SCOTTISH HIGHER LEVEL APPRENTICESHIPS

A

TECHNICAL APPRENTICESHIP

IN

Occupational Health and Safety Practice Level 4
AT

SCQF 9

FRAMEWORK DOCUMENT FOR SCOTLAND

Proskills UK

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proskills UK
GROUP

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/ Professional Apprenticeship in Occupational Health & Safety Practice

Occupational safety and health is an area concerned with protecting the safety, health and welfare of people engaged in work or employment. The goals of occupational safety and health programs include to foster a safe and healthy work environment. OSH may also protect co-workers, family members, employers, customers, and many others who might be affected by the workplace environment.

Occupational safety and health can be important for moral, legal, and financial reasons. All organisations have a duty of care to ensure that employees and any other person who may be affected by the companies undertaking remain safe at all times. Moral obligations would involve the protection of employee's lives and health. Legal reasons for OSH practices relate to the preventative, punitive and compensatory effects of laws that protect worker's safety and health. OSH can also reduce employee injury and illness related costs, including medical care, sick leave and disability benefit costs. OSH may involve interactions among many subject areas, including occupational medicine, occupational hygiene, public health, safety engineering, industrial engineering, chemistry, health physics, industrial and organizational psychology, ergonomics and occupational health psychology.

Employer Demand and Market Failure
Management of health and safety in the workplace is not only a legal obligation and a moral imperative, it also makes good business sense. Qualified health and safety professionals are an asset to their organisations, reducing costs by preventing accidents and ill health of employees, without incurring unnecessary expense by over-reacting to trivial risks.

The MA will help:
- reduce absence
- retain staff
- maintain business reputation
- boost productivity and profits
- reduce insurance premiums and legal costs

Good management can help prevent many work-related problems, including:
- musculoskeletal disorders (such as neck, back and arm pain)
- deaths or serious injuries (eg from vehicles and slips, trips and falls)
- physical and mental illness (eg from work-related stress)
- respiratory problems (eg from asthma triggers)
- work-related cancers (eg from asbestos)
- deafness (from workplace noise)
- skin conditions (such as dermatitis)

National Priorities
In the UK, health and safety legislation is drawn up and enforced by the Health and Safety Executive and local authorities (the local council) under the Health and Safety at Work etc. Act 1974. Increasingly in the UK the regulatory trend is away from prescriptive rules, and towards risk assessment, and it is vital that national standards, qualifications, and frameworks are updated to reflect these changes. Recent major changes to the laws governing asbestos and fire safety management embrace the concept of risk assessment.

Summary of Framework

Diagram showing the contents of the Technical/ Professional Apprenticeship in Occupational Health & Safety Practice

Duration

> **-** *SSC should include an estimate of the length of time it takes to achieve and demonstrate competence.*
> The level 4 apprenticeship will take approximately 2 years, depending upon the individual, the specific job role and the pertinent opportunities presenting themselves in the workplace.

Mandatory outcomes

SVQ/ CBQ/ HN Qualification/ Professional Qualification

- *The following must be achieved:*

- SVQ 4 Occupational Health & Safety Practice at SCQF Level 9, 108 credit points, GK52 24

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 in [insert name of Framework] is as follows:

Duration

It is expected that apprentices following this framework will take 2 years to complete. This includes 500 hours for off-the-job training.

Mandatory Outcomes

SVQ(s)/ CBQs/ Other Qualifications

Each apprentice is required to achieve the following Qualification:

- SVQ 4 Occupational Health & Safety Practice at SCQF Level 9 108 credit points, GK52 24

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

Scottish Vocational Qualifications (SVQs) and Competency Based Qualifications (CBQs) are work-based qualifications based on National Occupational Standards of competence drawn up by representatives from each industry sector. They are made up of units – normally between six and ten – which break a job down into separate functions reflecting the different kinds of activities of a job. SVQs and CBQs are available at a range of levels – although most are at SCQF Levels 5, 6 and 7 (SVQ Level 2 and 3). When someone has achieved an SVQ or CBQ, there is a guarantee that they have the skills and knowledge needed to do their job.

Career Skills

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

A wide range of pan-sector SVQ units at SCQF 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.

Enhancements

There aren't any enhancements, which are a mandatory part of the Framework

Optional Outcomes

There aren't any optional outcomes which are part of the Framework

Registration and certification

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

Proskills
Unit 24 East Central
127 Olympic Avenue
Milton Park, Abingdon
Oxfordshire, OX14 4SA

W: www.proskills.co.uk
T: 01235 833844
E: info@proskills.co.uk

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.**

Registration can be made by completing the Sample Training Plan and Sample Training Agreement in Appendix 3 and sending these to the above address or completing the online registration system (MA Online, www.maonline.org.uk). In the case of MAs which receive funding it is acceptable for the Skills Development Scotland Training Plan to be used on the condition that it includes all relevant information as set out in the MA Training Plan.

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 an academic institutions, such as volunteering activity.

- The following factors may also influence the selection process:

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

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

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

> Candidates should be employed and working in Scotland.

Equal opportunities

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

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

Health and Safety

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

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

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

Contracts

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

1. Contract of employment signed by the employer and the Technical/ Professional Apprentice.

2. SSC Training Agreement - this agreement outlines the basis of the Technical and Professional Apprenticeship, refers to the contract of employment and includes Health and Safety responsibilities. A sample SSC Training Agreement is set out in Appendix 3.

3. SSC Training Plan - this plan outlines the selected outcomes and the expected duration of the apprenticeship. In cases where funding is offered by a SDS area office, the SDS Training Plan will be sufficient on condition that it contains all relevant information as set out in the Training Plan at Appendix 3. Training Plans may be modified to reflect changing circumstances, however it is essential that the SSC is notified of any changes.

Employment status of Technical and Professional Apprentices

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

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

Terms and conditions of employment

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

Training and development

Delivery

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

- private training organisations
- colleges / universities
- other employers

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

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

AD Services (Scotland) Ltd
Suite 15 The Beckford Business Centre,
 28 Beckford Street
Hamilton
ML3 0BT

Oaks Training & Development
The Oaks,
Croy
Inverness
IV2 5PG

JB Management
12 Wellington Square
Ayr
KA7 1EN

Forte Business Consultants Ltd
132 Aberdour Road
Burntisland
Fife
KY3 0HA

Tennents Training Academy
c/o G1 Group PLC,
Virginia House,
62 Virginia Street
Glasgow
G1 1TX

Muir Slicer Associates Ltd
Studio 100 Mile End Hill,
Abbey Mill Business Centre
Paisley
PA1 1JS

West Dunbartonshire Council / AD Services
11 Poplar Road
Dumbarton
G82 2RD

Inverness College
3 Longman Road,
Inverness
Scotland
IV1 1SA

G1 Group
70 Hamilton Drive
Glasgow
Scotland
G12

Delivery of Training for the Modern Apprenticeship in [name of framework]

Work-based training

Delivery and assessment method
- how is training delivered and assessed in the workplace?

The provider delivers the learning framework, while the employer provides the valuable on the job training and experience. Each Unit contains a list summarising the knowledge, understanding and skills a candidate must possess. Evidence of how these have been achieved and applied could be included in the performance evidence as one or all of the following:
- descriptions of why a particular approach was used
- personal reports about the learning process
- reflective reports which include how a theory or principle was applied
- assessment interviews
- assessment tests
- responses to questioning

Skills required by training providers delivering the training
- list any skills and qualifications required

Have expertise and knowledge of awards and a full understanding of that part of the award for which they have responsibility. Hold or be working towards the appropriate Assessor/Internal Verifier qualification as identified by SQA Accreditation the qualification regulator.

Delivery of underpinning knowledge (if no formal off-the job requirement)
- how do apprentices develop knowledge and understanding if there is no formal certification of underpinning knowledge

The provider delivers the learning framework, while the employer provides the valuable on the job training and experience. Each Unit contains a list summarising the knowledge, understanding and skills a candidate must possess. Evidence of how these have been achieved and applied could be included in the performance evidence as one or all of the following:
- descriptions of why a particular approach was used
- personal reports about the learning process
- reflective reports which include how a theory or principle was applied
- assessment interviews
- assessment tests
- responses to questioning

Off-the-job training

Details of off-the-job training (please state if not applicable)
- What is required to complement the workbased component? Doe sit lead to a formal recognised award (e.g. and Awarding Body or Vendor award?

Not applicable

Delivery and assessment method
- How is training delivered and assessed off-the-job? How long does it take to achieve the award?

Not applicable

Exemptions
- Are any groups exempt from completing the off-the-job component? (e.g. older workforce with the required knowledge as demonstrated through RPL/ APL)

Not applicable

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

Wide consultation has taken place with employers in the industry.

The consultation on the Frameworks involved companies from across Scotland, both large and SMEs and took place during August 2014.

A survey was sent out to relevant organisations the consultation is group listed below, the results were analysed. There was only a 22% response rate.

The Consultation Group included the following:

- Central Training Services Ltd
- SQA Awarding Body
- Mines Rescue Ltd
- Nebosh
- The Highland Council
- TUC Education
- STUC
- ROSPA
- Health and Safety Executive
- Scottish Qualification Authority Accreditation
- AD Services (Scotland) Ltd
- Oaks Training & Development
- JB Management
- Forte Business Consultants Ltd
- Tennents Training Academy
- Muir Slicer Associates Ltd
- West Dunbartonshire Council / AD Services
- Inverness College
- G1 Group

Career progression

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

PROGRESSION INTO THIS FRAMEWORK:
There are no pre-defined routes of entry into the Modern Apprenticeship however, work based qualifications such as NVQs/SVQs and Higher National Qualifications related to health and safety are widely available and all provide a good basis for entry to this pathway. National Qualifications also provide a solid base to build on.

PROGRESSION FROM THIS MODERN APPRENTICESHIP INCLUDES:
- Continuing to develop skills and experience and striving to "be the best" in the chosen occupational route and have pride in your work.
- Participating in relevant in-house company training or external learning, where available and/or offered.
- Broadening and developing their skill base by progression into other job roles within the industry - "horizontal progression"
- Progression into higher level jobs within the industry such as Team Leader/Supervisor, or into other functional areas such as design, marketing, sales, planning, procurement, finance or warehouse and

distribution.
- Undertaking Assessor and Verifier qualifications.

We also have information on career options and progression opportunities in the Industry: http://www.proskills-academy.co.uk/careers-young-people/

Example Job Roles include:

Health & Safety Manager
To act as the organisation's lead competent person for health and safety as defined by the Management of Health and Safety at Work Regulations 1999.
To ensure the organisation complies with current health and safety legislation approved codes of practice and guidance in relation to employment and service provision. To work proactively with managers to establish and maintain a system that promotes a culture of safe working practices across the organisation

SHEQ MANAGER
The SHEQ manager is in charge of the safety, health environment, and quality assurance side of the business, He/She supervises and coordinates work systems to ensure that the products or services of the company meet the highest quality standards and that the working conditions of the company are favorable and safe.

Director Responsible for Health and Safety
The Director Responsible for Health and Safety is accountable to the Managing Director for all matters relating to health, safety and welfare of employees and those affected by the companies operations.

Safety Manager
The primary role of the Safety Manager is to advise the Directors and Managers on all safety, health and welfare matters to ensure the Company complies with its statutory obligations.

The Safety Manager is designated responsibility by the Director responsible for health and safety to control and update this Safety Manual and to ensure that all Departments operate to the procedures and instructions contained there

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.

For details on your sector's SSC, follow the link to the Alliance of Sector Skills Councils' website http://www.sscalliance.org

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

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 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:*

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:

Proskills UK
Unit 24 East Central
127 Olympic Avenue
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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.

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	CFAMLFA5
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.