SCOTTISH HIGHER LEVEL APPRENTICESHIPS

A

TECHNICAL APPRENTICESHIP

IN

Business Administration at SCQF Level 8

FRAMEWORK DOCUMENT
FOR SCOTLAND

INSTRUCTUS SKILLS
(FORMER SKILLS CFA)

August 2018

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 (SVQ 2) and SCQF 6/7 (SVQ 3), Technical Apprenticeships at SCQF 8/9 (SVQ 4) and Professional Apprenticeships at SCQF 10 (SVQ 5). They all contain the same 3 basic criteria:

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

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

Technical Apprenticeship in Business Administration

The key purpose of Business & Administration (B&A) is to "provide business support services, systems, and resources that enable the organisation to set and achieve its strategic objectives, and continuously improve its performance for customers (both internal and external) within an ethical, legal and regulatory framework."[1]

We know through extensive Labour Market Intelligence that Administration is a function that permeates all organisations including micro, small, medium and large organisations, across all industry sectors. At its broadest level, it is the organisation of work. It follows that a high quality administrative function is essential to all businesses and organisations, whatever their product, function, service or sector.

It is vital that business administrators are given the opportunity to gain recognised qualifications and experience. Every business needs effective administration, and that need remains whatever else changes in terms of new products and services, new technologies and new organisational structures.

The revised Business & Administration Modern and Technical Apprenticeship frameworks[2] help to develop the skills, knowledge and competencies required to be effective Business Administration Professionals.

Given the reasons above it is important that Business Administration Apprenticeships are reviewed to ensure they remain current and up-to-date.

Overview of the Business Administration Sector

The Business Administration occupation involves jobs at different levels in all types of industry sectors. This means there are many different roles and work environments to choose from. This 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. There are positions in management such as business services and office managers or support roles such as executive assistants, personal assistants and administrators. Many jobs operate 'behind the scenes' but some, like receptionists, will have more of a customer facing role.

There are a wide variety of jobs, many needing specialist skills and training.

Business Administration plays an integral role in the success of an organisation and effective Business Administration is an asset to an organisation. A well-defined and developed Business Administration function keeps a business running.

Labour Market Information (LMI) for the Business and Administration Workforce

UK Employment by occupation (July 2015 – June 2016)[3]

	Scotland	England	Wales	Northern Ireland	UK
Administrative & Secretarial	284,700 (11.1%)	2,784,600 (10.5%)	146,700 (10.3%)	90,500 (10.9%)	3,306,600 (10.6%)

There are 284,700 people employed in Administrative and Secretarial roles in Scotland, which represents 11.1% of the Scottish workforce. These figures demonstrate that the Administrative and Secretarial occupation represents a significant percentage of the Scottish workforce and makes a significant contribution to the Scottish economy.

The main objectives of the Business Administration Apprenticeships are to:

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[1] *CFA Business & Administration Labour Market report, 2012*

[2] *Referred to as Business Administration Apprenticeships throughout proposal document*

[3] *Official Labour Market Statistics - Nomisweb.co.uk, Search October 2016*

- support the development of a highly skilled Business Administration workforce in Scotland
- equip individuals with the skills, knowledge and experience needed to provide excellent Business Administration across a wide range of sectors and job roles
- provide a flexible entry route into a career in Business Administration
- increase the supply of people with high levels of Business Administration skills to address the skills gaps and shortages found in organisations
- provide apprentices with an opportunity to raise their skill levels and develop the skills, knowledge and experience they need to progress to higher level 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 the Business Administration Technical Apprenticeship at SCQF Level 8

Business Administration Job Roles

Business Administration professionals undertake a wide range of complex tasks in a variety of work contexts. They have a high degree of autonomy and responsibility and may provide some supervisory support (particularly at SCQF Level 8). Job titles for Business Administration apprentices could include:

Job Titles for Business Administration Occupations		
SCQF Level 5	**SCQF Level 6**	**SCQF Level 8**
Clerical Assistant	Administration Officer Clerk	Administration Manager
Administrative Assistant	Administration Team Leader	Office Manager
Data Entry Clerk	Administrator	Senior Secretary
Junior Secretary	Executive Officer	
Office Clerk	Office Supervisor	
Receptionist	Personal Assistant	
Records Clerk	Secretary	

The changing profile of the Business Administration workforce

Many employers across all industry sectors in the public, private, third (charity and voluntary) sectors now recognise that Business Administration is a strategic issue which impacts on organisational reputation and success, and that the development and improvement of Business Administration requires action in the areas of organisational strategy and culture, the processes that underpin business delivery and the skills of those involved in supporting Business Administration delivery.

The variety of skills and experience required for Business Administration professionals has changed over the past few years. Changes in the economy and rapid advancements in technology have altered the nature of Business Administration roles. The responsibilities of Business Administration professionals have increased enormously, with tasks becoming more varied. Business Administrators need a broad range of skills to work effectively and efficiently and support overall business productivity.

Business Administration professionals are still required to perform a lot of the traditional administrative tasks that are associated with the occupation, such as document production and diary management, but many more tasks and skills are now required of Business Administration professionals. There is an ongoing need for Business Administration professionals to upskill, keep learning and developing their expertise and skills in order to deliver a high quality Business Administration service.

Business Administration professionals need to have good knowledge and understanding of the specific industry sector or business they work in and tend to be highly visible, collaborative team members. They need a wide range of skills to be effective in their role, including:

- Customer service skills (covering both internal and external customers)
- Finance skills such as handling expenses and processing invoices
- Information management and knowledge sharing skills
- Meeting and event management skills
- Project support/management skills
- Research skills
- Technology skills including using social media

- Time management, organising and planning skills (including self-management skills)
- Working with others, including service delivery skills
- Written and verbal communication skills including active listening

Please note that the specific duties of a Business Administration professional will vary depending on the level at which they are working, the sector they are working in and their specific role within the organisation they work for.

Business Administration Apprenticeship take-up

Business Administration (BA) Modern Apprentices in Training Data

2013-2014[4]				2014-2015[5]				2015-2016[6]			
BA Female	BA Male	BA Total	ALL MA Total	BA Female	BA Male	BA Total	ALL MA Total	BA Female	BA Male	BA Total	ALL MA Total
1533	609	2142	35,582	1721	739	2460	35053	1558	608	2166	36371
72%	28%	6%	100%	70%	30%	7%	100%	72%	28%	6%	100%

For the year 1 April 2015 - 31 March 2016 there were 2166 Business Administration Modern Apprentices in training with 72 per cent female and 28 per cent male. This represents 6% of all MAs in training in Scotland for the period.[7]

In the period 1st April 2015 – 31 March 2016, of those in training[8]:

- 1596 were aged 16-19 and of these, 71 per cent were female
- 570 were aged 20-24 and of these, 75 per cent were female
- There were no candidates in training over 25 years old. We believe this is due to funding restrictions for over 25-year-old learners
- Business Administration apprentices represented 6% of all Modern Apprenticeships in Scotland during 2013-2014 and 2015-2016 and 7% during 2014-2015. This demonstrates significant continuous demand from Scottish employers for the Business Administration Modern Apprenticeship frameworks.

In terms of previous take-up, during 2013-2014 there were 2,142 Business Administration Modern Apprentices (BAMA) in training compared to 2,166 BAMAs in training during 2015-2016. This shows consistent, high take up of the BAMA in Scotland amongst Scottish employers and demonstrates continued demand and support from Scottish employers for the BAMA frameworks.

Gender Profile of Business Administration Modern Apprentices

The results found in these statistics demonstrate that, although historically business administration has been seen as a female dominant occupation, just under a third of all Business Administration apprentices are male. The male/female split in the Business Administration Apprentices has been a consistent percentage over the last three years (72% of females and 28% males in both 2013-2014 and 2015-2016, with a slight increase in 2014-2015 with 70% female and 30% male). These results show that opportunities now exist for both males and females in Business Administration job roles. In contrast to the Business Administration Apprenticeships, the majority of apprentices in Scotland across all MAs are male (70% in 2015-2016).[9]

Looking at the UK trend, we can see that the number of males working in Business Administration occupations has increased slightly from 31% in 2014 to 32% in 2016.[10] This UK data for the gender profile of the Business Administration occupation is fairly consistent with the gender balance within the Business Administration Apprenticeships, with only a few percent difference.

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[4] *SDS, Modern Apprenticeships Breakdown by Age, Quarter 4, 2013-2014*

[5] *SDS, Modern Apprenticeships Breakdown by Age, Quarter 4, 2014-2015*

[6] *SDS, Modern Apprenticeships by Age, Framework and Gender, 2015-2016*

[7] *SDS, Modern Apprenticeships by Age, Framework and Gender, 2015-2016*

[8] *SDS, Modern Apprenticeships by Age, Framework and Gender, 2015-2016*

[9] *SDS, Modern Apprenticeships by Age, Framework and Gender, 2015-2016*

[10] *ONS Labour Force Survey, 2014 2016*

Business Administration (BA) Modern Apprenticeships Achievement Data[11]

	2013-2014			2014-2015			2015-2016		
	Starts	Achieved	Completion %	Starts	Achieved	Completion %	Starts	Achieved	Completion %
BA MA	2175	1811	83%	2451	1986	81%	2359	2145	91%
National Average	25284	20576	81%	25247	19387	77%	25818	19367	75%

The table above shows that the number of starts on the Business Administration Apprenticeship frameworks have increased from 2175 starts during 2013-2014 to 2359 starts during 2015-2016, which demonstrates continued high demand for the Business Administration Apprenticeships from Scottish employers. The completion rate for the Business Administration Apprenticeships have seen a significant increase over the last three years from a completion rate of 83% in 2013-2014 to a completion rate of 91% in 2015-2016. Completion rates for the Business Administration Apprenticeships are significantly higher than the national average completion rates for all Apprenticeships in Scotland, which have decreased over the last three years from a national average completion rate of 81% in 2013-2014 compared to a national average completion rate of 75% in 2015-2016, representing a 6 % reduction.

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[11] *SDS, Modern Apprenticeships Breakdown by Age, Quarter 4, 2013-2014, 2014-2016, 2015-2016*

Summary of Framework

Diagram showing the contents of the Technical Apprenticeship in Business Administration at SCQF Level 8

Duration

The average duration of the apprenticeship is 18 months.

Mandatory outcomes

SVQ

One of the following must be achieved:

- SVQ in Business and Administration at SCQF Level 8 GM31 24 (SQA)
- SVQ in Business and Administration at SCQF Level 8 GP2C 48 (QFI)

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 (former Skills CFA) encourages the achievement of additional awards, qualifications and training, where relevant.

The Framework

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

Duration

It is expected that apprentices following this framework will take on average 18 months to complete. This includes up to 20% of their time for off-the-job training. This would be either learning the knowledge parts of the qualification which would take place away from work or self-study.

Mandatory Outcomes

SVQ(s)/ CBQs/ Other Qualifications

Each apprentice is required to achieve the following Qualification:

- SVQ in Business and Administration at SCQF Level 8

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 (former Skills CFA) encourages the achievement of additional awards, qualifications and training, where relevant.

Registration and certification

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

Instructus (former Skills CFA)
Unit 3, Cherry Hall Road
North Kettering Business Park
Kettering
NN14 1UE
skills@instructus.org
Tel: 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 outwith 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 Business Administration Modern Apprenticeship Framework at SCQF Level 8.

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 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
Minerva People Limited
Rewards Training - Glasgow
Training Initiatives
West College Scotland (Clydebank)

Delivery of Training for the Technical Apprenticeship in Business Administration

Work-based training

Delivery and assessment method

Evidence generated at work by carrying out relevant tasks provides the most direct proof of competence. For this reason, the identification, generation and interpretation of such evidence is the primary method of assessment for the competency units.

The most effective way of assessing competence, is through direct observation of the learner. Assessors must make sure that the evidence provided reflects the learner's competence and not just the achievement of a training programme. Where observation is needed to obtain assessment evidence, this must be carried out against the competence unit assessment criteria. Best practice would require that such observation is carried out by a qualified Assessor. If this is not practicable, then alternative sources of evidence may be used.

It is recommended that a holistic approach to assessment is adopted and all evidence submitted by the learner wherever possible is assessed for more than one competence unit.

Please see Instructus Skills (former Skills CFA) Assessment strategy for more information.

Skills required by training providers delivering the training

Assessors

The primary responsibility of an Assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate 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 candidates.

To be able to assess candidates, 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 the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. 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 the appropriate 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 of competence 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 quality assurer (IQA)

A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs 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 IQAs

IQAs must:

- be "occupationally competent". IQAs 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 the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs 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 the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IQA and should be supported by a qualified IQA 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.

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

Delivery of underpinning knowledge is through the units that are within the Business and Administration SVQ qualification.

Off-the-job training

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

Underpinning knowledge is achieved through the individual knowledge units contained within the SVQs. This component is not separately certificated, but certificated as a part of 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 apprentices, 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

Skills CFA undertook a consultation with employers, training providers and other key stakeholders during November 2016 to review the current Business Administration Modern Apprenticeship (BAMA) frameworks. In particular, all of the mandatory outcomes of the BAMA frameworks, apart from the Business Administration SVQs, were reviewed to ensure they continue to meet employers' needs in Scotland, are fit for purpose and offer an up to date and relevant programme of qualifications and training for Scotland.

The survey has given employers, providers and other key stakeholders an opportunity to provide their feedback on the content of the revised Business Administration Apprenticeships.

The Business Administration online survey

Skills CFA developed an online Survey entitled 'Modern Apprenticeship Reviews 2016' and this ran from 2 November to 25 November 2016. It was a combined Business Administration/Customer Service survey with separate questions focusing on the BAMA and CSMA frameworks as a lot of the employers, training providers and key stakeholders are the same for both frameworks. We posted a link to the Survey via our twitter page that has over 3860 followers and included a link to the survey on the Skills CFA website. Various contacts in Scotland were also sent information on the review and were asked to share the link to the survey within their networks to ensure a significant number of employers in Scotland had the opportunity to participate in the Business Administration Apprenticeships review consultation process. Finally, we also sent a link to the survey via email to all of the current BAMA Centres (111) working with Skills CFA in Scotland and asked them to circulate the link to their employer contacts.

83 responses were received for the BAMA part of the survey, with 80 named individuals responding to the online survey. Skills CFA policy is to allow those who do not want to show participant details in the survey to remain confidential to Skills CFA only. Not all respondents answered every question, therefore the total number of respondents (TNR) will vary for each question. Please note we are sharing the names of organisations that participated in the survey in confidence with the Modern Apprenticeship Group.

Main Headline Results of BAMA Survey

- 57% of responses were from employers or employers who are also training providers
- 45% of responses were from micro or small organisations, 40% from large organisations and 13% from medium sized organisations
- 44% of responses to the BAMA survey were from the public sector, 36% were from the private sector and 18% were from voluntary/charity organisations
- Organisations across a range of sectors took part in the survey, including Government (25%), Financial, insurance & other professional services (15%); Education (10%), Wholesale and retail trade (10%); Hospitality, tourism and sport (5%); Information and communication technologies (5%); Manufacturing (5%). 25% of participants selected the 'Other' category
- All Scottish regions were represented in the consultation
- 93% of those who responded have used the Business Administration MA frameworks before
- 97% of respondents agreed that the Business administration qualifications help to raise skills levels and improve the Scottish economy
- 98% of respondents agreed with the proposal to remove the mandatory Core Skills from the revised BA Technical Apprenticeship at SCQF Level 8 and replace these with the Career Skills
- 98% of respondents agreed with the proposal to remove the mandatory enhancements from the revised BA Technical Apprenticeship at SCQF Level 8

MA Review Webinar– December 2016

We invited employers, training providers and other key stakeholder to a webinar to discuss any questions they had on the outcomes of the Business Administration and Customer Service MA reviews. The webinar was held on 1 December 2016. The following people participated in the webinar:

- Skills CFA (webinar host and presenter)
- City & Guilds
- SQA Awarding Body
- Tell Organisation
- Learn Direct

The Agenda for the MA Review Webinar was as follows:

1. Welcome and Introductions
2. Overview of Modern Apprenticeships, the BA review and the review process
3. Presentation and discussion on proposed changed to BAMA frameworks
4. Actions and next steps
5. Any other business

Engagement of Scottish Trade Unions

We have engaged and consulted the Scottish Trades Union Congress (STUC) in the BAMA review, as follows:

- We sent a copy of the survey link to the STUC and asked for this to be forwarded to trade unions in Scotland. We also had a separate discussion with the STUC representative, during which, they confirmed that the MA review survey link had been shared with other trade unions in Scotland.
- We have invited the STUC to share any concerns they have regarding the reviews and have not received any

feedback that they have concerns

Previous consultation on the updated Business Administration SVQ at SCQF Level 8

During the autumn of 2015, Skills CFA consulted on the revised Business Administration MA at SCQF Level 8 via an online survey. 19 responses were received from employers, training providers and other key stakeholders, with the majority of respondents supporting the recommended changes to the revised BAMA at SCQF Level 8. The new Business Administration SVQ at SCQF Level 8 qualification structure and supporting documentation was subsequently approved by SQA Accreditation during February 2016.

Key Findings – Mandarory Outcomes

Business & Administration SVQs

We did not consult on the Business Administration SVQs during this consultation.

Enhancements

98% of respondents agreed to remove the mandatory enhancements from the revised BA Technical Apprenticeship at SCQF level 8 due to the introduction of Career Skills. Therefore the mandatory enhancements within the revsied BA Technical Apprenticeship at SCQF level 8 will be removed.

Career skills

The majority of employers and key stakeholders (98%) agreed that the Career Skills should be added to the revised BA Technical Apprenticeship at SCQF Level 8 in place of the Core Skills, which will be removed. This will bring the revised BA Technical Apprenticeship at SCQF level 8 in line with the minimum requirements for Technical Apprenticeships as set by the Modern Apprenticeship Group and will enhance work-based skills development for BA Technical Apprentices. Therefore, we are removing the Core Skills from the revised BA Technical Apprenticeship at (SCQF level 8) and will be adding the Career Skills to this revised Apprenticeship.

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 Modern Apprenticeship, candidates should be able to achieve positions in areas such as:

- Administration Manager
- Office Manager
- Senior Secretary

There are various possible progression routes from the Modern Apprenticeship, including:

- SVQ 4 in another cross sector area such as Management
- Business related HNDs (SCQF Level 8) with possible progression to a full Honours Degree

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 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)* *(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 Apprentice's accredited prior learning:

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

Instructus (former Skills CFA)
Unit 3, Cherry Hall Road
North Kettering Business Park
Kettering
NN14 1UE
skills@instructus.org
Tel: 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	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.