



# **SCOTTISH HIGHER LEVEL APPRENTICESHIPS**

**A**

## **PROFESSIONAL APPRENTICESHIP**

**IN**

**Care Services Leadership and  
Management**

**AT**

**SCQF level 10**

**FRAMEWORK DOCUMENT  
FOR SCOTLAND**

**Skills for Care and Development**

**October 2019**

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Dundee



## Amendments to this framework Care Services Leadership and Management at SCQF Level 10

Version	Date of Change	Amendment	Comments
1.1	02/09/2019	<ul style="list-style-type: none"><li>• Administrator contact details amended.</li><li>• Added statement on training agreement.</li></ul>	

This framework document is a controlled document. The latest version can be found on the Skills Development Scotland website here:

<https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/modern-apprenticeships/modern-apprenticeship-frameworks/>

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# Technical and Professional Apprenticeships in Scotland

## What are Technical and Professional Apprenticeships?

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

## Who develops them?

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

## Who are they for?

Technical and Professional Apprenticeships are available to employees aged 16 or over. Employees need to demonstrate to their employer that they have the potential to complete the programme. All Technical and Professional Apprentices must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The Apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

## What's in a Technical and Professional Apprenticeship?

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

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

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

## Professional Apprenticeship in Care Services Leadership and Management at SCQF level 10

The SSSC is the sector skills council for social services in Scotland. It is a partner of the UK wide sector skills council, Skills for Care and Development.

### Purpose of the Frameworks

The apprenticeship in Care Services Leadership and Management is part of a suite of complementary Frameworks developed in consultation with the sector. These frameworks are designed to provide an accessible and progressive approach to the acquisition of appropriate skills for the social service workforce and for registration with the Scottish Social Services Council (SSSC). They provide opportunities for the workforce to progress their careers, thus providing greater mobility and employability. They support the recognition of prior learning and existing skills, thus reducing repetition. The training and development of the workforce plays a critical role in ensuring that the services people receive are high quality, effective and efficient. Qualification development for the sector reflects the needs of employers and regulation and registration by the SSSC ensures that good practice is subsequently well embedded.

Certification at SVQ Level 2 (SCQF Level 6) qualifies apprentices to act in *support* roles, at SVQ Level 3 (SCQF Level 7) as *practitioners* and at SVQ Level 4 (SCQF Level 9) as *supervisor*. Gaining the further award of the SVQ 4 in Care Services Leadership and Management (SCQF level 10) qualifies workers to act as managers in these services. These are the qualifications for registration with the SSSC for these respective job functions.

### The Professional Apprenticeship in Care Services Leadership and Management

This Professional Apprenticeship in Care Services Leadership and Management is set at SVQ Level 4 (SCQF Level 10). The revised structure SVQ level 4 Care Services Leadership and Management is available from August 2014.

Managers in care services (adults) registered with the SSSC are required to have a specified qualification in care practice plus a specified management qualification. Completion of the apprenticeship and certification will qualify workers to be recognised as managers in a number of areas within the sector. Care workers may be employed in the private sector, local authority, third sector or the NHS. It is anticipated that this apprenticeship is for people who have experience and qualifications in care or who want to use their prior learning to support the achievement of these.

Managers are employed in a range of adult services across the sector. These services support individuals in a number of settings such as care homes, day centres, community settings or their own home. They provide support to individuals who may present a number of complex needs.

At present managers in the part of the sector for young people have the same qualification requirements. A new award is currently being developed for these

workers. Managers in day care for children have a separate award. Links will be further developed to support articulation between and across these different parts of the sector.

### The Workforce

The social services workforce is large:

- One in 12 people employed in Scotland work in social services.
- There is a workforce of just under 200,000 people in paid employment.
- Of these 27% are employed by the third sector, 32% by the public sector and 41% by the private sector.

SSSC labour market reports on the social services sector indicate that the number of people working in the sector has risen very considerably since the mid-1990's. Data from the Labour Force Survey shows that the sector grew by approximately 50% during the period 1998-2008. Since then growth has slowed and slightly reversed with the sector employing just over 191,000 people as of December 2012.

In part this growth has been a response to Scottish Government initiatives such as the Integration of Health and Social Care and the National Dementia Strategy in the adult sector and Getting It Right For Every Child and the Early Years Framework for children and young people.

The training and development of the workforce plays a critical role in ensuring the people who use social services receive high quality, effective and efficient services. Qualification development for the sector reflects the needs of employers. Regulation and registration ensure that good practice is subsequently well embedded.

Helping employers and workers to meet the changing needs of service users is our overriding concern. Facilitating the development of qualifications that meet these needs will ensure that all receive a high quality, professional service. The development of a professional MA Framework may encourage men, who are currently under represented in the workforce, see the value in pursuing a career in the social services sector.

The sector makes a significant contribution to the Scottish economy. In the Scottish Government's refreshed skills strategy "Skills for Scotland" published in 2010, the sector was designated as one of three high participation sectors in Scotland, and therefore a sector which is key to the country's future economic well-being.

- Gross Value Added (GVA) generated by the sector increased from £1.62bn in 1998 to £4.19bn in 2009.
- 84% of those in employment in the sector are female.
- 79% of those in the sector have permanent contracts.

The Scottish Employers Skills Survey found that 83% of Scottish social service employers have offered training to their employees in 2012, much higher than the average across all the other sectors. The social care and health sector was also more likely than other sectors to offer on the job training (76%).

### Social Services Sectors

Subsector	Number of staff
Adult day care	8430
Adult placement services	170
Care homes for adults	54060
Housing support/care at home	61350
Offender accommodation services	140

Fostering services	990
Residential child care	7030
School care accommodation	1200

### Demand for training

There is a high level of demand for training with social services employers more likely to offer training than the average in other work sectors. A Scottish Employers' Skills Survey found that 90% of Scottish social service employers who responded had offered training to their employees compared with a cross- Scotland average of 61% of employers (ASSC, 2011).

There are currently 1265 managers in care services for adults registered with the SSSC with a condition that they achieve a qualification. Managers are required to complete a practice qualification such as the SVQ 4 in Social Service and Healthcare plus the benchmark management qualification the SVQ4 Care Services Leadership and Management (or one mapped to this and approved by SSSC).

There are currently 236 managers registered with the SSSC with the Leadership and Management or Care Services (the previous iteration of Care Services Leadership and Management). While these figures are not large the qualification remains the benchmark qualification for the sector. Based on the NOS for managers in care it contains the skills and knowledge required of these managers.

### Support for learners and training providers

The SSSC has an extensive and highly developed web based system of support for learning. This provision includes:

*Planning a Career in Social Services*

*NOS Navigator*

*Continuous Learning Framework*

*Planning and Organising for Workforce Development*

*Mobile Learning Solutions*

These can be accessed at <http://workforcesolutions.sssc.uk.com/>

The SSSC developed mobile apps to support Core Skills following the introduction of new MA frameworks in early 2014. These were well received by the sector. Work has commenced on providing similar mobile learning support for Career Skills.

The Council also has generic support materials available to the whole social services workforce. This includes 'Step into Leadership' for frontline workers, managers and corporate leaders. <http://www.stepintoleadership.info>

### Registration and regulation by the SSSC

The process of registration with SSSC will require employers and training providers to provide evidence of their capacity to establish and provide for assessment and verification of individual skills development. This conforms to the revised assessment strategy for the SVQ structures. In addition employers and training providers must

provide evidence of addressing issues such as access and equality of opportunity for candidates.

While Apprenticeships are not solely intended to lead to registration with the Scottish Social Services Council, they provide the qualification requirements for mandatory registration with SSSC and is therefore a significant driver of engagement by employers and the workforce. Currently 71,528 social service workers are registered with the SSSC. This number will increase as registration continues to expand into other groups within the workforce.

The registration agenda is a priority for many social services workers in Scotland. Registration is a key part of the SSSC's vision of a competent, confident and valued workforce, capable of delivering high quality services that has the confidence of the public, users and their carer.



# Summary of Framework

Diagram showing the contents of the Professional Apprenticeship in Care Services Leadership and Management

## Duration

*The estimated length of time it takes to achieve and demonstrate competence is between 18 and 24 months*

## Mandatory outcomes

*The following must be achieved:*

**SVQ4 in Care Services Leadership and Management at SCQF level 10 (min 83 credits maximum 94 credits) (SQA GJ9V 24)**

### **Career Skills** (see Appendix 4)

*Selected career skills for the Apprenticeship in Care Services Leadership and Management are listed below*

- Employer and individual to select the appropriate Career Skills units at SCQF level 8 or above to achieve a minimum of 20 credits
- The careers skills need to be certificated separately

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## Optional Outcomes

### **Additional SVQ Units/Qualifications/Training**

The individual must have an SVQ in Social Services and Healthcare at SCQF Level 9 or an equivalent qualification meeting SSSC's registration requirements for a *practice* award for managers in social services (in addition to the Care Services Leadership and Management SVQ4)

# The Framework

The mandatory and optional content of the Professional Apprenticeship in SVQ 4 Care Services Leadership and Management (SCQF level 10) (SQA GJ9V 24) is as follows:

## Structure Information- 8 units in total (4 Mandatory and 4 optional units)

### Mandatory

Unit title	SCQF level	SCQF credit	SSC code	SQA code
Manage and develop yourself and your workforce within care services	10	10	SCDLMCA1	U(H7LG04)
Lead and manage practice that promotes the safeguarding of individuals	10	12	SCDLMCB1	U(H7LH04)
Lead and manage practice for health and safety in the work setting	10	11	SCDLMCC1	U(H7LJ04)
Lead and manage effective communication systems and practice	10	11	SCDLMCE1	U(H7LK04)

### Optional

Unit title	SCQF level	SCQF credit	SSC code	SQA code
Lead and manage change within care services	10	12	SCDLMCA2	U(H7LL04)
Actively engage in the safe selection and recruitment of workers and their retention in care services	10	10	SCDLMCA3	U(H7LM04)
Manage a dispersed workforce to meet the needs and preferences of individuals at home	10	11	SCDLMCA4	U(H7LN04)
Manage the allocation, progression and quality of work in care service provision	10	10	SCDLMCA5	U(H7LP04)

Lead and manage provision of care services that promotes the well-being of individuals	10	11	SCDLMCB2	U(H7LR04)
Lead and manage provision of care services that deals effectively with transitions and significant life events	10	12	SCDLMCB3	U(H7LS04)
Lead and manage practice that involves key people in care service provision to achieve positive outcomes for individuals	10	11	SCDLMCB4	U(H7LT04)
Lead and manage systems, procedures and practice for assessment, plans and reviews within care services	10	11	SCDLMCB5	U(H7LV04)
Lead and manage the provision of care services that supports the development of children and young people	10	12	SCDLMCB6	U(H7LW04)
Lead and manage group living provision within care services	10	10	SCDLMCB7	U(H7LX04)
Lead and manage the provision of care services that supports the development of positive behaviour	10	11	SCDLMCB8	U(H7YG04)
Lead and manage work with networks, communities, other professionals and organisations for care service provision	10	11	SCDLMCD1	U(H7LY04)

Manage arrangements for workers in care services placed within external multi-disciplinary teams	10	10	SCDLMCD2	U(H7M104)
Lead and manage inter-professional teams	10	11	SCDLMCD3	U(H7M204)
Lead the performance management of care service provision	10	10	SCDLMCE2	U(H7M304)
Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements	10	11	SCDLMCE3	U(H7M404)
Develop operational plans and manage resources to meet current and future demands on the provision of care services	10	12	SCDLMCE5	U(H7M504)
Contribute to the strategic policies of care services	10	10	SCDLMCE6	U(H7M604)
Develop, implement and review strategic business plans that support the continuing development and viability of care services provision	10	12	SCDLMCE7	U(H7M704)
Manage systems, procedures and practice within care services for receiving, responding to and learning from compliments, concerns and complaints	10	10	SCDLMCE9	U(H7M804)

Manage the conduct and performance of workers in care services	10	10	SCDLMCE10	U(H7M904)
Market, cost and contract to ensure the viability of your provision of care services	10	12	SCDLMCE13	U(H7MA04)
Develop risk management plans to promote independence in daily living	9	10	SCDHSC0450	U(H7Y704)
Assess individual preferences and needs	9	11	SCDHSC0414	U(H7Y904)
Lead the service delivery planning process to achieve outcomes for individuals	9	10	SCDHSC0415	U(H7YA04)
Manage tendering and contracting processes in health and social care settings	9	10	SCDHSC0441	U(H7YC04)
Manage programmes	10	9	CFAM and LFA4	U(H7YD04)
Manage projects	8	11	CFAM and LFA5	U(H7YE04)
Manage the use of financial resources	8	14	CFAM and LFEA3	U(H7YF04)

## Duration

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

## Career Skills for Care Services Leadership and Management

The career skills below have been selected for the Professional Apprenticeship in Care Services Leadership and Management. They have parity with the other units that apprentices will study in the group award. They are currently available from SQA. Professional Apprenticeships should complete Career Skills units at SCQF Level 8 or above and achieve a minimum of 20 Credits in total.

Unit title	SCQF level	SCQF credit	SSC NOS Code	SQA Code
<b>Either</b> Implement, monitor and review change	9	6	CFABAA116	FE1K 04
<b>Or</b> Implement Change	9	6	CFAMLC6	HF80 04
<b>Either</b> Plan change across teams	9	6	CFABAA115	FE1J 04
<b>Or</b> Plan Change	9	6	CFAM&LCA2	HK2A 04
Chair Meetings	8	4	CFABAA413	FE1A 04
Manage and evaluate information systems	8	6	CFABAD122	FE1M 04
<b>Either</b> Monitor and evaluate contracts	8	6	CFABAF121	FE1F 04
<b>Or</b> Monitor and evaluate the performance of contractors	8	6	CFABAF121	HL44 04
<b>Either</b> Plan, run and evaluate projects	8	10	CFABAA152	FE19 04
<b>Or</b> Manage projects	8	10	CFAM&LFA5	H8H0 04
Prepare, co-ordinate and monitor operational plans	8	6	CFABAA1110	FE17 04
Provide leadership in your area of responsibility	8	9	CFAMLB6	DR75 04
<b>Either</b> Promote equality of opportunity, diversity and inclusion in your organisation	8	10	CFAMLB11	FM4L 04
<b>Or</b> Promote equality of opportunity, diversity and inclusion	8	9	CFAM&LBA7	H69C 04

## Mandatory Outcomes

### SVQ(s)/ CBQs/ Other Qualifications

Each apprentice is required to achieve the following Qualification:

**SVQ 4 Care Services Leadership and Management at SCQF level 10 (overall credit Minimum 83 credits Maximum 94 credits) SQA GJ9V 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

The sector does not require any enhancements

## Optional Outcomes

The individual must have an SVQ 4 in Social Services and Healthcare at SCQF level 9 or an equivalent qualification meeting SSSC’s registration requirements for a *practice* award for managers in social services (in addition to the Care Services Leadership and Management SVQ4).

## Registration and certification

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

MA Administrator  
SSSC  
Compass House  
11 Riverside Drive  
DUNSEE  
Email: [maenquiries@sssc.uk.com](mailto:maenquiries@sssc.uk.com)  
Web: [www.sssc.uk.com](http://www.sssc.uk.com)

The SSC will register all Scottish Modern Apprentices undertaking this Framework. **All Modern Apprentices must be registered with the SSC within 4 weeks of starting their apprenticeship.** Registration will be made by completing the Sample Training Plan and Sample Training Agreement in Appendix 3 and completing the online registration system (MA Online, [www.maonline.org.uk](http://www.maonline.org.uk)). We expect all apprentices to complete this.

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

### SSC Service level

The SSC undertakes to confirm the registration of candidates in writing within 4 weeks of receipt of the relevant Training Plan and Training Agreement. Each candidate will be issued with a unique registration number.

The SSC also undertakes to issue Certificates of Completion within 4 weeks of receipt of the appropriate evidence that a candidate has completed the outcomes as stated in the Training Plan.



## Recruitment and selection

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

- Employees may enter a Technical and Professional Apprenticeship from the age of 16. There is no upper age limit.
- The Technical and Professional Apprenticeship is designed to attract high quality people to the industry. Achievement of academic qualifications is one way of assessing the suitability of applicants. However it should be stressed that no persons should be deterred from applying for a Technical and Professional Apprenticeship because of a lack of formal educational qualifications. As well as traditional qualifications such as Standard Grades and Highers, employers should also be aware of newer vocational qualifications or vocational activity undertaken 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.

The individual must have an SVQ 4 in Social Services and Healthcare or an equivalent qualification meeting SSSC's registration requirements for a *practice* award for managers in social services (in addition to the Care Services Leadership and Management SVQ4).  
The individual must have relevant experience in the social services sector.

## 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.

The list is updated regularly and is available from the MA Administrator. The current list is available at :

<http://www.sssc.uk.com/workforce-development/qualification-information-for-providers/modern-apprenticeship-requirements>

## Delivery of Training for the Modern Apprenticeship in Care Services Leadership and Management

### Work-based training

#### Delivery and assessment method

*- how is training delivered and assessed in the workplace?*

The SSC requires that all assessments of candidate's performance must take place during the course of their day-to-day work. Observations should be of naturally occurring practice within the candidate's work role and include demonstration of application of knowledge and understanding. This principle will apply to all units and elements except where simulation has been deemed acceptable.

Integration of knowledge and practice is a fundamental feature of work within the social services and health sectors. When planning for assessment it is essential that assessors and candidates identify opportunities to integrate a number of activities and knowledge. It is not generally necessary to provide separate pieces of evidence for each performance criteria. However, assessors and candidates need to be satisfied that all performance criteria and knowledge are covered.

Evidence must be from the candidate's performance at work and will include the integration of the value requirements and the application of knowledge and understanding. This will be assessed through direct observation of practice.

It is expected that a range of different assessment methods will be used, including:

- direct observation of practice by a qualified assessor
- observation of occupationally specific units by an expert witness
- direct questioning and assignments
- assessment of products

#### Skills required by training providers delivering the training

*- list any skills and qualifications required*

All assessors must:

- ☐ be occupationally competent and experienced. This means that each assessor **must** be capable of carrying out the functions covered by the units they are assessing to the standard described within them, according to current sector practice
- ☐ take responsibility for maintaining and improving their knowledge and skills. This should be credible and maintained through clearly demonstrable continuing professional development appropriate to the area of assessed practice. It is expected that learning and development activity will contribute to professional development, inform practice and assist assessors to meet their roles and responsibilities in an informed, competent and confident manner
- ☐ hold a registrable qualification acceptable to the SSSC for the area and level of practice being assessed. This applies to those who are registered or eligible for

registration with either the SSSC **or** working predominantly in the social services sector. Guidance on this will be agreed between the Sector Skills Council and awarding bodies through the Scottish Awarding Body Forum

- have knowledge and experience of the regulation, legislation and/or codes of practice applicable to their role and the setting within which they work. For those within the social service sector this will include the SSSC Codes of Practice
- have knowledge and experience of national standards at the time assessment is taking place
- be able to assess holistically the values contained and embedded in National Occupational Standards
- take the lead role in the assessment of observed candidate performance in relation to the Mandatory units of the award.
- Assessors must hold or be working towards, an assessor qualification deemed appropriate by the qualification regulator.

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

Universal knowledge statements are now identified and used as part of this SVQ.

In order to assist consistency and reduce repetition universal knowledge and understanding is included in each unit to underpin competence and support candidates to question and reflect on their practice. Each unit has additional knowledge and understanding relevant to the specified area of practice.

Assessment of knowledge and understanding should, wherever possible, be carried out during performance to ensure integration of theory and practice. Evidence of knowledge and understanding should be clearly identified within the audit trail.

Assessors need to ensure that the candidate is able to apply knowledge and understanding within the context of the units. Assessors may use holistic assessment to establish the knowledge and understanding required to support competent practice. This will support establishing knowledge and understanding within and across units.

## Off-the-job training

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

- What is required to complement the workbased component? Does it lead to a formal recognised award (e.g. and Awarding Body or Vendor award)?

*There are no requirements for off the job training.*

### Delivery and assessment method

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

**N/A**

### 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)

**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

The SSSC coordinates and leads the Scottish Awarding Body Forum, meeting twice a year to address areas of development and any potential concerns. The Awarding Body Forum includes stakeholders including employers, awarding bodies, SQA Accreditation and other sector skill partners (Skills for Health). Members of the awarding body forum approved the new Professional Apprentice structure.

In 2012 the SSSC consulted extensively with the sector on the new NOS for Leadership and Management for Care Services and the SVQ structure. This involved 3 face to face consultation events across the country. These took place in Aberdeen, Dundee and Glasgow. These groups consisted of employers and training providers. There was universal support for the new standards, SVQ and the new approach to the knowledge requirements. The qualification structure mirrors that of the NOS.

In September 2014 as part of a wider consultation the SSSC asked the sector if they were in agreement with the development of an apprenticeship framework for the new Care Services Leadership and Management. This survey was again completed by providers, employers and candidates. The question asked if they were in agreement with the development of the framework and 26 out of 29 respondents identified a positive response to this question. There was a similar response to the question that would allow the SSSC to select an appropriate number of career skills units. In addition Individual letters of support for the revised Apprenticeship in Care Services Leadership and Management have been received from employers/ training providers, UNISON and SQA. This includes umbrella organisations Scottish Care which has over 400 employer organisation members and the Coalition of Care and Support Providers in Scotland which has 74 employer organisation members. Scottish Care and CCPS represent organisations that employ 68% of the social services workforce in Scotland.

Learning and feedback from the SSSC's workstream Step into Leadership informed the revision of the leadership and management NOS and SVQ. Step into Leadership is sponsored by the Scottish Government and engages with employers and the workforce on leadership skills and practice development. The revised qualification and the proposed Professional Apprenticeship will form part of a career pathway in social services which recognises and promotes the importance of leadership at every level.

## Career progression

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

On achieving the Professional Apprenticeship in Care Services leadership and Management candidates should be able to consolidate positions as managers in a range of social services settings. The qualification also allows people to enter social services and to move upwards into management positions and to register with the SSSC as a manager. Candidates will also be able to move into middle and senior / strategic management in the sector. Having demonstrated transferable key skills in leadership and management skills candidates should be able to achieve management positions in a range of public or independent sectors. Access to Higher Education qualifications at SCQF levels 10, 11 and 12 will be facilitated.



# 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: PROFESSIONAL APPRENTICESHIP SAMPLE TRAINING AGREEMENT**

This Training Agreement is entered into by:

<b><i>Name of Employer:</i></b>	
<b><i>Name of Professional Apprentice:</i></b>	
<b><i>Name of Apprenticeship Centre:</i></b>	
<b><i>Name and level of MA Framework</i></b>	

**All partners in the agreement will adhere to the SSSC Codes of Practice**

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 **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 **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.

**Apprentices are employees as they earn while they learn so that means if they work in a role that requires SSSC registration they must register for that role.**

**This is a separate registration from the apprenticeship registration. SSSC registration is required even if the apprentice is an extra member of staff and considered a trainee.**

There is more information about SSSC registration on our website  
<https://www.sssc.uk.com/registration/>

**Please confirm if Apprentice requires to register with SSSC**

Please tick below

Yes ☐ No ☐

This agreement to be signed by all parties:

<b>Employer</b>		<b>Date:</b>
<b>Professional Apprentice</b>		<b>Date:</b>
<b>Apprenticeship Centre</b>		<b>Date:</b>

**PROFESSIONAL APPRENTICESHIP TRAINING PLAN****The Apprenticeship Centre**

Name:
Address:
Telephone:
Contact:

**The 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**

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

<b>Career Skills</b> (Include details of the minimum level required)		<b>Tick units being undertaken</b>	<b>SCQF Level</b>	<b>SCQF Credit Points</b>
1	Implement, monitor and review change (CFABAA116) Or Implement Change		9  8	6  11
2	Plan change across teams (CFABAA115) Or Plan Change		9  ?	6  ?
3	Chair Meetings (CFABAA413)		8	4
4	Manage and evaluate information systems (CFABAD122)		8	6
5	Monitor and evaluate contracts Or Monitor and evaluate the performance of contractors		8  8	6  6
6	Plan, run and evaluate projects Or		8	10



	Manage projects		8	11
7	Prepare, co-ordinate and monitor operational plans		8	6
8	Provide leadership in your area of responsibility		8	9
9	Promote equality of opportunity, diversity and inclusion in your area of responsibility		8	10

**Optional outcomes**

<b>Additional units (if any)</b> <i>These are optional and should reflect the individual training needs of the Apprentice</i>		Tick units being undertaken	SCQF Level	SCQF Credit Points
	(specify unit)			
	(specify unit)			
	(specify unit)			
	(specify unit)			

**Summary of Professional Apprentice's accredited prior learning:**

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

MA Administrator  
SSSC  
Compass House  
11 Riverside Drive  
DUNDEE  
Email: [maenquiries@sssc.uk.com](mailto:maenquiries@sssc.uk.com)  
Web: [www.sssc.uk.com](http://www.sssc.uk.com)

## APPENDIX 4: Career Skills Units for Technical and Professional Apprenticeships

### Career Skills for Care Services Leadership and Management

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 below have been selected for the Professional Apprenticeship in Care Services Leadership and Management. They have parity with the other units that apprentices will study in the group award. They are currently available from SQA.

Unit title	SCQF level	SCQF credit	SSC NOS Code	SQA Code
<b>Either</b> Implement, monitor and review change	9	6	CFABAA116	FE1K 04
<b>Or</b> Implement Change	9	6	CFAMLE2	HF80 04
<b>Either</b> Plan change across teams	9	6	CFABAA115	FE1J 04
<b>Or</b> Plan Change	9	6	CFAM&LCA2	HK2A 04
Chair Meetings	8	4	CFABAA413	FE1A 04
<b>Either</b> Manage and evaluate information systems	8	6	CFABAD122	FE1M 04
<b>Either</b> Monitor and evaluate contracts	8	6	CFABAF121	FE1F 04
<b>Or</b> Monitor and evaluate the performance of contractors	8	6	CFABAF121	HL44 04
<b>Either</b> Plan, run and evaluate projects	8	10	CFABAA152	FE19 04
<b>Or</b> Manage projects	8	10	CFAM&LFA5	H8H0 04
Prepare, co-ordinate and monitor operational plans	8	6	CFABAA1110	FE17 04
Provide leadership in your area of responsibility	8	9	CFAMLB	DR75 04
<b>Either</b> Promote equality of opportunity, diversity and inclusion in your organisation	8	10	CFAMLB11	FM4L 04
<b>Or</b> Promote equality of opportunity, diversity and inclusion in your organisation	8	9	CFAM&LBA7	H69C 04