

SCOTTISH HIGHER LEVEL APPRENTICESHIPS

A

PROFESSIONAL APPRENTICESHIP

IN

Management

AT

SCQF 11

**FRAMEWORK DOCUMENT
FOR SCOTLAND**

INSTRUCTUS SKILLS

February 2018

Instructus Skills
Unit 3 Cherry Hall Road
North Kettering Business Park
Kettering
Northamptonshire
NN14 1UE



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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.

Professional Apprenticeship in Management

Currently there are three Modern Apprenticeship frameworks in Management approved for use in Scotland. These frameworks are at SCQF Level 7, SCQF Level 9 and SCQF Level 11. The Management Apprenticeships are pan sector frameworks which are relevant to micro, small, medium and large organisations working within the public, private and voluntary (charity) sector, across all industry sectors.

The current Management Modern Apprenticeship frameworks help to develop the skills, knowledge and competencies required to be effective Managers and Leaders. Management & Leadership skills have a major impact on the development, productivity and performance of organisations of all sizes and across all sectors of the economy. Many leaders and managers are innovative, creative, visionary and inspirational. In today's fast-moving competitive environment there is a need to continuously develop Management & Leadership skills.

The Management Apprenticeship frameworks were last reviewed in 2011. The Management SVQ structures have recently been updated which resulted in updates to the mandatory units and more optional units being added to the Management SVQ qualification structures. New Management SVQ qualifications have recently been accredited. The Management SVQs have been designed to provide flexible qualifications, with a wide range of units based on the Management National Occupational Standards (NOS) covering the following themes:

- Managing self
- Providing direction
- Facilitating innovation and change
- Working with people
- Using resources
- Achieving results

Given the reasons above it is important that Management Apprenticeships are reviewed to ensure they remain current and up-to-date and reflect the current requirements of Modern, Technical and Professional Apprenticeships in Scotland.

The main objectives of the Management Apprenticeships are to:

- support the development of a highly skilled Management workforce in Scotland
- equip individuals with the skills, knowledge and experience needed to undertake Management roles in a range of sectors, organisations and business settings
- provide a flexible entry route into a career in Management
- provide apprentices with an opportunity to raise their skill levels and develop the skills, knowledge and experience they need to progress to higher level Management job roles with additional responsibilities
- Give apprentices the opportunity to develop their core skills in communication, numeracy, ICT, working with others and problem solving or career skills if they are undertaking a Management Technical (at SCQF Level 8 and 9) or Professional Apprenticeship (at SCQF Level 10 and 11)

Overview of Management Occupations

Management occupations involves jobs at a variety of different levels in all types of industry sectors. This means there are many different roles and work environments to choose from. The Management occupation also offers a range of jobs with different levels of responsibilities and salaries. Therefore, there is a variety of progression and Continuous Professional Development (CPD) opportunities available for Managers and Leaders.

Labour Market Information (LMI) for the Management Workforce

UK Employment by Occupation (July 2016 – June 2017)¹

| | Scotland | England | Wales | Northern Ireland | UK |
|---|--------------------|----------------------|-------------------|------------------|----------------------|
| SOC 2010 Major Group 1 Managers, Directors and Senior Officials (All in employment) | 222,600 (8.6%) | 2,945,400 (11%) | 134,600 (9.5%) | 66,100 (7.9%) | 3,368,700 (10.6%) |
| SOC 2010 Major Group 1 Managers, Directors and Senior Officials (Male) | 138,500 (10.4%) | 1,924,500 (13.4%) | 82,400 (11.2%) | 42,500 (9.6%) | 2,187,900 (13%) |
| SOC 2010 Major Group 1 Managers, Directors and Senior Officials (Female) | 84,100 (6.7%) | 1,020,900 (8.2%) | 52,200 (7.7%) | 23,600 (6%) | 1,180,700 (8%) |
| All SOC Groups | 2,591,700 | 26,818,200 | 1,415,500 | 837,600 | 31,663,000 |

There are 222,600 people employed as Managers, Directors and Senior Officials in Scotland, which represents 8.6% of the Scottish workforce. This demonstrates that Managers, Directors and Senior Officials represent a significant percentage of the Scottish workforce and makes a significant contribution to the Scottish economy.

Management Job Roles

Managers play an integral role in developing and supporting organisational objectives through a wide range of functions such as planning, leading and managing teams, allocating and monitoring the work of a team, supporting team members, managing team dynamic, delegation, managing conflict, managing performance, implementing change, managing project, managing budgets, managing resources.

Job titles for Management apprentices could include:

| Example Job Titles for Management Occupations | | |
|---|--------------------|--------------------|
| SCQF Level 7 | SCQF Level 9 | SCQF Level 11 |
| Assistant Manager | Area Manager | Director |
| First Line Manager | Department Manager | Head of Department |
| Section Manager | Manager | Manager |
| Senior Supervisor | Operations Manager | Regional Manager |
| Shift Manager | Specialist Manager | Senior Manager |
| Trainee Manager | | |

¹ Official Labour Market Statistics - Nomisweb.co.uk, Employment by Occupation, Search 31 October 2017, Annual population survey

Summary of Framework

Diagram showing the contents of the Professional Apprenticeship in Management

Duration

The average duration of the apprenticeship is 18 - 24 months.

Mandatory outcomes

SVQ/ CBQ/ HN Qualification/ Professional Qualification

- One of the following must be achieved:

- SVQ in Management at SCQF Level 11, GN1G 51 (City and Guilds)
- SVQ in Management at SCQF Level 11, GM6T 51 (CMI)
- SVQ in Management at SCQF Level 11, GM25 25 (SQA/CMI)

Career Skills (see Appendix 4 for full list)

- Employer and individual to select the appropriate Career Skills units within the agreed thresholds

Optional Outcomes

Additional SVQ Units/Qualifications/Training

Instructus Skills encourages the achievement of additional awards, qualifications and training, where relevant.

The Framework

The mandatory and optional content of the Professional Apprenticeship in Management at SCQF Level 11 is as follows:

Duration

It is expected that apprentices following this framework will take 18-24 months to complete.

Mandatory Outcomes

SVQ(s)/ CBQs/ Other Qualifications

Each apprentice is required to achieve one the following Qualifications:

- SVQ in Management at SCQF Level 11, GN1G 51 (City and Guilds)
- OR
- SVQ in Management at SCQF Level 11, GM6T 51 (CMI)
- OR
- SVQ in Management at SCQF Level 11, GM25 25 (SQA/CMI)

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 7 and above has been identified and these have been listed in Appendix 4 of the Guidance document). Candidates and employers should select between two and five of the units from the Career Skills list (from any section), within the following parameters:

- A threshold of 15 SCQF credits for Technical Apprenticeships and 20 SCQF credits for Professional Apprenticeships must be achieved
- Technical Apprenticeships must include Career Skills Units at SCQF 7 or above and Professional Apprenticeships must include Career Skills Units at SCQF 8 or above.

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

Optional Outcomes

Instructus Skills encourages the achievement of additional awards, qualifications and training, where relevant.

Registration and certification

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

Instructus Skills
Unit 3 Cherry Hall Road
North Kettering Business Park
Kettering
Northamptonshire
NN14 1UE
Email: skills@instructus.org
Telephone: 01536 738 631

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.

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 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 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.

There are no specific sectoral or cross sector requirements for entry on to the Management Technical Apprenticeship Framework at SCQF Level 9.

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.

CBT Ltd
Intec Business Colleges
JB Management Ltd
Pentland Assessment Centres Ltd
Recruitment Training (Edinburgh) Ltd
Virtual Learning Academy
You Train Ltd

Delivery of Training for the Professional Apprenticeship in Management

Work-based training

Delivery and assessment method

Evidence of occupational competence of all management SVQ units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the (SVQ) competence units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Please see the Management Assessment strategy for more information.

Skills required by training providers delivering the training

Assessors

The primary responsibility of an Assessor is to assess learners' performance in a range of tasks and to ensure the evidence submitted by the learner meets the requirements of the assessment criteria.

It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing learners.

To be able to assess learners, Assessors must:

- be "occupationally competent". Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.

AND ONE OF EITHER OF THE FOLLOWING

- hold an appropriate qualification, as specified by SQA Accreditation regulatory authority, confirming their competence to assess learners undertaking SVQs in Team Leading and Management. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards.

OR

- be working toward an appropriate qualification, as specified by SQA Accreditation regulatory authority. Any Assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.

AND

- have a full and current understanding of the units and requirements of the qualifications being assessed, including the quality of assessment and the assessment process.

It is the responsibility of approved centres to select and appoint assessors.

Internal Verifiers (IV)

A primary responsibility of IVs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IVs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IVs.

To be able to internally verifier IVs must:

- be “occupationally competent”. IVs must demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.

AND ONE OF EITHER OF THE FOLLOWING

- hold an appropriate qualification, as specified by SQA Accreditation regulatory authority, confirming their competence to internally verify assessments and learners. IVs holding older qualifications must be able to demonstrate that they are verifying to the current standards.

OR

- be working toward an appropriate qualification, as specified by SQA Accreditation regulatory authority. If an IV is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IV and should be supported by a qualified IV throughout their training period.

AND

- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

All assessors, moderators and verifiers are required to maintain current Team Leading and Management competence to deliver these functions. Such information must be formally recorded in individual CPD records that maintained in assessment centres.

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

Delivery of underpinning knowledge is through the units that are within the Management SVQ qualification.

Off-the-job training

Details of off-the-job training (please state if not applicable)

Underpinning knowledge is achieved through the units that are within the Management SVQ qualification (mandatory and optional units). This component is not separately certificated, but certificated as a part of the overall SVQs.

Delivery and assessment method

The delivery and assessment of off-the-job training is flexible. The method used will be decided by the employer, the training provider and the apprentice, as part of the apprentice's individual training plan.

Exemptions

N/A

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

Instructus Skills undertook a consultation with employers, training providers and other key stakeholders to inform the review of the Management Apprenticeship frameworks. In particular, all of the mandatory outcomes of the Management frameworks, apart from the Management SVQs, were reviewed to ensure they continue to meet employer's needs in Scotland, are fit for purpose and offer an up to date and relevant programme of qualifications and training for Scotland.

The Management SVQ structures have recently been updated and new Management SVQ qualifications have recently been accredited. The Management SVQs have been designed to provide flexible qualifications, with a wide range of units based on the management NOS covering the following themes:

- Managing self
- Providing direction
- Facilitating innovation and change
- Working with people
- Using resources
- Achieving results

The consultation gave employers, training providers and other key stakeholders an opportunity to provide their feedback on the review of the Management Apprenticeships.

Methodology used for Consultation

The methodology used for this consultation needed to be affordable and at the same time as being accessible to employers, training providers and key stakeholders across Scotland. We therefore utilised technology by using an online survey (Zoho) to gather employers, training providers and key stakeholder's views on the Management Apprenticeships. The online survey ran from 10 October to 30 November 2017.

Instructus Skills also completed additional consultation, primarily with registered centres, during January 2018, in the form of one to one telephone consultations.

Career progression

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

Following completion of the Management Professional Apprenticeship at SCQF Level 11, apprentices should be able to achieve positions such as:

- Director
- Head of Department
- Manager
- Regional Manager
- Senior Manager

Individuals may also be able to progress in their careers and continue their professional development in a variety of Leadership and Management areas.

Appendices

APPENDIX 1

Stakeholder Responsibilities

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

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

Role of the Sector Skills Councils

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

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 the Office of the Qualifications and Examinations Regulator (Ofqual) and are offered by Awarding Bodies.

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

Role of the Training Provider

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

Training Providers are responsible for:

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

Role of 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, 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> | | | | |
| | | | | |
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| | | | | |
| | | | | |
| | | | | |
| 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:

Instructus Skills
Unit 3 Cherry Hall Road
North Kettering Business Park
Kettering
Northamptonshire
NN14 1UE
Email: skills@instructus.org
Telephone: 01536 738 631

APPENDIX 4: Career Skills Units for Technical and Professional Apprenticeships

Technical Apprentices should complete Career Skills units at SCQF Level 7 or above and achieve a minimum of 15 Credits in total. Professional Apprenticeships should complete Career Skills units at SCQF Level 8 or above and achieve a minimum of 20 Credits in total.

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

| Business Administration | | | |
|---|-------------|----|------------|
| Either Implement, monitor and review change Or Implement Change (Management Unit) | 9 | 6 | CFABAA116 |
| | (see below) | | |
| Either Plan change across teams Or Plan change (Management Unit) | 9 | 6 | CFABAA115 |
| | (see below) | | |
| Chair meetings | 8 | 4 | CFABAA413 |
| Evaluate and solve business problems | 8 | 6 | CFABAG128 |
| Implement and evaluate innovation in a business environment | 8 | 6 | CFABAA113 |
| Manage and evaluate information systems | 8 | 6 | CFABAD122 |
| Either Monitor and evaluate contracts Or Monitor and evaluate the performance of contractors | 8 | 6 | CFABAF121 |
| | 8 | 6 | CFABAF121 |
| Negotiate in a business environment | 8 | 7 | CFABAG123 |
| Either Plan, run and evaluate projects Or Manage projects (Management Unit) | 8 | 10 | CFABAA152 |
| | (see below) | | |
| Prepare, co-ordinate and monitor operational plans | 8 | 6 | CFABAA1110 |
| Manage an office facility | 7 | 6 | CFABAA118 |
| Either Manage budgets Or Manage budgets (Management Unit) | 7 | 5 | CFABAA532 |
| | (see below) | | |
| Manage communications in a business environment | 7 | 3 | CFABAA616 |
| Supervise a team in a business environment | 7 | 6 | CFABAG1212 |
| Management | | | |
| Develop and sustain collaborative relationships with other organisations | 11 | 6 | CFAM&LDD4 |
| Develop strategic business plans | 11 | 14 | CFAM&LBA6 |
| Provide healthy, safe, secure and productive working environments and practices | 7 | 7 | CFAM&LEB1 |
| Manage continuous improvement | 11 | 11 | CFAM&LFE5 |
| Manage risks to your organisation | 11 | 11 | CFAM&LBB1 |
| Promote equality of opportunity, diversity and inclusion | 8 | 9 | CFAM&LBA7 |
| Promote knowledge management and sharing | 11 | 7 | CFAM&LEC1 |
| Optimise effective use of technology | 11 | 12 | CFAM&LEB5 |
| Lead your organisation | 11 | 13 | CFAM&LBA1 |
| Manage the marketing of products and services | 11 | 6 | CFAM&LFB5 |
| Implement and evaluate strategic business plans | 11 | 12 | CFAM&LFA1 |
| And/ Or Develop marketing plans Implement marketing plans | 9 | 5 | CFAM&LFB2 |
| | 9 | 5 | CFAM&LFB3 |
| Identify and evaluate opportunities for innovation and improvement | 10 | 12 | CFAM&LCA1 |

| | | | |
|---|----|----|-----------|
| Manage business processes | 9 | 15 | CFAM&LFA3 |
| Develop knowledge and make it available | 9 | 4 | CFAM&LEC3 |
| Plan change | 9 | 15 | CFAM&LCA2 |
| Recruit, select and retain people | 9 | 14 | CFAM&LDA2 |
| Develop operational plans | 8 | 11 | CFAM&LBA9 |
| Manage projects | 8 | 11 | CFAM&LFA5 |
| Implement change | 8 | 11 | CFAM&LCA4 |
| Manage the use of financial resources | 8 | 14 | CFAM&LEA3 |
| Manage physical resources | 8 | 5 | CFAM&LEB3 |
| Manage the environmental and social impacts of your work | 8 | 4 | CFAM&LEB4 |
| Provide leadership in your area of responsibility | 8 | 9 | CFAM&LBA2 |
| Manage people’s performance at work | 7 | 14 | CFAM&LDB4 |
| Build Teams | 9 | 8 | CFAM&LDB1 |
| Communicate information and knowledge | 7 | 3 | CFAM&LEC4 |
| Manage budgets | 7 | 11 | CFAM&LEA4 |
| Develop your knowledge, skills and competence | 7 | 6 | CFAM&LAA2 |
| Lead your team | 7 | 9 | CFAM&LBA3 |
| (Business Continuity Management) | | | |
| Develop a Business Continuity Management (BCM) strategy | 10 | 10 | CFABCM201 |
| Design Business Continuity Management (BCM) procedures | 8 | 8 | CFABCM101 |
| Manage incident response teams | 8 | 5 | CFABCM301 |
| Assist in the design of Business Continuity Management (BCM) procedures | 7 | 4 | CFABCM102 |
| Assist with the development of an organisational Business Continuity Management (BCM) strategy | 7 | 5 | CFABCM202 |
| Lead a response team | 7 | 4 | CFABCM302 |
| Operate incident response procedures | 7 | 4 | CFABCM303 |
| Communicating during an incident | 7 | 5 | CFABCM401 |
| (Governance) | | | |
| Define the responsibilities, powers and tasks of the governing body | 12 | 13 | CFA 501 |
| Define the organisation’s strategy and structure | 12 | 13 | CFA 502 |
| Determine the organisation’s purpose, vision, values and ethical behaviour | 12 | 13 | CFA 503 |
| Ensure effective functioning and performance of the governing body | 12 | 14 | CFA 504 |
| Ensure effective governing body decision making and delegation | 12 | 14 | CFA 505 |
| Evaluate organisational and managerial performance to ensure effective compliance and control systems | 12 | 15 | CFA 506 |
| Exercise accountability and engage effectively with key stakeholders | 12 | 12 | CFA 507 |
| Customer Service | | | |
| Apply technology or other resources to improve customer service | 8 | 11 | CFACSD18 |
| Build and maintain effective customer relations | 8 | 8 | CFACSB15 |
| Champion customer service | 8 | 10 | CFACSA17 |
| Develop a customer service strategy for a part of an organisation | 8 | 11 | CFACSD16 |
| Follow organisational rules, legislation and external regulations when managing customer service | 8 | 10 | CFACSF6 |
| Plan and organise the development of customer service staff | 8 | 9 | CFACSD15 |
| Plan, organise and control customer service operations | 8 | 10 | CFACSB13 |

| | | | |
|--|---|----|----------|
| Review the quality of customer service | 8 | 8 | CFACSB14 |
| Apply risk assessment to customer service | 7 | 10 | CFACSC6 |
| Either Build a customer service knowledge set | 7 | 7 | CFACSA16 |
| Or Build a customer service knowledge base | 7 | 7 | CFACSA16 |
| Either Demonstrate understanding of customer service | 7 | 6 | CFACSF3 |
| Or Show understanding of customer service | 7 | 6 | CFACSF3 |
| Gather, analyse and interpret customer feedback | 7 | 10 | CFACSD12 |
| Manage customer service performance | 7 | 7 | CFACSD20 |
| Promote continuous improvement | 7 | 7 | CFACSD9 |
| Use customer service as a competitive tool | 7 | 8 | CFACSA14 |
| Enterprise | | | |
| Evaluate an existing business opportunity | 9 | 6 | CFABD9 |
| Get support for a creative idea | 9 | 9 | CFABD10 |
| Explore overseas markets | 9 | 14 | CFAWB6 |
| Carry out a review of the business | 8 | 8 | CFABD4 |
| Make deals to take your business forward | 8 | 6 | CFAEE3 |
| Find innovative ways to improve your business | 8 | 8 | CFAEE4 |
| Plan how to let your customers know about your products and services | 8 | 8 | CFAWB2 |
| Advertise your products and services | 8 | 5 | CFAWB4 |
| Sell your products or services | 8 | 7 | CFAWB5 |
| Bid for work | 8 | 5 | CFAWB9 |
| Win and keep customers | 7 | 7 | CFAEE2 |
| Manage cash flow | 7 | 3 | CFAMN4 |
| Review the skills the business needs | 7 | 4 | CFAOP1 |
| Check what your customers need from the business | 7 | 5 | CFAWB1 |
| Plan how you will sell your products or services | 7 | 4 | CFAWB3 |
| Make presentations about your business | 7 | 4 | CFAWB10 |
| Delegate work to others | 7 | 4 | CFAYS6 |

- Note 1: Either/Or choice indicates that a unit has been revised.
- Note 2: Not all units are accredited. SSCs should consult Awarding Bodies for availability.