SCOTTISH HIGHER LEVEL APPRENTICESHIPS

A

PROFESSIONAL APPRENTICESHIP

IN

CONSTRUCTION

AT

SCQF Level 10

**FRAMEWORK DOCUMENT
FOR SCOTLAND**

CITB

**January 2017
(Version 5 – August 2024)**

Version 5 – August 2024

August 2024 Version 5	Withdrawal of QFI SVQs (page 6 and 8) Construction Site Management GT0M 50
Version 4 March 2024	**Pages 6, 7, 8 and 9** Addition of pathways for Construction Site Management – Retrofit at SCQF10
Version 3 Jan 2024	**Pages 6 and 8** Addition of Construction Contracting Operations Management at SCQF10
Version 2 Apr 2022	**Corrected typo in the document**
Version 1 Apr 2022	**New Framework created**

Contents

Appendices

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 5/6/7 Technical Apprenticeships at SCQF 8/9 and Professional Apprenticeships at SCQF 10 and above. 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 Construction at SCQF Level 10

The construction industry is fast moving and diverse industry with many occupational routes. CITB has identified the sector as having four distinct areas.

> Construction Building
> Construction Civil Engineering
> Construction Specialist
> Construction Technical and Professional

Construction Employment in Scotland is expected to continue to increase. Although Construction employment may suffer a small downtown (1%) by 2020 on 2016 levels, there will still be a significant Annual Recruitment Rate (ARR). Despite falling employment, Scotland's ARR, at 1,810, represents 0.8% of base 2017 employment, slightly higher than the UK average of 1.7%. This is because of demographic trends that are accentuating the level of net outflows from the Scottish construction industry over the next five years due to an aging demographic that will need to be recruited in this period.

The Professional Apprenticeship Construction at SCQF Level 10 is meeting the needs of the Construction Sector and is supported by the Scottish Federations and Industry the Construction Sector provides Site Management for Building and Civil Engineering, Highways Maintenance and Repair, Surveying, Buying, Planning and Residential Development with the following ARR.

Construction Project Managers 60
Construction Process Managers 130
Technical Staff >50

There may not be a large demand for additional trades within the sector, although a major infrastructure project brought forward would affect ARR numbers, there will be a demand to maintain the current levels of apprentices to replace an aging workforce.

Aims and Objectives

The aim of the Professional Apprenticeship Construction at SCQF Level 10 is to attract, retain and develop talent into a range of Construction occupations in order to provide the industry with a well-trained productive workforce.

- To ensure there is a sufficient supply of new entrants to the Construction trades to support the changing needs of the sector as changing economics dictates
- Attract new people from a range of diverse backgrounds into Construction occupations to broaden the industry talent pool in Scotland
- To provide broad-based training for a range of Construction occupations in order to retain staff and increase productivity
- To provide a structured career path for Construction occupations to progress to higher level jobs using further and higher education.

Summary of Framework

Duration

CITB would estimate that the length of time it takes to achieve and demonstrate competence in the areas contained in this Construction Framework at SCQF Level 10, would be a minimum duration of 18 months for a new entrant and six months for an adult/experience's worker with APL.

Mandatory outcomes

Candidates must complete mandatory outcomes for competence, training, and Career Skills in the selected pathway

SVQ or alternative competency-based qualification

Apprenticeship Pathway	Qualification	SCQF	AB	Accred No
Construction Site Management: Building & Civil Engineering	SVQ Construction Site Management: Building & Civil Engineering	Level 10	SQA	GT3X 25
Construction Site Management: Residential Development	SVQ Construction Site Management: Residential Development	Level 10	SQA	GT40 25
Construction Site Management: Highways Maintenance and Repair	SVQ Construction Site Management: Highways Maintenance and Repair	Level 10	SQA	GT3Y 25
Construction Site Management: Retrofit	SVQ Construction Site Management: Retrofit	Level 10	SQA	GT41 25
Construction Contracting Operations Management	SVQ in Construction Contracting Operations Management	Level 10	SQA	GV40 25

Enhancements or training outcomes

Occupation	Type of Training	Approved by:
Construction Contracting Operations Management	Industry Specific Training	Approved by the SSC
Construction Site Management: **Building & Civil Engineering** *(Construction and Site Manager Apprenticeship)* **Highways Maintenance** *(Construction and Site Manager Apprenticeship)* **Residential Development** *(Construction and Site Manager Apprenticeship)* **Retrofit** *(Construction and Site Manager Apprenticeship)*	HNC/D Construction Management (GJ5F 15/GJ5L 16) *or* HNC/D Civil Engineering (GJ5E 15/ GJ5K 16) *or* HNC/D Building Surveying (GJ5D 15/ GJ5J 16) *or* HNC/D Quantity Surveying (GJ5G 15/ GJ5M 16) *or* HNC Built Environment (GJ5P 15) *or* Industry Specific Training	SQA Awarding Body SQA Awarding Body SQA Awarding Body SQA Awarding Body SQA Awarding Body Approved by the SSC

Industry Specific Training

To gain approval for the use of Industry Specific Training for Construction Professional Apprenticeship the SSC requires the following information to be submitted to standards.qualifications@citb.co.uk

- Training syllabus developed to underpin the knowledge and understanding for the related SVQ/CBQ
- Details of training material and assessment methodology in relation to the training syllabus
- Training Certificate that has training providers logo, date, and signature for use with MA Online

CITB will issue a letter of support if approved.

No Industry Specific Training is to be carried until the letter of support has been issued.

Career Skills

Career Skills *(see Appendix 4 for full list)*

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

The Framework

The mandatory and optional content of the Professional Apprenticeship is as follows:

Duration

It is expected that apprentices following this framework will take a minimum duration of 18 months for a new entrant and 12 months for an adult/experiences worker with APL to complete. This includes time allocated for off-the-job training.

Mandatory Outcomes

SVQ(s)/ CBQs/ Other Qualifications

Candidates must complete mandatory outcomes for competence, training, and Career Skills in the selected pathway

SVQ or alternative competency-based qualification

Apprenticeship Pathway	Qualification	SCQF	AB	Accred No
Construction Site Management: Building & Civil Engineering	SVQ Construction Site Management: Building & Civil Engineering	Level 10	SQA	GT3X 25
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CITB will issue a letter of support if approved. No Industry Specific Training is to be carried until the letter of support has been issued.

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.

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.

Registration and certification

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

> Barry Wadey
> Standards Developer
> CITB
> Sand Martin House
> Bittern Way
> Peterborough
> PE2 8TY

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 out with an academic institution, such as volunteering activity.

- The following factors may also influence the selection process:

  - performance during a formal interview process
  - references
  - relevant work experience
  - trial observation period.

- Employers should be aware of the nature, relevance and quality of foreign qualifications and make appropriate allowances concerning entry requirements.

- In order to promote and maintain the high status of the Apprenticeship 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 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 about 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. 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 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.

List of Training Providers

Modern, Technical and Professional Apprenticeship approved listing by Managing Agency and Training Provider.

Managing Agency/ Training Provider	
Angus Council Towards Employment Team	Marley Contract Services
Argyll College UHI	Moray College UHI
AVQ Management	Moray Training
Ayrshire College	New College Lanarkshire
BAE Systems HR Services	Northeast Scotland College
Borders College	North Highland College UHI
Camilla Training Aspects	Orkney College (Orkney Islands Council) UHI
CITB Scotland	Perth College UHI
City Building	Renfrewshire Council
City of Glasgow College	Rhino Training
Clackmannanshire Council	Roads and Construction Training Limited
Competence Matters Limited	RT Resources Ltd
Craig Owl Communities Ltd	Safety Training Solutions
Dumfries and Galloway College	Shetland College UHI
Dundee and Angus College	Sibbald Ltd
East Ayrshire Council	South Ayrshire Council
East Renfrewshire Council	South Lanarkshire College
Edinburgh College	South Lanarkshire Council
Edinburgh Council MA Programme	St Marys Cathedral Workshop
Edutrain	TALA Training Ltd
Falkirk Council	Technical Academy Scotland
Fife College	The City of Edinburgh Council, Apprentice Zone
Fife Council	The Tell Organisation Ltd
Forth Valley College	TICA
Glasgow City Council EnTrain	TIGERS (STA)
Glasgow Clyde College	Train Shetland
Glasgow Kelvin College	Training Initiative
HSC FUTURES LTD	University of Strathclyde, OSDU
Inverclyde Council	West College Scotland
Inverness College UHI	West Dunbartonshire Council
JB Management	West Lothian College
Lews Castle College UHI	West Lothian Council
Lifelong Learning and Employability	Youth Services, Stirling Council
Luddon Construction Ltd	

Delivery of Training for the Professional Apprenticeship in Construction at SCQF Level 10

Work-based training

Delivery and assessment method
Work based training will be delivered and assessed in the workplace using candidate portfolios and evidence gathering of competencies met. These can be in the form of observations, witness testimonies, professional discussions.

Skills required by training providers delivering the training
Training providers must meet the requirements of the CITB Assessment Strategy

Off-the-job training

Details of off-the-job training
To complement the work-based component, apprentices must complete a related nationally recognised training programme or relevant Industry Specific Training recognised and approved by CITB. This may be attained at college or a training provider

Delivery and assessment method
Delivery and assessment of off-the-job training will vary between available training as will the time it takes to achieve the award

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 consider 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

CITB constantly strive to ensure that the qualifications for competence and knowledge meet the expectation of the industry; this is carried out by ensuring that:

- their occupationally specific National Working Groups (NWG) agree changes to the National Occupational Standards (NOS) as directed by industry and incremental change, NWGs also propose the Recommended Qualification Structure (RQS);
- the Early Dialogue and Validation Panel ensure that qualifications that are developed meet the industry needs as required;
- they work closely with the Scottish Qualification Authority (SQA) providing crediting and levelling for Scottish Vocational Qualifications (SVQ) competence qualifications;
- they attend qualification validation panels held by the Scottish Qualification Authority Awarding Organisation to approve knowledge qualifications and training and assessment materials;
- SCQF crediting and levelling is carried out through consultation with industry representatives;
- the Construction Qualification Strategy (Scotland) is reviewed to reflect the sectors' requirements.

There has been a series of activities undertaken to evaluate the component parts of the Modern Apprenticeship. These activities have included:

- A review of the competence qualifications to ensure they reflect industry needs.
- All competence and knowledge qualifications are credit and levelled for the Modern Apprenticeship.
- Component parts of the knowledge qualifications being reviewed to meet sector requirements and the SCQF.
- Meetings with the Scottish Building Federations, Associations and Unions within construction.

Career progression

Following completion of the Modern Apprenticeship, candidates should be able to achieve positions in areas such as those identified for the apprenticeship frameworks below.

Modern Apprenticeship Construction Building at SCQF Level 5
Modern Apprenticeship Construction Building at SCQF Level 6
Modern Apprenticeship Construction Civil Engineering at SCQF Level 5
Modern Apprenticeship Construction Civil Engineering at SCQF Level 6
Modern Apprenticeship Construction Specialist at SCQF Level 5
Modern Apprenticeship Construction Specialist at SCQF Level 6
Modern Apprenticeship Construction Technical at SCQF Level 6
Modern Apprenticeship Construction Technical at SCQF Level 7
Technical Apprenticeship Construction at SCQF Level 8
Technical Apprenticeship Construction at SCQF Level 9
Professional Apprenticeship Construction at SCQF Level 10
Professional Apprenticeship Construction at SCQF Level 11

There are clear progression routes within the frameworks, moving from SCQF Level 5 to SCQF Level 6 in Civil Engineering and Building occupations as well as progression from specialist occupations into supervisory technical occupations at SCQF Level 6 or Technical and Professional apprenticeships

The Technical and Professional apprenticeships provide progression to learners in a range of occupations reflecting the diversity of roles in the industry.

CITB promotes progression from Skills for Work and National Progression Awards to Modern Apprenticeships. This route is highly valued by employers and provides a pool of learners who have experience in some of the practical and employability skills required in the industry.

CITB works with both the Further and Higher Education sector to widen access and participation levels at higher education. This involves supporting colleges to develop formal articulation agreements with universities, recognising the SCQF level of vocational learning. Within the construction Industry there is now many direct entry routes into undergraduate level study for learners who have achieved modern apprenticeships.

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 FISSS website http://fisss.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 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

MODERN → APPRENTICESHIPS

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 workplace opportunities necessary to achieve the selected Framework outcomes specified in the apprentice's personal training plan.

3   pay the apprentice an agreed salary which 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   always promote 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   contracts 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 workplace opportunities necessary to achieve the selected Framework outcomes specified in the apprentice's personal training plan.

This agreement to be signed by all parties:

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

MODERN
APPRENTICESHIPS

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)* (List mandatory and optional units)	Tick units being undertaken	SCQF Level	SCQF Credit Points
Qualification level *(please identify level)* (List mandatory and optional units)			
Enhancements			

Career Skills (Include details of the minimum level required)	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) *These are optional and should reflect the individual training needs of the Apprentice*	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:

Barry Wadey
Qualifications Developer
CITB
Sand Martin House
Bittern Way
Peterborough
PE2 8TY

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	9	6	CFABAA116
Or	Implement Change (Management Unit)	(See below)		
Either	Plan change across teams	9	6	CFABAA115
Or	Plan change (Management Unit)	(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	8	6	CFABAF121
Or	Monitor and evaluate the performance of contractors	8	6	CFABAF121
Negotiate in a business environment		8	7	CFABAG123
Either	Plan, run and evaluate projects	8	10	CFABAA152
Or	Manage projects (Management Unit)	(See below)		
Prepare, co-ordinate and monitor operational plans		8	6	CFABAA1110
Manage an office facility		7	6	CFABAA118
Either	Manage budgets	7	5	CFABAA532
Or	Manage budgets (Management Unit)	(See below)		
Manage communications in a business environment		7	3	CFABAA616
Supervise a team in a business environment		7	6	CFABAG1212
Management				
Either	Build and sustain collaborative relationships with other organisations	11	6	CFAMLD17
Or	Develop and sustain collaborative relationships with other organisations	11	6	CFAM&LDD4
Either	Develop a strategic business plan for your organisation	11	14	CFAMLB3
Or	Develop strategic business plans	11	14	CFAM&LBA6
Either	Ensure an effective organisational approach to health and safety	11	12	CFAMLE7
Or	Provide healthy, safe, secure and productive working environments and practices	7	7	CFAM&LEB1
Either	Improve organisational performance	11	11	CFAMLF12
Or	Manage continuous improvement	11	11	CFAM&LFE5
Either	Manage risk	11	12	CFAMLB10
Or	Manage risks to your organisation	11	11	CFAM&LBB1
Either	Promote equality of opportunity, diversity and inclusion in your organisation	11	12	CFAMLB12
Or	Promote equality of opportunity, diversity and inclusion	8	9	CFAM&LBA7
Either	Promote knowledge management in your organisation	11	7	CFAMLE13

Or	Promote knowledge management and sharing	11	7	CFAM&LEC1
Either	Promote the use of technology within your organisation	11	12	CFAMLE4
Or	Optimise effective use of technology	11	12	CFAM&LEB5
Either	Provide leadership for your organisation	11	13	CFAMLB7
Or	Lead your organisation	11	13	CFAM&LBA1
Either	Manage the development and marketing of products/services in your area of responsibility	10	9	CFAMLF16
Or	Manage the marketing of products and services	11	6	CFAM&LFB5
Put the strategic business plan into action		10	9	CFAMLB4
Either	Develop and implement marketing plans for your area of responsibility	9	5	CFAMLF4
Or	Develop marketing plans	9	5	CFAM&LFB2
And/Or	Implement marketing plans	9	5	CFAM&LFB3
Encourage innovation in your area of responsibility		9	12	CFAMLC2
Lead change		9	15	CFAMLC4
Manage business processes		9	15	CFAMLF3
Either	Manage knowledge in your area of responsibility	9	4	CFAMLE12
Or	Develop knowledge and make it available	9	4	CFAM&LEC3
Plan change		9	15	CFAM&LCA2
Either	Recruit, select and keep colleagues	9	12	CFAMLD3
Or	Recruit, select and retain people	9	14	CFAM&LDA2
Either	Develop and implement operational plans for your area of responsibility	8	11	CFAMLB1
Or	Develop operational plans	8	11	CFAM&LBA9
Manage projects		8	11	CFAM&LFA5
Implement change		8	11	CFAMLC6
Either	Manage finance for your area of responsibility	8	14	CFAMLE2
Or	Manage the use of financial resources	8	14	CFAM&LEA3
Either	Manage physical resources	8	9	CFAMLE8
Or	Manage physical resources	8	5	CFAM&LEB3
Either	Manage the environmental impact of your work	8	4	CFAMLE9
Or	Manage the environmental and social impacts of your work	8	4	CFAM&LEB4
Promote equality of opportunity, diversity and inclusion in your area of responsibility		8	10	CFAMLB11
Provide leadership in your area of responsibility		8	9	CFAMLB6
Either	Allocate and monitor the progress and quality of work in your area of responsibility	7	14	CFAMLD6
Or	Manage people's performance at work	7	14	CFAM&LDB4
Either	Build and manage teams	7	8	CFAMLD9
Or	Build Teams	9	8	CFAM&LDB1
Communicate information and knowledge		7	3	CFAMLE11
Ensure health and safety requirements are met in your area of responsibility		7	11	CFAMLE6
Manage budgets		7	11	CFAM&LEA4
Either	Manage your own resources and professional development	7	8	CFAMLA2
Or	Develop your knowledge, skills and competence	7	6	CFAM&LAA2
Either	Provide leadership for your team	7	9	CFAMLB5
Or	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.