



A

MODERN APPRENTICESHIP

IN

Design

At SCQF Level 7

**FRAMEWORK DOCUMENT
FOR
SCOTLAND**

Creative & Cultural Skills

January 2014

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creative
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The National
Skills Academy
CREATIVE
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Modern Apprenticeships in Scotland

What are Modern Apprenticeships?

Modern Apprenticeships offer those aged over 16 paid employment combined with the opportunity to train for jobs at craft, technician and management level.

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 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. There are four different levels of Apprenticeship in Scotland: SCQF 5 (SVQ 2), SCQF 6/7 (SVQ 3), SCQF 8/9 (SVQ 4) and SCQF 10 (SVQ 5). They all contain the same 3 basic criteria:

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

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

Modern Apprenticeships in Design

Creative & Cultural Skills have identified a need for a Modern Apprenticeship and component SVQs in Design to provide the Scottish Design industries with the first vocational training and development route for young people seeking to develop themselves as Designers.

The Design Industry in Scotland employs around 16,000 people in three main areas - product and industrial design, stage and set design and communications. The UK Design workforce is relatively young, fragmented and has a huge variety of talents. UK designers are generally well qualified – currently, 41 per cent are educated to BA(Hons) level or above – and their skills and creativity are valued by clients in the UK and abroad. Design can have a significant impact on business productivity, as well as addressing social and environmental issues and our world class creative skills could help give the UK a competitive edge in the world economy. The value of designers and their skills is becoming better recognised. In recent years, designers have brought their processes and insights to bear in new areas, including high-tech innovation, environmental sustainability and education and health services.

The High-level Skills for Higher Value report (Creative & Cultural Skills and the Design Council, 2008) outlined the Design Industry Skills Development Plan, showing a way forward for UK design. It was generated in response to current and future skills needs of UK designers and was based on two years of consultation with the design industry and design education. The report outlined a number of skills challenges for the sector including:

- the increasing emphasis on multidisciplinary teams comprising business managers, social scientists, technologists and designers
- the deeper appreciation of business practice needed to provide strategic inputs within enterprise and innovation
- meeting consumer demand for creative design solutions which meet environmental, social and sustainability criteria
- developing leadership skills, which includes business management and strategic skills
- ensuring designers make the most of fast-emerging new market opportunities and understand how to translate these into practical design strategies
- training to meet the continuing professional development needs of those already working in the Industry
- the increasing technical knowledge of materials and product lifecycles and customer behaviour change
- widening the talent beyond graduate entry and open up an entry route for those without formal qualifications

As well as identifying challenges and opportunities for the sector, the report identified significant gaps between the skills required by employers in the design industry and those being taught and learnt in schools, colleges and universities. Design practice has to respond fast to changing requirements from clients in industry, and it needs to be aligned with curricula and pedagogy as well as continuous professional development in the workplace.

'Pathways to Design: Young People's Entry to the Design Sector' (awaiting publication) states that 31% of young people entering the sector are undertaking unpaid internships. This restricts entry to the sector to those who can afford to work for nothing whilst they gain experience rather than those with a talent for design. 58% of employers who currently employ young people stated that skills such as communication (16%), commercial awareness (14%) and basic business and workplace skills (11%) could be better developed using entry routes to the sector. An apprenticeship framework would enable young people to gain payment during training allowing for more talented young people getting into the design sector and provide them with skills which would better meet the needs of employers. At present 25% of design businesses in Scotland employ young people aged 16-25.

In response to these challenges employers are keen to increase the level of work based learning in order to change the culture of graduate recruitment to the Industry. They worked with Creative & Cultural Skills and created the Design NOS to meet their current and future skills. In England there is evidence of some success in meeting these aims, first introduced in only 2011 there are now upwards of 130 learner registrations every year on the Design Apprenticeship.

Summary of Framework

Diagram showing the contents of the Modern Apprenticeship in Design

Duration

The average duration to complete this framework is 15 months.

Mandatory outcomes

SVQ or alternative competency based qualification

- The following must be achieved:

- SVQ in Design at SCQF Level 7 GL3C 23

Core Skills

- | | |
|--|--------------|
| • Communication | SCQF Level 5 |
| • Working With Others | SCQF Level 5 |
| • Problem Solving | SCQF Level 5 |
| • Information and Communication Technology | SCQF Level 5 |
| • Numeracy | SCQF Level 5 |

All Core Skills must be separately certificated as these are not embedded within the SVQ qualification.

Optional Outcomes

Additional SVQ Units/Qualifications/Training

Employment Rights and Responsibilities (to be completed either through a relevant qualification or by completion of a workbook)

The Framework

Duration

It is expected that apprentices following this framework will take 15 months to complete.

Mandatory Outcomes

SVQ(s)/ CBQs

Each apprentice is required to achieve the following Qualification:

- SVQ in Design at SCQF Level 7 (64-85 credits) GL3C 23

All Scottish Modern 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 (SVQ Level 2 and 3). When someone has achieved an SVQ or CBQ, there is a guarantee that they have the skills and knowledge needed to do their job.

Core Skills

Each apprentice is required to achieve the following core skills:

| | |
|--|-----------------------------------|
| Communication | SCQF level 5 (6 credits) - F42704 |
| Working with others | SCQF level 5 (6 credits) - F42P04 |
| Problem Solving | SCQF level 5 (6 credits) - F42K04 |
| Information and Communication Technology | SCQF level 5 (6 credits) - F42F04 |
| Numeracy | SCQF level 5 (6 credits) - F42B04 |

All Core Skills must be separately certificated

Core Skills are skills and abilities which everyone needs in their work. This is true for every job in every workplace. Core Skills also feature in National Qualifications such as Standard Grades and Highers and from 2000, Scottish candidates have been issued with a Core Skills profile on their Scottish Qualifications Certificate. Candidates who have already been certificated as achieving Core Skills at the levels given above – either in the workplace or at school or college - do not need to repeat these Core Skills as part of the Modern Apprenticeship Framework.

Enhancements

There are no mandatory enhancements with this framework

Optional Outcomes

Employment Rights and Responsibilities (to be completed either through a relevant qualification or by completion of a workbook)

Registration and certification

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

Creative & Cultural Skills
The Backstage Centre
High House Production Park
Vellacott Close
Pufleet, Essex,
RM19 1RJ

The SSC will register all Scottish Modern Apprentices undertaking this Framework. All Modern Apprentices must be registered with the SSC within 4 weeks of starting their apprenticeship.

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 MAs 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 Modern Apprenticeship Certificate of Completion to those Modern Apprentices who have completed the mandatory outcomes of the Framework. Before a certificate is issued, training providers must submit evidence to the SSC that the mandatory outcomes have been achieved. This will 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 a Modern Apprenticeship from the age of 16. There is no upper age limit.
- The Modern Apprenticeship is designed to attract high quality people to the industry. Achievement of academic qualifications is one way of assessing the suitability of applicants. However it should be stressed that no persons should be deterred from applying for a Modern Apprenticeship because of a lack of formal educational qualifications. As well as traditional qualifications such as Standard Grades and Highers, employers should also be aware of newer vocational qualifications or vocational activity undertaken 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 Modern Apprenticeship within the industry all literature distributed for recruitment purposes should emphasise the high standards of achievement expected of the candidate.
- Employers may wish to contact the SSC for advice and guidance on recruitment and selection.

Apprenticeships in the Creative & Cultural sector are about opening doors to our industries where recruitment has been difficult or applicants have had difficulties in accessing work and training because they have not studied at degree level.

Through consultation with industry it was agreed that any entry criteria should be for guidance only and not mandatory. Employers wish to identify talent and passion to work in this industry through interviewing applicants and not judging on previous achievements. Therefore this framework does not impose any restrictions in this area and there are no minimum academic criteria for entry except where employers set their own entry requirements.

However, as a guide to applicants, the industry feels that those wishing to train as an apprentice require the following skills and attributes:

- self-motivation to succeed within the industry
- self-discipline and enthusiasm
- shows initiative
- capacity to develop organisational skills
- demonstrates potential to complete the qualifications
- willingness to learn and apply that learning in the workplace
- willingness to work with due regard to health and safety

- willingness to adapt to different work roles
- capacity to cope in busy conditions
- willingness to communicate with a variety of people
- interest in the creative and cultural industries

Equal opportunities

Modern Apprenticeships should ensure that there is equality of opportunity for all and any barriers (real or perceived) are addressed to support anyone seeking to enter employment to undertake the Modern Apprenticeship.

All MAs supported by Skills Development Scotland must conform to any contractual requirements on equal opportunities. All employers of Modern Apprentices should have an Equal Opportunities policy statement.

Health and Safety

All aspects of health and safety at work must be recognised within the delivery of this Modern Apprenticeship Framework and all statutory requirements be adhered to. It is a key aspect of the induction period of the Modern Apprenticeship that apprentices are fully informed both of the regulations and that they and their employers are bound by these regulations. Modern Apprentices should be made aware of their rights and duties with regard to health and safety.

All Modern Apprentices supported by Skills Development Scotland will be required to satisfy the adequacy of SDS's Health and Safety policy and systems.

Contracts

The following three contracts are essential to the successful outcome of the Modern Apprenticeship programme:

1. Contract of employment signed by the employer and the Modern Apprentice.
2. SSC Training Agreement - this agreement outlines the basis of the modern apprenticeship, refers to the contract of employment and includes Health and Safety responsibilities. A sample SSC Training Agreement is set out in Appendix 3.
3. SSC Training Plan - this plan outlines the selected outcomes and the expected duration of the apprenticeship. In cases where funding is offered by SDS, the SDS Training Plan will be sufficient on condition that it contains all relevant information as set out in the Sample Training Plan at Appendix 3. Training Plans may be modified to reflect changing circumstances; however it is essential that the SSC is notified of any changes.

Employment status of Modern Apprentices

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

All Modern Apprentices must have a demonstrable need to acquire **significant new knowledge and skills** to fulfil their job role. The modern apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

Terms and conditions of employment

In order to compete with other sectors offering Modern Apprenticeships, attractive packages will need to be developed by employers in the sector. The terms and conditions of employment for individual Modern Apprentices will be agreed between the employer and the apprentice and should form the contract of employment.

Training and development

Delivery

Training delivery can take many forms under the Modern Apprenticeship system. Some organisations may become approved SVQ Assessment Centres; others may join a consortium or use peripatetic assessors. Some large employers will be able to complete all the training and development in-house, but most employers will find that some of the training and development will have to take place away from the normal workplace. In particular the underpinning knowledge requirements are often more suited to delivery by outside training providers which might include:

- private training organisations
- colleges / universities
- other employers

Such knowledge could be delivered through training courses or through open/distance learning packages.

The option of sharing training and assessment resources amongst a cluster of employers (or across the divisions of a larger employer) will be particularly appealing to those firms which do not have the resources to provide all of the training and development. Assessment can be provided by these bodies, but the assessors and the training centre must be approved by the awarding bodies for the SVQ and Core Skills where appropriate.

List of Training Providers

This is a new framework in Scotland and as yet no providers have been entered the process to become providers this framework due to the fact that it has not previously been available and this cannot be done until the qualifications are in place. The following providers have expressed an interest in delivery of this framework and two have provided written support to say that they wish to engage with the qualifications within this framework. The geographical spread of these providers relates closely to the spread of employers within the design industry in Scotland.

Glasgow Kelvin College
Springburn Campus
123 Flemington Street
Glasgow G21 4TD

City of Glasgow College
60 North Hanover Street
Glasgow
G1 2BP
0141 566 6222

University of the Highlands and Islands
Shetland College
Gremista
Lerwick
Shetland
ZE1 0PX

Fife College
Pittsburgh Road
Dunfermline
Fife
KY11 8DY

Delivery of Training for the Modern Apprenticeship in Design

Work-based training

Delivery and assessment method

Training delivery can take many forms under the Modern Apprenticeship system. Some organisations may become approved SVQ Assessment Centres; others may join a consortium or use peripatetic assessors. Some large employers will be able to complete all the training and development in-house, but most employers will find that some of the training and development will have to take place away from the normal workplace

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.

Workplace performance evidence should form the greatest proportion of each candidate's evidence, attesting to the fact that the candidate has demonstrated competence across the full range of performance requirements and that they are able to apply relevant knowledge and skills.

Other types of acceptable evidence include, but are not limited to:

- Witness Testimony Logs/Diaries kept by Candidates
- Recorded answers to questions posed by the Assessor
- Recorded/Transcribed Interviews with the Candidate
- Recorded use of up-to-date commercial/industrial equipment
- E-portfolios and other forms of digital media
- Works documentation attributable to the candidate
- Both interim and final internal verification.

Work based delivery and assessment should

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework;
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager; allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours;
- be delivered through a range of delivery models including one or more of the following methods: individual and group teaching; e-learning; distance learning; induction (see ERR section) coaching; mentoring; feedback and assessment; collaborative/networked learning with peers; guided study.
- be focused on outcomes as apprenticeships are not time served, therefore, the average length of stay is indicative
- mentoring may be done through a log book or reflective diary.

Best practice delivery and assessment includes the following:

- All providers should to have and apply an equal opportunities policy
- Initial assessment of learners should be routinely undertaken using a robust instrument appropriate to the purpose of the process
- The framework of learning programmes should be flexible, so that individual programmes may be tailored to meet learners' and employers' needs
- Accreditation of prior learning (APL) should be taken into consideration
- Core skills should be delivered in the context of the workplace

Skills required by training providers delivering the training

- The training provider should be qualified or have relevant experience to a level above that which is being delivered
- The training provider should remain up-to-date in the subject that they are delivering and be aware of new and emerging practices and techniques

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

In particular the underpinning knowledge requirements are included in the SVQ and depending on the place of employment it may be 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.

Off-the-job training**Details of off-the-job training**

There is no specific knowledge qualification contained within this framework. However the underpinning knowledge of the SVQ may be completed off-the-job. Workplace Core Skills must be separately certificated but should be assessed in the context of the workplace.

Other elements which could be delivered off-the-job are those relating to the use of CAD packages but since employers tend to use bespoke packages it would be impossible for colleges to cover all different packages used by employers. This should therefore be delivered in the workplace or via specific training courses rather than in colleges.

Delivery and assessment method

There is no prescribed delivery or assessment method. Where the knowledge elements of the SVQ are being delivered outside the workplace assessment should be in line with the SVQ Assessment Strategy.

Methods of assessment for workplace core skills are the same as those for other SVQ units some of this may be completed off the job if additional evidence is required.

Exemptions

Evidence of prior achievement should be taken into consideration.

The SSC training plan

The plan is required to identify:

- 1 The selected Framework outcomes, specifying whether or not separate certification of the Core Skills is being sought.
- 2 A summary of the Modern Apprentices accredited prior learning
- 3 A timetable for achievement of the selected Framework outcomes, linked to regular progress reviews.

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

However any changes must:

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

A sample Training Plan is provided at Appendix 3 of this document, however, for those Modern Apprentices funded by SDS area office it is sufficient to submit the Skills Development Scotland Training Plan on condition that it covers the same information required in the MA Training Plan.

Consultation Process

In Scotland, the Creative & Cultural Industries including the Design Industry are dominated by SMEs and sole traders who have traditionally proved very difficult to engage with due to pressures on their time. With this in mind we used a variety of different consultation mechanisms to allow the industry flexible options for engagement, but also sought to engage with membership organisations which can represent others within the sector. These mechanisms included one to one meetings, online questionnaires, a remote steering group providing input on behalf of the sector. The consultation exercise focused on gaining employer input on the component parts of the Modern Apprenticeships and an identification of those who are likely to employ an apprentice.

Throughout September and October 2014 fourteen one to one meetings took place with employers regarding the proposed Modern Apprenticeship Frameworks. The purpose of the discussions has been to raise awareness of the Modern Apprenticeship Framework for Design and to identify what employers believe the content should be.

Online Survey

In November/December 2014, we held an online questionnaire for Scottish employers, practitioners, education providers and other stakeholders via Survey Monkey. The aim of the consultation was to establish the support for a Design Modern Apprenticeship and identify what employers would like to see within the Apprenticeship Framework. Invitations were sent out via email to all stakeholders we had previously engaged with on the development of the SVQs. A total of thirty two people were contacted and asked to take part in an online consultation, followed up with 1:1 dialogue where identified in the questionnaire. In addition the link to the consultation was posted on Facebook, tweeted daily and a further sixty nine designers were sent the link directly via Linked-In messages. The consultation was also posted to Linked-In discussion groups relating to the Scottish Design Industry. The online consultation ran for a total of 3 weeks. The questions asked were the same as asked in all other methods of consultation.

Steering Group Input

The steering group has operated mostly remotely, the group met on 23 October 2014 to discuss the SVQ structures and the content of the apprenticeships. The group was requested to focus on reviewing the

methodology and scope of the consultation to date, the feedback received, and the changes made as a result. It has not been possible to physically bring the entire steering group together due to work commitments and the size of the businesses, time out of the workplace equates to loss of money for the businesses and the majority of the employers contacted were not prepared to do this as it is this particularly difficult for the industry.

Career progression

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

- Desktop Publishing Assistant
- Junior Graphic Designer
- Technical Illustrator
- Junior Product Designer
- Assistant Copywriter

For further information about careers in the creative and cultural industries visit: <http://www.creative-choices.co.uk/>

Appendices

APPENDIX 1

Stakeholder Responsibilities

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

- Awarding Bodies
- Employers
- Modern 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 Apprenticeship Frameworks and are required to work with employers in their sectors to ensure that all Frameworks meet the needs of employers in their sectors.

For details on your sector's SSC, follow the link to the Federation for Industry Sector Skills and Standards website <http://fisss.org/>.

Role of Skills Development Scotland (SDS)

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

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

SDS provides advice and guidance to individuals on the range of Modern Apprenticeships and training providers available. Individuals are signposted to opportunity providers who offer training in the vocational areas of interest.

Responsibilities include:

- Supporting the Modern Apprentice with ongoing Career Planning advice
- Signposting candidates to suitable vacancies
- Promoting the Modern Apprenticeship route on the Skills Development Scotland website
- Facilitating recruitment events that bring together jobseekers and opportunity providers

Role of the Awarding Bodies

A significant proportion of the Modern Apprenticeship is based on the assessment of the apprentice against SVQs/ CBQs or SVQ/ CBQ units. These qualifications are accredited by the SQA Accreditation and the Office of the Qualifications and Examinations Regulator (Ofqual) and are offered by Awarding 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 Modern Apprenticeship. A training provider can be a further education college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

Training Providers are responsible for:

- Confirming an appropriate MA programme for candidates
- Agreeing the training needs of the candidates
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and defining roles and responsibilities for this with relevant parties
- Ensuring trainee/candidate has access to the best quality training opportunities available
- Ensuring that the Modern Apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering of MA candidates with the relevant SSC (and Skills Development Scotland if appropriate).
- Compiling and agreeing assessment schedules/assessment plans

- Judging performance evidence
- Completing assessment records
- Reviewing candidates progress at regular intervals
- Submitting records and evidence for moderation
- Advising the Modern Apprentice who to approach for support, advice, encouragement and in case of complaint

Role of the Modern Apprenticeship Group (MAG)

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

MAG is responsible for:

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

Role of the Employer

Employers' responsibilities include:

- Paying all Modern Apprentices in accordance with company policy and in line with current legislation
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and define roles and responsibilities for this with relevant parties
- Highlighting opportunities for the Modern Apprentice to demonstrate competence
- Meeting with Trainers, Assessors, Verifiers and the Modern Apprentices to review progress
- Witnessing candidate performance and verifying evidence
- Releasing Modern Apprentices for college/off-the-job training in line with training plan
- Ensuring the experience, facilities and training necessary to achieve the outcomes of the training plan.
- Supporting and encouraging Modern Apprentices and rewarding achievement
- Taking responsibility for the Health & Safety of Modern Apprentices.

Role of the Modern Apprentice

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

Modern Apprentices' responsibilities include:

- Observing the company's terms and conditions of employment
- Agreeing a training/development plan with all parties involved
- Undertaking development in line with agreed training plan
- Attending meetings with trainers, assessors and verifiers as required
- Attending college/off-the-job training where required
- Providing evidence of competence
- Developing a collection of evidence (portfolio) and retain ownership of this throughout
- Behaving in a professional manner throughout

APPENDIX 2

Modern Apprenticeship Centres (MACs)

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

The MAC may be the employer of the apprentice or a separate organisation such as a training provider, further education college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

In order to be approved, organisations must make a formal application to the SSC, seeking approval and establishing that the centre satisfies the following criteria:

Either

- 1 be approved by an appropriate Awarding Body as a centre for the assessment of the relevant SVQ/ CBQ (and Core Skills if these are being separately certificated)

or

- 2 be capable of demonstrating a contractual relationship with another approved centre for the assessment of those units for which the MAC does not have approval from an appropriate Awarding Body.

In addition

The SSC will maintain a database of MACs for the delivery of the Framework within Scotland, which will be available to employers and others.

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

Organisations wishing to be accredited with SQMS (or other appropriate quality system) should contact Skills Development Scotland.

In addition to the assessment of the Modern Apprentice against the relevant standards set by the selected Framework outcomes, the MAC has responsibility for:

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

APPENDIX 3



MODERN APPRENTICESHIP SAMPLE TRAINING AGREEMENT

This Training Agreement is entered into by:

| | |
|--|--|
| Name of Employer: | |
| Name of Modern Apprentice: | |
| Name of Modern Apprenticeship Centre: | |

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

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

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

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

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

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

This agreement to be signed by all parties:

| | | |
|-------------------------------------|--|--------------|
| Employer | | Date: |
| Modern Apprentice | | Date: |
| Modern Apprenticeship Centre | | Date: |



MODERN APPRENTICESHIP TRAINING PLAN

The Modern Apprenticeship Centre

| |
|------------|
| Name: |
| Address: |
| Telephone: |
| Contact: |

The Modern Apprentice

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

The Employer

| |
|------------|
| Name: |
| Address: |
| Telephone: |
| Contact: |

Skills Development Scotland office

| |
|------------|
| Name: |
| Address: |
| Telephone: |
| Contact: |

Framework selected outcomes

Mandatory outcomes

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

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

Optional outcomes

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

Summary of Modern Apprentice’s accredited prior learning:

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

Creative & Cultural Skills
The Backstage Centre
High House Production Park
Vellacott Close
Pufleet, Essex,
RM19 1RJ