

SCOTTISH HIGHER LEVEL APPRENTICESHIPS

A

TECHNICAL APPRENTICESHIP

IN

ACHIEVING EXCELLENCE IN SPORTS PERFORMANCE

AT

SCQF 8

**FRAMEWORK DOCUMENT
FOR SCOTLAND**

SkillsActive

February 2021

SkillsActive
1st Floor
Styrupp Golf and
Country Club

The SkillsActive logo, featuring the word "SkillsActive" in a blue, sans-serif font. The "i" in "Active" has a small circle above it. The logo is set against a white background within a grey-bordered box.

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Technical and Professional Apprenticeships in Scotland

What are Technical and Professional Apprenticeships?

Technical and Professional Apprenticeships offer those aged over 16 paid employment combined with the opportunity to train for jobs at senior supervisory and management level.

Who develops them?

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

Who are they for?

Technical and Professional Apprenticeships are available to employees aged 16 or over. Employees need to demonstrate to their employer that they have the potential to complete the programme. All Technical and Professional Apprentices must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The 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 Technical and Professional Apprenticeship?

In Scotland, there are more than 70 different Apprenticeship Frameworks and they are all designed to deliver a training package around a minimum standard of competence defined by employers through SSCs. There are four different levels of Apprenticeship in Scotland: Modern Apprenticeships at SCQF 5 (SVQ 2) and SCQF 6/7 (SVQ 3), Technical Apprenticeships at SCQF 8/9 (SVQ 4) and Professional Apprenticeships at SCQF 10 (SVQ 5). They all contain the same 3 basic criteria:

- A relevant SVQ (or alternative competency based qualification), HN Qualification, Professional Qualification or other Qualification based on current National Occupational Standards at SCQF level 8 and above
- Career Skills (known as core skills for Frameworks at SCQF Levels 5, 6 and 7)
- Industry specific training

Details of the content of this specific Technical/ Professional Apprenticeship are given in the next section.

Technical Apprenticeship in Achieving Excellence in Sports Performance

Overview of the sector/contribution to the Scottish economy

SkillsActive is the Sector Skills Council for Active Leisure, Learning and Well Being, encompassing the activities of sport and recreation, health and fitness, playwork, the outdoors and caravan sector. The sector makes a significant contribution to the UK and the Scottish economy through successful leisure and tourism businesses, to the health of the nation, to social equality through community sport and social enterprises and to sport and activity tourism.

It is widely believed that participation in sport creates economic and social impacts on society that extend beyond the behavioural changes experienced by individuals taking part. This is reflected in a clear shift in policy across a number of countries, from investment in sport for sports sake to investment in sport for wider societal good.

This has seen a healthy increase in the opportunities that exist in this sector “The Sport and Physical Activity Labour Marker Report” October 2020 stated:

- It is suggested that there are 585,000 roles in the sport and physical activity sector workforce
- Since early 2016 recruitment in the sport and physical activity sector has stayed strong with double the opportunities available
- 34% of the jobs in the sector are held by 16-34yr olds which has seen an attraction and increase into our sector over previous years.
- The proportion of male workers is still greater in the sports and physical activity sector, where men account for 62% of the workforce of all roles.

Sport and physical activity contributes £39 billion to the UK’s economy with Football being Scotland’s number one sport. It is followed by 1.8M adults across the country, with 41% of all youth aged 16 currently playing (89% men & 11% women). The football industry is worth £1.22 Billion to the Scottish economy comprising £218M as a direct contribution to the economy, £317M from economic impact of social benefits and £687M from healthcare savings from healthcare benefits (source: Scottish FA, UEFA, Statista.com 2019). This apprenticeship underpins the development of new talented professionals in Scotland’s largest sporting industry.

Justification / Rationale for the Framework

The framework review body led by the Sector Skills Council (SkillsActive) consulted at length with employers, SDS, SQA, apprentices, colleges and training providers during the framework revision process. Therefore, we are bringing this revised and updated Framework to AAG for approval. The framework has been very successful in the Football and Rugby Union sector. Both Rugby Union and Football have similar positions in the sport in relation to young professional players working at this level for a potential career in their field. Therefore, we envisage a comparable successful structure seen from other potential sports. This was evident in our review conducted in 2019 and 2020 which sought to enhance the apprenticeship by opening up the programme to other sports like tennis, basketball, hockey, golf, equestrian and other sports being considered suitable.

Achieving Excellence in Sports Performance is a unique sporting apprenticeship which provides a framework for employers to develop sports men and women in their sporting discipline to enable them to work and compete at the elite, professional level in their sport. Apprentices are all high performance athletes with

outstanding aptitude in their sport. However, these candidates often have significantly lower academic achievement records, usually as a result of single-minded dedication to their sport, generally to the exclusion of academic attainment. As not all of the high performance athletes recruited on to the apprenticeship programme will make the transition to elite professional status, the framework also provides a platform to maximise employability for candidates who are required to pursue alternative, non-elite, career pathways. In addressing employability, the revised framework identifies and addresses the needs of the apprentice and the industry.

It's crucial that these young people have the opportunity to continue in education while they are attempting to reach their goal of becoming a full time and professional player. Importantly they are individuals with a talent for sport so each has his/her own aspirations, goals and they have different levels of academic ability and interests that we have tried to reflect within this framework document.

In the past people have been critical of the cavalier attitude to recruitment and retention of these young professional sports players. This is the reality of the sector, and this is mirrored in other professional sports, in the arts, and other niche sectors. Taking this on board SkillsActive and the employers in this sector are desperate to do their best for these young men and women and to provide them with access to an Apprenticeship Framework that is meaningful and helpful for them to achieve their career in their chosen sport, but also to give them transferable skills that gives them mobility across sectors.

The unique aspect of this framework document is that we are proposing to repeat the individualised programme that meets the future career aspirations of the candidates that reflects their different abilities and interests rather than herding them all into the one enhanced programme. Previously these candidates took an apprenticeship in sports coaching, but following research undertaken by the Scottish Football Association we discovered that they had wider and deeper aspirations that we wanted to try to meet. Hence, we developed the first Apprenticeship in Achieving Excellence in Sports Performance that has proved to be very successful.

We have also seen mechanisms in place to encourage more female uptake. Football clubs have invested heavily on women's football in the last 18 months and now have full-time professional women's teams. Importantly, this means that in the current financial year (2020-21) we will see female athletes being registered on the Apprenticeship programme in Football. Employers in other sports (netball, basketball, golf) have increased investment in women's sport and will offer employment opportunities for female apprentices.

<https://scotwomensfootball.com/celtic-to-make-history-by-becoming-first-scottish-club-to-field-full-time-womens-team/>

<https://www.celticfc.com/news/17361/>

<https://scotwomensfootball.com/rangers-launch-womens-modern-apprenticeships/>

<https://www.rangersnews.uk/news/rangers-first-scottish-club-to-offer-modern-apprenticeships-to-women-player/>

Sporting clubs are at the hub of their local economies and help support a myriad of other local industries including shops, pubs, cafes, restaurants, retail, printing, security and transport. Without the apprenticeship programme many of the smaller local clubs would suffer economically if deprived of their main player development pathway. The knock-on effect of this would be increased risk of club closures which would have a disproportionate negative effect on the local economy.

The apprentices who go on to a professional playing career become role models and influencers. This enhances the value and benefit of sport for individuals, communities and society alike. Successful apprentices are ambassadors who make sport participation more attractive and make a positive contribution to increasing participation, delivering education and enhancing the services clubs bring to their communities.

Scottish Rugby have stated in their support for the Apprenticeship Framework;

“The re-endorsement of the Apprenticeship in Achieving Excellence in Sports Performance will allow talented Academy rugby players the opportunity to continue their education as they work and train towards becoming a professional player. By completing this apprenticeship, they will be allowed the chance to formally reflect on good practice whilst further developing their understanding and application of the key requirements of becoming a performance athlete. The award will also afford them the opportunity to gain further SQA credits which will be of benefit in future career aspirations, whilst working towards achieving their rugby potential.”

Motherwell Football Club also stated in their support for the apprenticeship Framework;

“Not everyone will make it as a professional footballer and even those who do, it is not a job for life and there is always the threat of injury, therefore, this education programme provides the foundation for lifelong learning.”

The following football clubs also sent letters of support for the apprenticeship: -

Aberdeen FC

Dundee United FC

Inverness Caledonian FC

Greenock Morton FC

St Patrick Thistle FC

Motherwell FC

As part of the review of the apprenticeship other National Governing Bodies of Sports/Scottish Governing Bodies of Sports (NGB's/SGB's) were invited to take part on the consultation to potentially expand the opportunity for the apprenticeship to be delivered more widely in other sports for elite athletes for all gender identities. The consultation feedback proved positive for other National Governing Bodies of Sports/Scottish Governing Bodies of Sports or professional clubs being involved in the apprenticeship if they have employed learners in elite sport.

Due to the divergent nature of this framework and the broad spectrum of apprentices it attracts. We have proposed a 'unique' Career skills list that could naturally be embedded and would enrich the Achieving Excellence in Sports Performance programme for all. These units' surround reflection, evaluation and professional development.

There is no other suitable framework currently in place that covers the needs of the sector in relation to elite sport. The framework consists of a current accredited SVQ in Achieving Excellence in Sports Performance at SCQF level 8 which has also been updated in January 2020 to reflect changes in the sector and the recently updated NOS in Achieving Excellence in Sports Performance. The registrations for this framework from 2017-

2020 were 163 and the certifications for this framework from 2017-2020 were 222.

Summary of Framework

Diagram showing the contents of the Technical Apprenticeship in Achieving Excellence in Sports Performance

Mandatory outcomes

SVQ/ CBQ/ HN Qualification/ Professional Qualification

- The following must be achieved:

SVQ Achieving Excellence in Sports Performance at SCQF Level 8 (GR69 24).

The apprenticeship duration can vary between 18-24 months based on each National Governing Body/Scottish Governing body and professional club delivery models and elite sport performance pathway.

Career Skills (see Appendix 4 for full list)

Candidates and Employers should review the list of Career Skills units (See Appendix 4) and select units within the following parameters:-

- The Apprentice must undertake between 2-5 Career Skills units at SCQF level 7 or above and must total a minimum of 15 SCQF credit points. In exceptional circumstances, units at SCQF Level 6 may be used where this better reflects the needs of the apprentice.

Mandatory Enhancements

The panel felt that the list of enhancements included in the updated framework document should not be prescriptive and should support all learners across a diverse range of valid career ambitions. Therefore, enabling the employer and the apprentice to tailor the outcomes of the Apprenticeship to the needs of the organisation and to provide the apprentice with the appropriate skills and qualifications in their chosen area of Achieving Excellence in Sports Performance that will help them in their current post and to progress in their career.

Please choose a minimum of one of the following:-

Title	Awarding Body / Qualification Number	SCQF	Comments
Any recognised qualification at SCQF level 5 or 6 or equivalent	Various Awarding Bodies	Minimum Level 5	
National or Scottish Governing Body coach education qualifications or where appropriate UK Coaching Qualifications at any level	Various Awarding Bodies		Some of these qualifications are also known as SQA National Progression Awards
A recognised qualification in Emergency First Aid at Work or First Aid at Work	Various Awarding Bodies	Various	Please contact SkillsActive before commencing the training plan for confirmation on which First Aid qualifications are suitable and recommended

Any recognised approved National or Scottish Governing Body in sport qualification/training	Various Awarding Bodies	Various	
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If learners have achieved any of the above qualifications/training within six months of commencing their Technical Apprenticeship these can be used as Accreditation of Prior Learning (APL). Emergency First Aid at Work or First Aid at Work qualifications can be accepted as long as they are current.

Optional Outcomes

<p>Additional SVQ Units/Qualifications/Training</p> <p>Safeguarding workshops Life skills – for example self-awareness, empathy, critical thinking, problem solving, interpersonal relationships Mental health awareness</p>

The Framework

The mandatory and optional content of the Technical Apprenticeship in Achieving Excellence in Sports Performance is as follows:

Mandatory Outcomes

SVQ(s)/ CBQs/ Other Qualifications

Each apprentice is required to achieve the following Qualification:

- **SVQ Achieving Excellence in Sports Performance at SCQF Level 8 (68 credits) (GR69 24)**

All Scottish Technical and Professional Apprenticeships must contain a relevant SVQ, equivalent competency based qualifications, HN qualification, Professional qualification or other qualification based on NOS.

Scottish Vocational Qualifications (SVQs) and Competency Based Qualifications (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 kinds 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.

Career Skills

Career Skills for Technical and Professional Apprenticeships were developed in response to employer demand that “core skills” at a higher level must reflect the work-based requirements of jobs within the workplace. A ‘pick and mix’ approach has been introduced to ensure that candidates gain the right mix of Career Skills (see Appendix 4).

A wide range of pan-sector SVQ units at SCQF 6 and above has been identified and these have been listed in Appendix 4 of the Guidance document). Candidates and employers should select between two and five of the units from the Career Skills list (from any section), within the following parameters:

- A threshold of 15 SCQF credits for Technical Apprenticeships and 20 SCQF credits for Professional Apprenticeships must be achieved
- Technical Apprenticeships must include Career Skills Units at SCQF 6 or above and Professional Apprenticeships must include Career Skills Units at SCQF 8 or above.

Note: The Career Skills units selected should NOT be the same as any of the units in the mandatory qualification.

Mandatory Enhancements

The panel felt that the list of enhancements included in the updated framework document should not be prescriptive and should support all learners across a diverse range of valid career ambitions. Therefore, enabling the employer and the apprentice to tailor the outcomes of the Apprenticeship to the needs of the organisation. To provide the apprentice with the appropriate skills and qualifications in their chosen area of Achieving Excellence in Sports Performance, that will help them in their current post and to progress in their career. A minimum of one must be achieved from the list above.

Optional Outcomes

To address the values of today, Skills Active recommend the employer and apprentice consider Safeguarding training and life skills workshops.

Registration and certification

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

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SkillsActive
beccy.poole@skillsactive.com

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Head of Standards and Qualifications
SkillsActive
tracey.holt@skillsactive.com
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The SSC will register all Scottish Technical and Professional Apprentices undertaking this Framework. **All Apprentices must be registered with the SSC within 4 weeks of starting their apprenticeship.**

In the case of Technical and Professional Apprenticeships which receive funding, it is acceptable for the Skills Development Scotland Training Plan to be used on the condition that it includes all relevant information as set out in the Training Plan.

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

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 Technical and Professional Apprentices is primarily the responsibility of the employer. However, the following guidance is given:

- Employees may enter a Technical and Professional Apprenticeship from the age of 16. There is no upper age limit.
- The Technical and Professional Apprenticeship is designed to attract high quality people to the industry. Achievement of academic qualifications is one way of assessing the suitability of applicants. However, it should be stressed that no persons should be deterred from applying for a Technical and Professional Apprenticeship because of a lack of formal educational qualifications. As well as traditional qualifications such as Standard Grades and Highers, employers should also be aware of newer vocational qualifications or vocational activity undertaken out with academic institutions, such as volunteering activity.
- The following factors may also influence the selection process:
 - performance during a formal interview process
 - references
 - relevant work experience
 - trial observation period.
- Employers should be aware of the nature, relevance and quality of foreign qualifications and make appropriate allowances concerning entry requirements.
- In order to promote and maintain the high status of the Apprenticeship Programme within the industry all literature distributed for recruitment purposes should emphasise the high standards of achievement expected of the candidate.
- Employers may wish to contact the SSC for advice and guidance on recruitment and selection.

Equal opportunities

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

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

Health and Safety

All aspects of health and safety at work must be recognised within the delivery of this Technical and Professional Apprenticeship Framework and all statutory requirements be adhered to.

It is a key aspect of the induction period of the Technical and Professional Apprenticeship that apprentices are fully informed both of the regulations and that they and their employers are bound by these regulations. Technical and Professional Apprentices should be made aware of their rights and duties with regard to health and safety.

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

Contracts

The following three contracts are essential to the successful outcome of the Technical and Professional Apprenticeship programme:

1. Contract of employment signed by the employer and the Technical/ Professional Apprentice.
2. SSC Training Agreement - this agreement outlines the basis of the Technical and Professional Apprenticeship, refers to the contract of employment and includes Health and Safety responsibilities. 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 a SDS area office, the SDS Training Plan will be sufficient on condition that it contains all relevant information as set out in the Training Plan at Appendix 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 Technical and Professional Apprentices

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

All Technical and Professional Apprentices must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The 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 Technical and Professional Apprenticeships, attractive packages will need to be developed by employers in the sector. The terms and conditions of employment for individual Technical and Professional Apprentices will be agreed between the employer and the apprentice and should form the contract of employment.

Training and development

Delivery

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

- private training organisations
- colleges / universities
- other employers

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

The option of sharing training and assessment resources amongst a cluster of employers (or across the divisions of a larger employer) will be particularly appealing to those firms which do not have the resources to provide all of the training and

development. Assessment can be provided by these bodies, but the assessors and the training centre must be approved by the awarding bodies for the SVQ and Career Skills where appropriate.

New College Lanarkshire
Skills for Scotland
Sports Academy Scotland
Ayrshire College

The SSC training plan

The plan is required to identify:

- 1 The selected Framework outcomes
- 2 The selected Career Skills units
- 3 A summary of the Technical or Professional Apprentices' accredited prior learning
- 4 A timetable for achievement of the selected Framework outcomes, linked to regular progress reviews.

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

However any changes must:

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

A sample Training Plan is provided at Appendix 3 of this document, however, for those Technical and Professional Apprentices funded by SDS it is sufficient to submit the SDS Training Plan on condition that it covers the same information required in the Training Plan.

Consultation Process

The overall project plan including the consultation for the review of the Technical Apprenticeship was as follows: -

- Expert working group 1st November 2019 in Scotland to work on the review of the Technical Apprenticeship including enhancements for training in this case football and rugby union. This also included other sports as this was part of the review
- Expert working group in Scotland 1st November 2019 and to finalise the Technical Apprenticeship for consultation
- Scotland based electronic consultation 18th December 2019 -23rd January 2020
- Results of consultation collated on 24th January 2020
- Expert Working Group 28th January 2020 to consider consultation responses and to review the Technical Apprenticeship framework accordingly.
- Obtain a letter from SQA Awarding Organisation to confirm commitment that they will seek accreditation of the SVQ
- Completed the Technical Apprenticeship framework document to be sent to AAG subgroup to obtain feedback before AAG group 13th February 2020 once qualification products have been approved.
- Final submission to AAG once qualification products have been agreed in principle 26th March 2020
- Contingency if approved with conditions. Amendments to be completed, re-approval process required as above.

Consequently, an expert working group was established in October 2019 with the first meeting on the 1st November at the SQA Offices in Glasgow.

The expert working group has proved to be in favour of a revised and updated Framework Document for the Achieving Excellence in Sports Performance Technical Apprenticeship to take account new trends in the sector.

Points from partners who attended the expert working group included:

- The partners felt that the enhancements needed to be more generic to suit both Rugby Union and Football but also other emerging sports as part of the review of the Technical Apprenticeship
- Partners highlighted enhancements should include industry recognised qualifications/and or training and professional work experience
- Partners felt it would be positive to engage other sports as part of the review and consultation for either the SVQ and/or Technical Apprenticeship although it was noted that employed status of elite athletes would be limited in other sports for the Modern Apprenticeship
- For those individuals who have displayed a talent in their sport but struggled at school it's another chance for them to achieve something, to upgrade their skills
- The Expert working group discussed that the SVQ in Achieving Excellence in Sport Performance is currently at SVQ Level 8 and this is positive for learner's progression and is reflective on the demands on them in relation to elite performance in sport.
- Partners agreed the newly revised National Occupational Standards in Achieving Excellence in Sport Performance which will form the basis of the review are positive and reflective of changes in industry

Expert Working Group Members who attended the meeting on 1st November were made up of professionals, training providers, further education establishments, awarding bodies and trade union to ensure a diverse and enriched array of opinions were captured.

Further consultations took place online between 18th December 2019 to 23rd January 2020 with various stakeholders: The following disclosed stakeholders responded to the consultation: -

Findings of the consultation were: -

- Colleagues were overwhelmingly supportive of this Technical Apprenticeship for elite sport professionals
- Qualifications including competence-based qualifications should be included as mandatory in the enhancements section
- All colleagues agreed in the career progression section in the Technical Apprenticeship framework
- The majority of colleagues agreed that as well as football and rugby union, other National Governing Bodies/Scottish Governing Bodies of sport and professional sport clubs could enrol learners on this Technical Apprenticeship if they are employed status.

Following consultation, a second expert working group meeting took place on 28th January 2020 at Skills Development Scotland office in Edinburgh.

Based on consultation feedback the group decided on the following revisions to the Technical Apprenticeship framework: -

- To revise the career skills list to reflect the needs and diversity of the apprentices while satisfying the requirements of the apprenticeship.
- Mandatory enhancements to be included in the framework to help learner career progression. Various options to be included in the framework with a minimum of one qualification/training course to be completed by the learner.
- Optional enhancements to include safeguarding workshops and life skills.

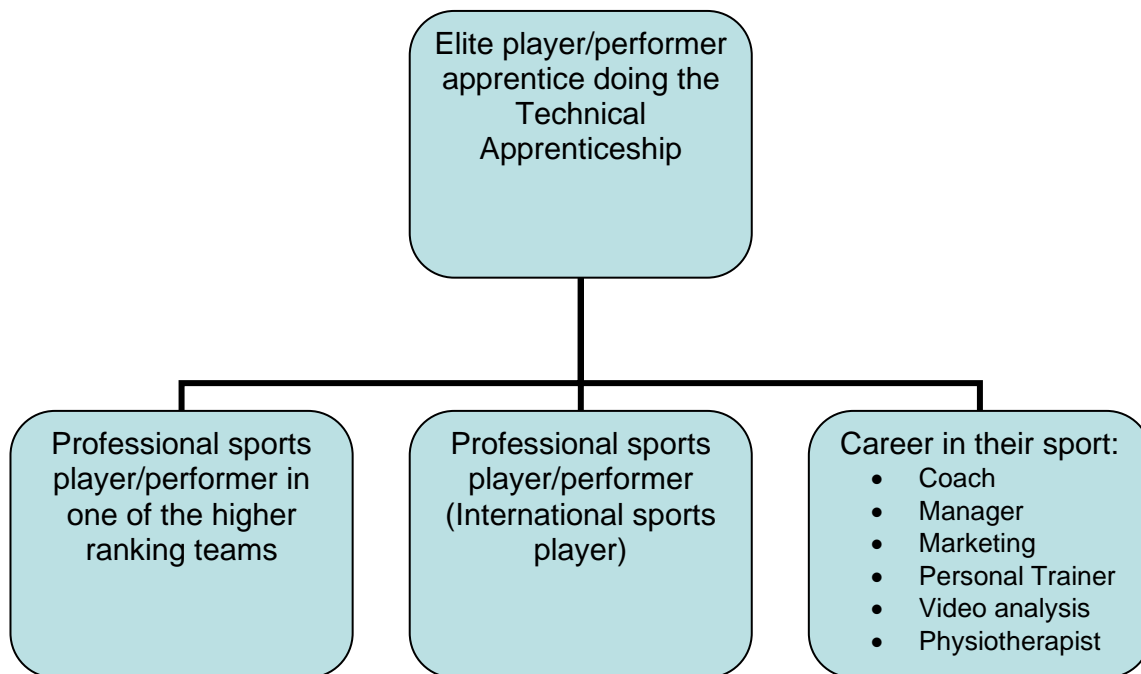
The group agreed there could be future engagement with NGB's/SGB's/professional clubs for other sports to be involved with the Technical Apprenticeship if they have employed elite performers.

Career progression

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

Progression can follow the following routes:

One of the advantages of continuing with education and playing professional sport, is that the candidates can pursue a career in a diverse range of areas but still play amateur, semi-professional or professional player/performer. It's a particularly flexible system although this is limited to those people who are younger, the options are limited the older the player gets.



For those that are unsuccessful in a professional capacity can have an advancement of a career in a sector outside their sport, using transferable skills in a vocational sector or academic pathway.

Appendices

APPENDIX 1

Stakeholder Responsibilities

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

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

Role of the Sector Skills Councils

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

Details of your SSC can be found on the FISS website <http://fiss.org/sector-skills-council-body/directory-of-sscs/>

Role of Skills Development Scotland (SDS)

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

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

Responsibilities include:

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

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

Role of the Awarding Bodies

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

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

Role of the Training Provider

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

Training Providers are responsible for:

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

Role of the Modern Apprenticeship Group (AAG)

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

MAG is responsible for:

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

Role of the Employer

Employers' responsibilities include:

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

- Taking responsibility for the Health & Safety of Modern, Technical or Professional Apprentices.

Role of the Modern, Technical or Professional Apprentice

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

Modern, Technical or Professional Apprentices' responsibilities include:

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

APPENDIX 2

Modern Apprenticeship Centres (MACs)

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

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

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

Either

1 be approved by an appropriate Awarding Body as a centre for the assessment of the relevant qualification and Career Skills Units

or

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

In addition

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

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

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

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

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

APPENDIX 3: TECHNICAL/ PROFESSIONAL SAMPLE TRAINING AGREEMENT



This Training Agreement is entered into by:

Name of Employer:	
Name of Technical/ Professional Apprentice:	
Name of Modern Apprenticeship Centre:	

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

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

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

This agreement to be signed by all parties:

Employer		Date:
Technical/ Professional Apprentice		Date:
Modern Apprenticeship Centre		Date:



TECHNICAL/ PROFESSIONAL APPRENTICESHIP TRAINING PLAN

The Modern Apprenticeship Centre

Name:
Address:
Telephone:
Contact:

The Technical or Professional Apprentice

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

The Employer

Name:
Address:
Telephone:
Contact:

Skills Development Scotland office

Name:
Address:
Telephone:
Contact:

Framework selected outcomes

Mandatory outcomes

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

Career Skills <i>(Include details of the minimum level required)</i>		Tick units being undertaken	SCQF Level	SCQF Credit Points
1	(full name and code)			
2	(full name and code)			
3	(full name and code)			
4	(full name and code)			
5	(full name and code)			

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 Technical/ Professional Apprentice’s accredited prior learning:

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

Beccy Poole
Project Co-ordinator
SkillsActive
Beccy.poole@skillsactive.com

APPENDIX 4: Career Skills Units for Technical and Professional Apprenticeships

The Apprentice must undertake between 2-5 Career Skills units at SCQF level 7 or above and must total a minimum of 15 SCQF credit points. In exceptional circumstances, units at SCQF Level 6 may be used where this better reflects the needs of the apprentice.

The Career Skills units selected must not duplicate any of the units undertaken as part of the mandatory qualification.

Leadership	Level	Credit	URN
Organise Resources and People for Outdoor Programmes	7	4	SKAOP2
Develop productive working relationships with colleagues	6	9	SKAA324
Provide leadership in sport and active leisure	8	9	SKAOP14
Facilitate community- based sport and physical activity	8	16	SKAD61
Manage information for action	7	6	SKAA41
Plan and organise services	7	3	SKAB229
Contribute to the prevention and management of abusive and aggressive behaviour	7	8	SKAD211
Control and Manage People at a Spectator Event for Further Action	6	1	SKASS4
Communicate information and knowledge	7	3	CFAMLE11
Develop and sustain productive working relationships with stakeholders	9	12	CFAM&LDD2
Act as a mentor to colleagues	7	7	SFJHD705
Develop leadership and sport and active leisure	7	9	SKAA322
Use information to take effective decisions	8	4	CFAM&LEC5
Develop and maintain your professional networks	9	10	CFAM&LAA3
Develop your knowledge, skills and competence	7	6	CFAM&LAA2
Manage projects	8	11	CFAM&LFA5
Reflection, Evaluation and Development	Level	Credit	URN
Manage your own resources and professional development	7	8	CFAMLA2
Develop your knowledge, skills and competence	7	6	CFAM&LAA2
Evaluate Exercise and Physical Activity Programmes	6	3	SKAEF14
Monitor your own work practices	7	8	SFHGEN23
Plan and manage your own workload	7	2	CFASAD111
Develop and extend critical and creative thinking skills	7	13	CCSDES19
Enable people to learn and benefit from your experience	8	23	COSVR575
Develop self and others	10	11	PROFM26
Allocate and monitor the progress and quality of work in the area of your responsibility	7	14	SKAOP12
Coaching	Level	Credit	URN
Promote equality and diversity in sport and physical activity	7	14	SKAAD210
Support Participants with Disabilities to Take Part in Activities	7	4	SKAOP19
Plan Sports Coaching Sessions	6	8	SKASC2
Deliver Sports Coaching Sessions	6	8	SKASC3
Review Sports Coaching Sessions	7	4	SKASC7

Apply the Principles of Nutrition to Support Participant Goals as Part of an Exercise and Physical Activity Programme	7	6	SKAEF17
Design, Manage and Adapt a Personal Training Programme with Participants	7	7	SKAEF15
Coach individuals	7	6	CFAM&LDC4
Prepare for Coaching Sessions	7	6	LANCS82
Conduct Coaching Sessions	7	7	LANCS83
Health and Safety	Level	Credit	URN
Conduct health and safety risk assessments of a workplace	7	8	PROHSS6
Contribute to Environmental Conservation in Active Leisure and Recreation	6	6	SKAAL11
Provide healthy, safe, secure and productive working environments and practices	7	7	CFAM&LEB1
Deal with Incidents	6	1	SKASS5
Maintain the health, safety, welfare and security of participants and staff	6	5	SKAOP3
Promote environmental conservation	6	4	SKAOP4

Example combinations could include:

URN	Title	Level	Credit
SKAOP14	Provide leadership in sport and active leisure	8	9
CFAM&LAA2	Develop your knowledge, skills and competence	7	6

URN	Title	Level	Credit
SCDHSC3121	Promote the Effectiveness of Teams	7	9
SKAA322	Develop leadership in sport and active leisure	7	9

- Note 1: All units are accredited.