to detail, and involves working flexibly to meet customer, security, and compliance requirements

- There are a number of roles available at this level, such as Warehouse Operative, Logistics Operative, Logistics Support Operative and Van Driver

A **removals operative** packs and moves items, loads and unloads specialist vehicles, manages storage, and completes inventory documentation. The role uses manual and digital systems, requires accurate record-keeping, and demands strong communication, customer service, and flexibility to meet varied client needs

- There are a number of roles available at this level, such as Removals Porter, Van Driver, Class 1 Driver, Class 2 Driver, Packer, Forklift Operative, Furniture Handling Operative, Furniture Handling Operative Packer, Removals

The following **three outcomes** are mandatory for all apprentices

- **Maintain health, safety and security**
- **Establish and maintain working relationships**
- **Move and handle goods**

**Removals** apprentices will also be expected to achieve **five additional** outcomes by the end of their apprenticeship.

- Pack non-specialist items for removal
- Pack specialist items for removal
- Prepare goods for removal
- Load removal vehicles
- Assemble and dispatch customers' storage items
- Provide customer focused service
- Operate equipment for logistics operations
- Clean and maintain work equipment
- Use technology in your role
- Lift, transfer and position loads

**Warehousing , Distribution and Storage** apprentices will also be expected to achieve **five additional** outcomes by the end of their apprenticeship.

- Unload goods vehicles
- Receive goods
- Place goods into storage
- Maintain the safety and security of hazardous goods during movement and storage
- Pick goods
- Wrap and pack goods in logistics operations
- Maintain stock at required levels
- Assemble orders for dispatch
- Prepare goods vehicles for driving
- Load goods vehicles
- Collect and deliver goods
- Process returned goods
- Sort goods and packaging for disposal
- Maintain personal hygiene for food safety in a logistics environment
- Maintain food safety during loading and unloading
- Maintain the safe storage of food during warehousing
- Assemble and load timber and related orders for dispatch
- Receive and store duty-suspended and duty-paid excise goods
- Receive and store medicinal products in a warehouse environment to comply with the requirements of Good Distribution Practice
- Select and dispatch medicinal products to comply with the requirements of Good Distribution Practice
- Operate equipment for logistics operations

**This apprenticeship is designed to develop apprentices' careers by developing their knowledge and understanding of their role, by increasing their skills and by enhancing their behaviours.**

Employers from a variety of sectors have helped to identify the key knowledge, skills and behaviours that apprentices working in **Warehousing, Distribution, Storage and Removals** need to develop. Throughout their apprenticeship, apprentices should be regularly assessed to ensure they can demonstrate both know-how and ability in their chosen field, a high-level summary is provided below.

A full list of the **knowledge, skills and behaviours** can be found in the [Warehousing, Distribution and Storage](#) and the [Logistics Operations National Occupational Standards](#)



## Knowledge

- Knowledge of Standard Operating Procedures
- Report accidents, incidents and near misses
- Use of lifting equipment
- Your main legal duties and responsibilities in relation to health and safety
- Risks of working in isolation or in remote locations
- Safe methods of using, handling and storing equipment and materials
- Transfer goods to their designated location without loss or damage
- How to move and handle different types of goods safely



## Skills

- Following workplace health and safety procedures and regulations
- Identify goods to be moved and handled
- Present a professional image
- Team working skills
- Completing documentation
- Establish and maintain good working relationships
- Why good relationships are important



## Behaviours

- Maintaining professionalism
- Adhere to safe systems of work and established procedures
- Stop work immediately if there is danger of accident or injury and take appropriate action
- Confirm areas are safe and secure for movement
- Identify hazards and take action to minimise risks
- Use correct equipment and PPE for tasks
- Maintain confidentiality
- Provide information clearly, tactfully and in an appropriate manner

Meta-skills are a key component of every Scottish apprenticeship framework. They sit alongside and complement occupational/technical knowledge, skills and behaviours. As technology, society and the way we work continue to change, Meta-skills are the future-focused attributes that help individuals develop, adapt and apply their knowledge, skills and behaviours in a changing environment.

Meta-skills support improved performance and productivity in the workplace enabling greater adaptability and resilience to change. For apprentices, Meta-skills are a critical asset, supporting their ability to cope and excel in the face of change, to solve problems, to collaborate

Meta-skills are grouped into three complementary broad categories: **self management** (focus, integrity, adapting initiative), **social intelligence** (communication, empathy, collaboration, leading), and **innovation** (curiosity, creativity, sense-making, critical thinking).



Meta-skills are developed by all apprentices and are consistently supported across every apprenticeship and quality assured against clearly set-out requirements as detailed in the [Guidance for Meta-skills delivery in the Modern Apprenticeship Programme](#) strengthening the credibility and readiness of apprentices, building their confidence, employability, and reinforcing the value of Meta-skills within the apprenticeship. The apprenticeship certificate formally recognises employer-endorsed Meta-skill development upon achievement of the apprenticeship.



## Developing Meta-skills in Warehousing, Distribution, Storage and Removals



### Self Management

**Focus** is required when preparing customer orders and checking packaging instructions. **Integrity** is essential when a job hasn't gone quite the way it should have. **Adapting** is critical to working in a sector where assessing the environment and adapting handling techniques is required to move items safely. Quick thinking and **Initiative** are essential for solving problems that may unexpectedly occur in distribution and removals, as these situations often demand prompt and effective solutions



### Social Intelligence

**Communicating** clearly and concisely with customers and team members especially when under pressure is one of the most significant parts of the job. This keeps the team aligned by sharing updates on orders and task progress. **Feeling** is needed when working with clients and colleagues focusing on skills such as patience and kindness when moving and handling customer's possessions in emotionally charged situations; **Collaborating** is required for teamwork and is one of the most important skills within this apprenticeship. **Leading** is demonstrated through taking responsibility for your own actions and supporting colleagues to complete tasks safely and effectively.



### Innovation

**Curiosity** is required to support personal development, apprentices are encouraged to keep learning from experienced colleagues. **Creativity** helps individuals explore different approaches to tasks and resolve challenges while ensuring goods are handled, packaged and stored safely. **Sense Making** and **Critical Thinking** help individuals interpret information, identify potential problems, and take appropriate action to maintain efficient operations

A number of different parties will be involved in the delivery, management and assessment of a successful apprenticeship. As well as the apprentice, key roles include employer, mentor, learning provider and assessor. Each has a specific set of responsibilities during the apprenticeship.

## Apprentice Responsibilities

In their day-to-day roles, apprentices have the same responsibilities to their employer as any other employee but they have additional and specific responsibilities for their own learning and development

- Agreeing a learning and development plan with all parties involved and following it through
- Committing to learning throughout the duration of apprenticeship
- Participating in progress meetings with employer and learning provider representatives
- Participating in off-the-job learning where required
- Reflecting on performance and on development of skills, knowledge and behaviours required of the role
- Agreeing new goals to progress learning with all parties involved

## Employer Responsibilities

- Providing apprentices with a contract of employment, a job description and an induction programme.
- Paying apprentices in line with company policy, current legislation, fair work principles, and equality and diversity expectations
- Ensuring a working environment that is free from discrimination, bullying and harassment

- Agreeing learning needs and a learning and development plan with the learning provider and apprentices including:
  - agreeing when off-the-job learning will be required and releasing apprentices for this as required
  - making on-the-job learning arrangements
  - identifying additional support requirements and agreeing actions to implement these
- Providing a quality work-based learning environment for apprentices, including the facilities and training necessary to demonstrate competence and succeed in the apprenticeship
- Providing the support of a mentor, who has relevant industry experience and is familiar with the employer's business, to support apprentices' development
- Contributing to the ongoing assessment of occupational competence, including observing performance, verifying evidence and profiling Meta-skills
- Meeting with apprentices and learning providers to review apprentices' progress and set future goals
- Providing an environment that supports apprentices to take responsibility for their own learning and development
- Supporting and encouraging apprentices during their apprenticeship
- Recognising the achievements of apprentices in career management and progression
- Providing constructive feedback to the learning provider on the quality of their service delivery to inform continuous improvement of both the Scottish Apprenticeships system and apprentices themselves



## Mentor Responsibilities

- Helping new apprentices orientate into the workplace
- Providing information, advice and guidance relating to the learning and assessment aspects of the apprenticeship
- Supporting apprentices to define Meta-skills in their shared work context
- Working with apprentices, employers and learning providers to ensure problems are resolved quickly
- Acting as an expert witness for apprentices
- Providing support to apprentices as they adjust to the workplace and progress in their career

- Completing assessment records and submitting records and evidence for verification/moderation
- Reviewing apprentices' progress at regular intervals with the employer
- Supporting apprentices to develop their reflective practice
- Advising apprentices who to approach for support, advice and encouragement both within and outwith the workplace
- Seeking and providing feedback from and to employers and apprentices to inform continuous improvement of the Scottish Apprenticeships system and apprentices themselves



## Learning Provider Responsibilities

- Providing an appropriate apprenticeship programme for apprentices and employers
- Agreeing the learning needs of the apprentices with both the apprentice and the employer
- Agreeing when off-the-job learning will be required and defining roles and responsibilities for this with relevant parties
- Ensuring apprentices have access to the best quality learning opportunities available
- Ensuring apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering apprentices through MA Online and with relevant awarding bodies, sector skills organisations and Skills Development Scotland, as appropriate
- Compiling and agreeing learning and development plans and assessment plans with apprentices and employers



## Assessor Responsibilities

- Meeting with apprentices, mentors and employers to plan learning and review progress
- Monitoring apprentices' progress against learning and development plans
- Observing and assessing apprentices in the workplace and judging whether their work meets the competence requirements set by the qualification awarding body
- Assessing different types of evidence from apprentices
- Providing constructive feedback on performance and offering suggestions for improvement
- Maintaining current knowledge of industry standards and seeking innovative new methods of work-based learning delivery

**The recruitment of apprentices is primarily the responsibility of the employer and, before an apprenticeship starts, consideration should be given to entry requirements and also to ensuring that the workplace adheres to fair work, inclusion and diversity principles.**

There are no formal entry requirements for this apprenticeship, however, employers can also consider existing workplace skills and experiences, where apprentices are either changing careers or upskilling. Being open to alternative assessment methods and relevant experience, instead of qualifications, can help to broaden the pool of potential applicants. Consideration should be given to the use of existing employability options to support recruitment. Examples of these are available [here](#).

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Other routes to entry can include:

- Local employability services [Local Employability Services in Scotland](#)

## Recognition of Prior Learning

Individuals applying for an apprenticeship will undergo selection based on the employer's existing HR processes. Learning providers should take account of this and liaise with employers to provide advice and guidance on any RPL and experience that will be accepted for entry onto the programme.

It is recommended that a flexible approach to RPL is adopted, on a case-by-case basis, with all relevant experience as well as any previous qualifications considered. Learning providers should always consider how they can best recognise apprentices' prior learning to minimise repetition of content.

You can find more information on RPL [here](#).

## Apprenticeship agreement and employment status

All post-school apprentices must hold a contract of employment for the period of the apprenticeship.

In addition, an apprenticeship agreement, confirming the commitment of the employer, the apprentice and the learning provider to the agreed apprenticeship must be signed by all parties. This agreement forms part of the individual employment arrangements between the apprentice and the employer; and of the learning arrangements between the learning provider, the employer and the apprentice.

## Registration and certification

Registration and certification of apprenticeships is undertaken through Modern Apprenticeship Online.

It is the responsibility of the learning provider to ensure that the registration of apprentices is completed within four weeks of the start of their apprenticeship.

## Fair work, inclusion and diversity

The Scottish Apprenticeships system aims to embed fair work principles. Fair Work First is the Scottish Government's flagship policy for driving high quality and fair work across the labour market in Scotland by applying fair work criteria to grants, other funding and contracts being awarded by and across the public sector, where it is relevant to do so. Through this approach the Scottish Government is asking employers to adopt fair working practices, specifically:

- appropriate channels for effective voice, such as trade union recognition.
- investment in workforce development.
- no inappropriate use of zero hours contracts.
- action to tackle the gender pay gap and create a more diverse and inclusive workplace.
- payment of at least the minimum Living Wage.

Further guidance on Fair Work First is available from [here](#).

The design and development of Scottish Apprenticeships aims to embed these principles in practical ways by including opportunities for feedback from apprentices as well as the availability of clear progression routes into future opportunities beyond the apprenticeship itself.

### **Protected characteristics**

The Equality Act 2010 includes nine protected characteristics, which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sex and sexual orientation. It is against the law to discriminate based on these protected characteristics. Skills Development Scotland is a Corporate Parent and, to that end, includes 'care experienced' in a similar way to protected characteristics in all its funded programmes and services.

Attracting the best people into apprenticeships involves ensuring that barriers are removed. Receiving the right support at the right time unlocks the potential of people who could otherwise be denied the opportunity to go on and become valued employees.

Supporting people to feel confident about disclosing their protected characteristics in a safe and respectful way allows employers and learning providers to put the right conditions in place to unlock that potential; the right time for this is often at the start of an apprenticeship or even at the recruitment stage.

In practice, it might involve ensuring that reasonable adjustments are made to accommodate apprentices, where that is possible and to help them make the most of their apprenticeship journey. Examples might include (but are not limited to) supporting people with sensory impairments, supporting people for whom English is not their first language and supporting people who are care experienced (for example, through fostering, adoption or residential care).

## Equality, Diversity and Inclusion in Warehousing, Distribution, Storage and Removals

The logistics sector is diverse and rapidly evolving. However, evidence shows that some groups remain underrepresented in **Warehousing, Distribution, Storage and Removals** apprenticeships and jobs — including women, people with disabilities, care experienced people and people from minority ethnic backgrounds.

This apprenticeship framework is intended to be accessible and welcoming to people from all backgrounds and identities. Employers and learning providers are expected to take proactive steps to remove barriers at recruitment, on programme training, and assessment. This includes ensuring recruitment and selection are inclusive and accessible (for example, clear job adverts, fair selection processes, and offering alternative formats or support where needed), and designing delivery that reflects the realities of the sector (for example, flexibility around shift patterns, accessible off the job training, and clear safety critical communication).

Employers and providers should create environments where apprentices feel safe and confident to disclose additional needs or circumstances, knowing that disclosures will be treated respectfully and used to put appropriate support in place from the outset. Where an apprentice has a disability, employers and providers have duties to make reasonable adjustments so that they are not placed at a substantial disadvantage.

An inclusive culture supports attraction, retention, and progression, strengthens fairness at work, and helps the sector access a broader talent pool. Practical guidance is available through Skills Development Scotland, including: [Inclusive recruitment - SDS](#) and [Equality guides and resources - SDS](#).

Everyone needs support from time to time. There are a number of readily available resources that can be accessed during the apprenticeship.

## Mental wellbeing support for apprentices

Work can contribute positively to mental wellbeing by providing things such as friendships, meaningful activity and learning opportunities. However, sometimes work brings pressures which can either create or add to problems with mental health. When experiencing difficulties with mental health, work can sometimes feel like an additional pressure even if there are no direct issues at work. When working towards an apprenticeship, the challenges of combining studying for a qualification alongside work may at times add to those pressures. Skills Development Scotland, working in partnership with Penumbra, have developed a number of resources that aim to support apprentices in seeking help for mental health difficulties. More information is available from <https://www.apprenticeships.scot/become-an-apprentice/mental-health-resource>.

## Fair working conditions

Working conditions should always be fair. Fair work is work that offers all individuals an effective voice, opportunity, security, fulfillment and respect. Find out more about fair work while you're working as an apprentice in Scotland from <https://www.apprenticeships.scot/support-during-apprenticeship/fair-working>.

## Disability support

The Equality Act 2010 protects disabled people. Employers, colleges, universities or learning providers:

- Cannot treat an apprentice less favourably than others for any reason connected to a disability
- Must make reasonable adjustments to make sure apprentices are not seriously disadvantaged during the course

More information on the sources of disability support that is available to apprentices is available from <https://www.apprenticeships.scot/support-during-apprenticeship/disability-support>.

## Money and funding

Apprenticeships allow an apprentice to work for an employer and earn a wage. More information on money or funding is available at <https://www.apprenticeships.scot/support-during-apprenticeship/money-and-funding>.

## Support for care-experienced apprentices

Support is available for care-experienced apprentices. More information including insights from apprentices who have experience of the care system is available from <https://www.apprenticeships.scot/support-during-apprenticeship/care-experienced>.

Once the apprenticeship starts, there are a number of key considerations, tasks and milestones that apprentices, employers, learning providers, mentors and assessors should undertake to optimise a successful outcome for all parties.

## Work-based Learning

Work-based learning – aligned to and assessed against both the **learning outcomes** and the **knowledge, skills and behaviours** of the apprenticeship – is the central and most significant component of an apprenticeship and is based on apprentices' real-life experiences in the workplace. Work-based learning is a partnership between apprentice, employer and learning provider and all apprentices must have the support of a mentor in the workplace.

Get more information on work-based learning [here](#).

## Meta-skills Development

This apprenticeship provides opportunities to develop Meta-skills. To effectively develop the Meta-skills outlined earlier, apprentices must first understand what they are and how they might apply them in their role. This will allow apprentices to consider their own Meta-skills and which ones they might need to develop or apply to perform well in the workplace. Setting development goals, action planning and regularly reflecting on progress will help apprentices to develop their Meta-skills. Naturally occurring opportunities to discuss and reflect on Meta-skills might include inductions, performance reviews and career development sessions.

## Delivery of Training

The majority of training undertaken in any apprenticeship is focused on skills developed in the workplace. However, in some apprenticeships there is a requirement for elements of structured formal taught learning/training to be delivered outside the normal workplace, for example, in a college or training centre which might include classroom and or development of skills in a workshop. We often describe this as “off-the-job” training.

There is no mandatory requirement for off-the-job formal taught learning in this apprenticeship, however, some employers may choose to deliver elements of training in a college or training centre to enhance the quality of the learning experience for their apprentices. Learning providers and employers shared examples of off-the-job training delivery, typically comprising a minimum of 60 - 80 hours.

An initial assessment and learning plan should be developed at the outset with input from the apprentice, employer and the learning provider, to identify any additional needs and provide apprentices with the appropriate support or adaptations required to successfully complete their apprenticeship.



## Approaches to Assessment

Apprentices are expected to provide evidence of meeting the learning outcomes and the knowledge, skills and behaviours required of this apprenticeship; also, evidence to demonstrate that they are competent in the workplace. It is important for apprentices to recognise how they have developed skills and understanding along the way, and where these still need to be developed.

### Holistic Assessment

The holistic approach allows larger pieces of work to evidence a number of learning outcomes, rather than a piecemeal process of finding separate evidence for each outcome and/or its associated knowledge, skills and behaviours. Work-based projects or problem-based activities often provide the richest opportunities for holistic assessment. Assessment of the common learning outcomes will be done in parallel with assessment of technical skills.

Assessment should be undertaken both in a controlled environment and through work related activity depending on what is being assessed, however most assessment should take place in the workplace.

### Observation, questioning and examination of product

This three-method approach classifies all assessments under observation, questioning and examination of product evidence. It is therefore based on the development of a portfolio of work and regular reflection on learning and skills development through professional dialogue between apprentices and mentors, employers and learning providers.

## Simulation

Details of the units where simulation is permitted and any conditions that should be set are provided in the relevant Scottish Vocational Qualification and in the associated Assessment Strategy.



## Quality assurance

Skills Development Scotland is responsible for making sure all funded learning is of high quality and benefits the apprentice. A quality assurance framework is in place to cover the delivery of work-based learning in an apprenticeship and is designed to demonstrate how effectively learning providers and employers support this by ensuring apprentices:

- Receive appropriate support and guidance to enable them to become successful apprentices and confident individuals.
- Receive quality learning and develop their skills to achieve their learning goals.
- Are treated with dignity and respect in a way that promotes equality and inclusion.
- Work towards successful outcomes, leading to future employment or further appropriate career progression.

The relevant awarding and accreditation bodies will undertake the quality assurance of the assessment of competence-based and professional qualifications.

| Assessment Methods        | Guidance                                                                                               |
|---------------------------|--------------------------------------------------------------------------------------------------------|
| Observation               | Direct Observation of the apprentice performing tasks in the workplace.                                |
| Personal Statements       | Written or verbal accounts from the apprentice reflecting on their learning and performance.           |
| Peer Statements           | Statements from colleagues or supervisors confirming the apprentice's competence.                      |
| Portfolio of evidence     | A collection of documents, work products, and records demonstrating competence.                        |
| Product Evidence examples | Tangible outputs or work samples produced by the apprentice.                                           |
| Professional Discussion   | Structured conversations between the apprentice and assessor to explore understanding and application. |
| Questioning               | Oral or written questions to assess knowledge and reasoning.                                           |
| Reflective Account        | In-depth reflection by the apprentice on their experiences and learning.                               |
| Videos                    | Recorded evidence of skills and tasks performed.                                                       |



## Qualification Requirements

### Scottish Vocational Qualification

Through their apprenticeship, apprentices must complete the following qualification.

- SVQ in Warehousing, Distribution, Storage and Removals at SCQF Level 5 (GFCO 22)

This brings together the development and assessment of all the learning outcomes and knowledge, skills and behaviours required of the role in a single qualification.

### Other awards, qualifications or training programmes

#### Additional Outcomes

In addition to achieving the Scottish Vocational Qualification noted above, all apprentices must complete one of the following industry specific certificates appropriate to the apprentices' role:

Suitable courses include:

- NEBOSH Health and Safety at Work Award
- FAA Award in Health and Safety in the Workplace at SCQF level 5

Or any other relevant accredited, national or legislative industry recognised short course at a suitable level e.g:

- |                                                        |                     |
|--------------------------------------------------------|---------------------|
| ■ Forklift (various types)                             | ■ Fire Marshal      |
| ■ Class 2 Driving                                      | ■ Manual Handling   |
| ■ Conveyor and shed sweeper equipment                  | ■ Lone Working      |
| ■ Road user awareness                                  | ■ Working at Height |
| ■ IOSH                                                 | ■ Risk Assessments  |
| ■ SafeCert Award in Health and Safety in the Workplace | ■ First Aid         |
|                                                        | ■ Banksman          |

Within the Removals sector further courses are available and can be found within the links below:

- <https://www.andrewpearsontraining.co.uk/>
- <https://bar.co.uk/bar-training/operator-skills-training/>
- <https://nkstrainingsolutions.co.uk/>

Where a certificate has an expiry date, it must be current at the time of completion of the Modern Apprenticeship.

The above list is not exhaustive. There is flexibility to allow for additions to the list by agreement between the employer, the training provider and the learner at the beginning of the apprenticeship, which must then be agreed with Lantra who maintain the MA framework. Lantra will then inform the Issuing Authority, the Institute of Motor Industry (IMI), to accept the training as an enhancement when certificating the MA.



## Core Skills

Core Skills are broad transferable skills, which can be used in addition to Meta-skills, to help apprentices learn how to manage and adapt how they respond to a changing society.

The five Core Skills are: Communication, Numeracy, Information and Communication Technology, Problem Solving and Working with Others.

Core Skills at SCQF Level 4 are embedded within this Framework therefore no separate certification is necessary.

- Core Skills - Communication (SCQF Level 4)
- Core Skills - Problem Solving (SCQF Level 4)
- Core Skills - Information Technology (SCQF Level 4)
- Core Skills - Working with others (SCQF Level 4)
- Core Skills - Numeracy (SCQF Level 4)

## Progression Routes

A successfully completed apprenticeship, including the achievement of **Scottish Vocational Qualifications** and **professional qualifications**, opens the door to a number of opportunities for progression in both work and further learning.

### Career advancement

Successful apprentices may progress to roles such as:

**Warehousing, Distribution and Storage** : Senior Warehouse Operative, Van Driver

**Removals:** Team Leader, Foreman, Operations Manager, Transport Manager, Office Manager, Class 1 Driver, Class 2 Driver, Store Manager, Furniture Moving Logistics Specialist, Removals

### Further study

Options for those wishing to pursue further professional learning and development include:

- Modern Apprenticeship in Warehousing, Distribution, Storage & Removals at SCQF Level 6
- Modern Apprenticeship in Logistics Operations at SCQF Level 7
- Modern Apprenticeship in Supply Chain Management at SCQF Level 7
- Modern Apprenticeship in Driving Goods Vehicles at SCQF Level 6
- Modern Apprenticeship in Procurement at SCQF Level 6



## Professional Registration

Not applicable for this Modern Apprenticeship

| Version Number | Date                       | Description                   |
|----------------|----------------------------|-------------------------------|
| Version 1      | Approved by AAG 03/09/2026 | New version of apprenticeship |
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