



**A**  
**MODERN APPRENTICESHIP**  
**IN**

**Health and Social Care  
(Level 3)**

**Children and Young People  
Adults**

**FRAMEWORK DOCUMENT  
FOR  
SCOTLAND**

**Scottish Social Services Council**

Scottish Social Services  
Council  
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## **1 Modern Apprenticeships in Scotland**

### **What are Modern Apprenticeships?**

Modern Apprenticeships offer those aged over 16 paid employment combined with the opportunity to train for jobs at craft, technician and management level.

### **Who develops them?**

Modern 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?**

Modern 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.

### **What's in a Modern Apprenticeship?**

In Scotland, there are more than 70 different Modern Apprenticeship Frameworks and they are all designed to deliver a training package around a minimum standard of competence defined by employers through SSCs. They all contain the same 3 basic criteria:

- A relevant SVQ (or alternative competency based qualifications)
- Core Skills
- Industry specific training

Details of the content of this specific Modern Apprenticeship are given in the next section.

## **2     Modern Apprenticeships in Health and Social Care**

Recent Scottish Executive labour market reports on the social services sector have found that the number of people working within the sector has risen very considerably in the last 10-15 years. The sector grew from 97,000 people in 1995 to 138,000 in 2004. This is a growth of 42% for that period compared with 7% for the economy as a whole. By 2007 the number employed in the social services sector was 162,000.

Workers are employed in a range of services across the sector working with children adults and older people. Many provide home care or work in residential care homes for children and adults or with people with alcohol or drug problems. Others work with children, families and young people or people with disabilities.

Care workers can work in the community, for a voluntary organisation or charity, in the private sector or with a local authority social work department or the NHS.

### 3 Summary of Framework

Diagram showing the contents of the Modern Apprenticeship in Health and Social Care (Adults) Level 3 and Health and Social Care (Children and Young People.) Level 3.

#### **Mandatory outcomes**

**SVQ or alternative competency based qualification** - The following must be achieved:

- Scottish Vocational Qualification Health and Social Care (Adults) Level 3 Group Award number: G7LP 23 (SQA) or G7PR23 (City and Guilds)
- Scottish Vocational Qualification Health and Social Care (Children and Young People) Level 3 Group Award number: G7LV 23 (SQA) or G7PR 23 (City and Guilds)

#### **Core Skills**

- |  |        |
|--|--------|
| • Communication                          | SCQF 5 |
| • Working With Others                    | SCQF 5 |
| • Problem Solving                        | SCQF 5 |
| • Information & Communication Technology | SCQF 5 |
| • Numeracy                               | SCQF 5 |

#### **Enhancements**

n/a

#### **Optional Outcomes**

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

n/a

## 4 **The Framework**

The mandatory and optional content of the Modern Apprenticeship in Health and Social Care Level 3 is as follows:

### **Mandatory Outcomes**

#### **1 SVQ(s)**

Each apprentice is required to achieve the following Qualification:

- \* SVQ Health and Social Care Level 3

### **4.1 Children and Young People**

**The mandatory and optional content of the Modern Apprenticeship in HSC (Children and Young People) at level 3 is as follows. (Group award number: G7LV 23 )**

To achieve the SVQ level 3, candidates are required to complete **EIGHT** Units, **four** Mandatory Units, and **four** Optional Units from the 'specific' or 'generic' list.

#### **Mandatory Units**

**Candidates must complete all four Units:**

DK4R 04 (HSC31)

Promote effective communication for and about individuals

DK4K 04 (HSC32)

Promote, monitor and maintain health, safety and security in the working environment

DK57 04 (HSC33)

Reflect on and develop your practice

DK4H 04 (HSC34)

Promote the well-being and protection of children and young people

**Optional Units – Candidates must complete FOUR Optional Units from the specific and/or generic list.**

#### **Optional Units - Specific**

DK5J 04 (HSC36)

Contribute to the assessment of children and young peoples' needs and the development of care plans

DK3E 04 (HSC37)

Care for and protect babies

DK6L 04 (HSC38)

Support children and young people to manage their lives

DK6F 04 (HSC39)

Support children and young people to achieve their educational potential

DK98 04 (HSC310)

Work with children and young people to prepare them for adulthood, citizenship and independence

DK6J 04 (HSC311)

Support children and young people to develop and maintain supportive relationships

DK90 04 (HSC312)

Support the social, emotional and identity development of children and young people

DK99 04 (HSC313)

Work with children and young people to promote their own physical and mental health needs

DK3D 04 (HSC314)

Care for a newly born baby when the mother is unable to do so

DK9A 04 (HSC315)

Work with children and young people with additional requirements to meet their personal support needs

DK8X 04 (HSC316)

Support the needs of children and young people with additional requirements

DK3H 04 (HSC317)

Prepare your family and networks to provide a home for children and young people

DK4N 04 (HSC318)

Provide a home for children and young people

DK6Y 04 (HSC319)

Support families in their own home

DK8T 04 (HSC320)

Support professional advice to help parents to interact with and take care of their newly born baby(ies)

DK6C 04 (HSC321)

Support and encourage parents and guardians to care for babies during the first year of their lives

DC8L 04 (HSC322)

Prepare, implement and evaluate group activities to address the offending behaviour of children and young people

DK46 04 (HSC323)

Contribute to child care practice in group living

DC8M 04 (HSC324)

Process information relating to children and young people's offending behaviour

DK5G 04 (HSC325)

Contribute to protecting children and young people from danger, harm and abuse

DK5V 04 (HSC326)

Contribute to the prevention and management of challenging behaviour in children and young people

DC8A 04 (HSC327)

Model behaviour and relationships with children and young people which recognises the impact of crime on victims and communities

### **Optional Units - Generic**

DK3N 04 (HSC338)

Carry out screening and referral assessment

DK3J 04 (HSC339)

Carry out assessment to identify and prioritise needs

DK3K 04 (HSC340)

Carry out comprehensive substance misuse assessment

DK7D 04 (HSC341)

Help individuals address their substance use through an action plan

DK31 04 (HSC342)

Assess and act upon immediate risk of danger to substance users

DK82 04 (HSC343)

Support individuals to live at home

DK8G 04 (HSC344)

Support individuals to retain, regain and develop the skills to manage their lives and environment

DK87 04 (HSC345)

Support individuals to manage their financial affairs

If you choose this Unit, you cannot do Unit DK86 04 (HSC346) as well

DK86 04 (HSC346)

Support individuals to manage direct payments

If you choose this Unit, you cannot do Unit DK87 04 (HSC345) as well

DK7H 04 (HSC347)

Help individuals to access employment

DK7K 04 (HSC348)

Help individuals to access learning, training and development opportunities

DK6M 04 (HSC349)

Enable individuals to access housing and accommodation

DK55 04 (HSC350)

Recognise, respect and support the spiritual well-being of individuals

DK37 04 (HSC351)

Plan, agree and implement development activities to meet individual needs

DK7R 04 (HSC352)

Support individuals to continue therapies

DK89 04 (HSC353)

Interact with individuals using telecommunications

DK62 04 (HSC354)

Counsel individuals about their substance use using recognised theoretical models

DK61 04 (HSC355)

Counsel groups of individuals about their substance use using recognised theoretical models

DK7V 04 (HSC356)

Support individuals to deal with relationship problems

DK3M 04 (HSC357)

Carry out extended feeding techniques to ensure individuals nutritional and fluid intake

DK7W 04 (HSC358)

Identify the individual at risk of skin breakdown and undertake the appropriate risk assessment

DK9V 04 (HSC360)

Move and position individuals

DK3F 04 (HSC361)

Prepare for, and undertake physiological measurements

DK54 04 (HSC362)

Recognise indications of substance misuse and refer individuals to specialists

DK93 04 (HSC363)



Test for substance use

DK7Y 04 (HSC364)

Identify the physical health needs of individuals with mental health needs

DK4Y 04 (HSC365)

Raise awareness about substances, their use and effects

DK8E 04 (HSC366)

Support individuals to represent their own needs and wishes at decision making forums

If you choose this Unit, you cannot do Units DK7G 04 (HSC367) or DK3R 04 (HSC368) as well

DK7G 04 (HSC367)

Help individuals identify and access independent representation and advocacy

If you choose this Unit, you cannot do Units DK8E 04 (HSC366) or DK3R 04 (HSC368) as well

DK3R 04 (HSC368)

Present individuals' needs and preferences

If you choose this Unit, you cannot do Units DK8E 04 (HSC366) or DK7G 04 (HSC367) as well

DK8N 04 (HSC369)

Support individuals with specific communication needs

If you choose this Unit, you cannot do Units DK7P 04 (HSC370) or DK7L 04 (HSC371) as well

DK7P 04 (HSC370)

Support individuals to communicate using technology

If you choose this Unit, you cannot do Units DK8N 04 (HSC369) or DK7L 04 (HSC371) as well

DK7L 04 (HSC371)

Support individuals to communicate using interpreting and translation services

If you choose this Unit, you cannot do Units DK8N 04 (HSC369) or DK7P 04 (HSC370) as well

DK33 04 (HSC372)

Plan and implement programmes to enable individuals to find their way around familiar environments

DK35 04 (HSC373)

Plan and implement programmes to enable individuals to find their way around unfamiliar environments

DK2X 04 (HSC375)

Administer medication to individuals

DL00 04 (HSC376)

Obtain venous blood samples

DK6V 04 (HSC377)

Encourage and support individuals undergoing dialysis therapy at home

DK83 04 (HSC378)

Insert and secure urethral catheters and monitor and respond to the effects of urethral

DK8M 04 (HSC379)

Support individuals who are substance users

DK5E 04 (HSC380)

Supply and exchange injecting equipment for individuals

DK79 04 (HSC381)

Support individuals through detoxification programmes

DK8C 04 (HSC382)

Support individuals to prepare for, adapt to and manage change

If you choose this Unit, you cannot do Unit DK3C 04 (HSC383) as well

DK3C 04 (HSC383)

Prepare and support individuals to move and settle into new living environments

If you choose this Unit, you cannot do Unit DK8C 04 (HSC382) as well

DK76 04 (HSC384)

Support individuals through bereavement

DK7C 04 (HSC385)

Support individuals through the process of dying

DK38 04 (HSC386)

Assist in the transfer of individuals between agencies and services

DK96 04 (HSC387)

Work in collaboration with carers in the caring role

DK59 04 (HSC388)

Relate to families, parents and carers

DK97 04 (HSC389)

Work with carers, families and key people to maintain contact with individuals

DK6W 04 (HSC390)

Support families in maintaining relationships in their wider social structures and environments

DK4X 04 (HSC391)

Provide services to those affected by someone else's substance use

DK9D 04 (HSC392)

Work with families, carers and individuals during times of crisis

DK3P 04 (HSC393)

Prepare, implement and evaluate agreed therapeutic group activities

DK5M 04 (HSC394)

Contribute to the development and running of support groups

DK40 04 (HSC395)

Contribute to assessing and act upon risk of danger, harm and abuse

DK6T 04 (HSC396)

Enable people with mental health needs to develop coping strategies

D8ND 04 (HSC397)

Reinforce positive behavioural goals during relationships with individuals

DK42 04 (HSC398)

Contribute to assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour

DK66 04 (HSC399)

Develop and sustain effective working relationships with staff in other agencies

DK30 04 (HSC3100)

Participate in inter-disciplinary team working to support individuals

DK7A 04 (HSC3101)

Help develop community networks and partnerships

DK9C 04 (HSC3102)

Work with community networks and partnerships

DK5H 04 (HSC3103)

Contribute to raising awareness of health issues

DK8V 04 (HSC3104)

Support the development of networks to meet assessed needs and planned outcomes

DK5X 04 (HSC3105)  
Contribute to the recruitment and placement of volunteers  
DK39 04 (HSC3106)  
Plan, organise and monitor the work of volunteers  
DK8D 04 (HSC3107)  
Lead and motivate volunteers  
DK74 04 (HSC3108)  
Facilitate learning through presentation and activities  
DK73 04 (HSC3109)  
Facilitate group learning  
DK6N 04 (HSC3110)  
Support colleagues to relate to individuals

## 4.2 Adults

The mandatory and optional content of the Modern Apprenticeship in HSC (Adults) at level 3 is as follows. (Group award number: G7LP 23)

Candidates are required to complete **EIGHT** Units, **four** Mandatory Units, and **four** Optional Units from the 'specific' or 'generic' list.

### Mandatory Units

**Candidates must complete all four Units:**

DK4R 04 (HSC31)  
Promote effective communication for and about individuals  
DK4K 04 (HSC32)  
Promote, monitor and maintain health, safety and security in the working environment  
DK57 04 (HSC33)  
Reflect on and develop your practice  
DK41 04 (HSC35)  
Promote choice, well-being and the protection of all individuals

### Optional Units

**Candidates must complete FOUR Optional Units from the specific and/or generic list.**

#### Optional Units - Specific

DK44 04 (HSC328)  
Contribute to care planning and review  
DK4C 04 (HSC329)  
Contribute to planning, monitoring and reviewing the delivery of service for individuals  
DK7J 04 (HSC330)  
Support individuals to access and use services and facilities  
DK7X 04 (HSC331)

Support individuals to develop and maintain social networks and relationships

DK91 04 (HSC332)

Support the social, emotional and identity needs of individuals

DK3L 04 (HSC333)

Prepare your family and networks to support individuals requiring care

DK4M 04 (HSC334)

Provide a home and family environment for individuals

DK5W 04 (HSC335)

Contribute to the protection of individuals from harm and abuse

B7Y5 04 (HSC336)

Contribute to the prevention and management of abusive and aggressive behaviour

DK4W 04 (HSC337)

Provide frameworks to help individuals to manage challenging behaviour

### **Optional Units - Generic**

DK3N 04 (HSC338)

Carry out screening and referral assessment

DK3J 04 (HSC339)

Carry out assessment to identify and prioritise needs

DK3K 04 (HSC340)

Carry out comprehensive substance misuse assessment

DK7D 04 (HSC341)

Help individuals address their substance use through an action plan

DK31 04 (HSC342)

Assess and act upon immediate risk of danger to substance users

DK82 04 (HSC343)

Support individuals to live at home

DK8G 04 (HSC344)

Support individuals to retain, regain and develop the skills to manage their lives and environment

DK87 04 (HSC345)

Support individuals to manage their financial affairs

If you choose this Unit, you cannot do Unit DK86 04 (HSC346) as well

DK86 04 (HSC346)

Support individuals to manage direct payments

If you choose this Unit, you cannot do Unit DK87 04 (HSC345) as well

DK7H 04 (HSC347)

Help individuals to access employment

DK7K 04 (HSC348)

Help individuals to access learning, training and development opportunities

DK6M 04 (HSC349)

Enable individuals to access housing and accommodation

DK55 04 (HSC350)

Recognise, respect and support the spiritual well-being of individuals

DK37 04 (HSC351)

Plan, agree and implement development activities to meet individual needs

DK7R 04 (HSC352)

Support individuals to continue therapies

DK89 04 (HSC353)

Interact with individuals using telecommunications

DK62 04 (HSC354)

Counsel individuals about their substance use using recognised theoretical models

DK61 04 (HSC355)

Counsel groups of individuals about their substance use using recognised theoretical models

DK7V 04 (HSC356)

Support individuals to deal with relationship problems

DK3M 04 (HSC357)

Carry out extended feeding techniques to ensure individuals nutritional and fluid intake

DK7W 04 (HSC358)

Identify the individual at risk of skin breakdown and undertake the appropriate risk assessment

DK9V 04 (HSC360)

Move and position individuals

DK3F 04 (HSC361)

Prepare for and undertake physiological measurements

DK54 04 (HSC362)

Recognise indications of substance misuse and refer individuals to specialists

DK93 04 (HSC363)

Test for substance use

DK7Y 04 (HSC364)

Identify the physical health needs of individuals with mental health needs

DK4Y 04 (HSC365)

Raise awareness about substances, their use and effects

DK8E 04 (HSC366)

Support individuals to represent their own needs and wishes at decision making forums

If you choose this Unit, you cannot do Units DK7G 04 (HSC367) or DK3R 04 (HSC368) as well

DK7G 04 (HSC367)

Help individuals identify and access independent representation and advocacy

If you choose this Unit, you cannot do Units DK8E 04 (HSC366) or DK3R 04 (HSC368) as well

DK3R 04 (HSC368)

Present individuals' needs and preferences

If you choose this Unit, you cannot do Units DK8E 04 (HSC366) or DK7G 04 (HSC367) as well

DK8N 04 (HSC369)

Support individuals with specific communication needs

If you choose this Unit, you cannot do Units DK7P 04 (HSC370) or DK7L 04 (HSC371) as well

DK7P 04 (HSC370)

Support individuals to communicate using technology

If you choose this Unit, you cannot do Units DK8N 04 (HSC369) or DK7L 04 (HSC371) as well

DK7L 04 (HSC371)

Support individuals to communicate using interpreting and translation services

If you choose this Unit, you cannot do Units DK8N 04 (HSC369) or DK7P 04 (HSC370) as well

DK33 04 (HSC372)

Plan and implement programmes to enable individuals to find their way around familiar environments

DK35 04 (HSC373)

Plan and implement programmes to enable individuals to find their way around unfamiliar environments

DK2X 04 (HSC375)

Administer medication to individuals

DL00 04 (HSC376)

Obtain venous blood samples

DK6V 04 (HSC377)

Encourage and support individuals undergoing dialysis therapy at home

DK83 04 (HSC378)

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Support individuals who are substance users

DK5E 04 (HSC380)

Supply and exchange injecting equipment for individuals

DK79 04 (HSC381)

Support individuals through detoxification programmes

DK8C 04 (HSC382)

Support individuals to prepare for, adapt to and manage change

If you choose this Unit, you cannot do Unit DK3C 04 (HSC383) as well

DK3C 04 (HSC383)

Prepare and support individuals to move and settle into new living environments

If you choose this Unit, you cannot do Unit DK8C 04 (HSC382) as well

DK76 04 (HSC384)

Support individuals through bereavement

DK7C 04 (HSC385)

Support individuals through the process of dying

DK38 04 (HSC386)

Assist in the transfer of individuals between agencies and services

DK96 04 (HSC387)

Work in collaboration with carers in the caring role

DK59 04 (HSC388)

Relate to families, parents and carers

DK97 04 (HSC389)

Work with carers, families and key people to maintain contact with individuals

DK6W 04 (HSC390)

Support families in maintaining relationships in their wider social structures and environments

DK4X 04 (HSC391)

Provide services to those affected by someone else's substance use

DK9D 04 (HSC392)

Work with families, carers and individuals during times of crisis

DK3P 04 (HSC393)

Prepare, implement and evaluate agreed therapeutic group activities

DK5M 04 (HSC394)

Contribute to the development and running of support groups

DK40 04 (HSC395)

Contribute to assessing and act upon risk of danger, harm and abuse

DK6T 04 (HSC396)

Enable people with mental health needs to develop coping strategies

D8ND 04 (HSC397)

Reinforce positive behavioural goals during relationships with individuals

DK42 04 (HSC398)

Contribute to assessing the needs of individuals for therapeutic programmes to enable them to manage their behaviour

DK66 04 (HSC399)

Develop and sustain effective working relationships with staff in other agencies

DK30 04 (HSC3100)

Participate in inter-disciplinary team working to support individuals

DK7A 04 (HSC3101)

Help develop community networks and partnerships

DK9C 04 (HSC3102)

Work with community networks and partnerships

DK5H 04 (HSC3103)

Contribute to raising awareness of health issues

DK8V 04 (HSC3104)

Support the development of networks to meet assessed needs and planned outcomes

DK5X 04 (HSC3105)

Contribute to the recruitment and placement of volunteers

DK39 04 (HSC3106)

Plan, organise and monitor the work of volunteers

DK8D 04 (HSC3107)

Lead and motivate volunteers

DK74 04 (HSC3108)

Facilitate learning through presentation and activities

DK73 04 (HSC3109)

Facilitate group learning

DK6N 04 (HSC3110)

Support colleagues to relate to individuals

### 4.3 Core Skills

Each apprentice is required to achieve the following core skills:-

The following core skills levels apply to all routes in this Framework:



Core Skill	Minimum level	Reference number
Communication	SCQF 5	F427 04 **
Working with others	SCQF 5	F42P 04**
Problem Solving	SCQF 5	F42K 04**
Information & Communication Technology	SCQF 5	F42F 04**
Numeracy	SCQF5	F42B 04**

<http://www.sqa.org.uk/sqa/4093.html>

\*\* Equivalent core skills from other awarding bodies may also be used.

The table below contains a summary of the mapping of the combined mandatory units of HSC SVQ level 3. The table identifies where the core skills are fully covered, mostly covered, partially covered or not covered.

SVQ Mandatory Units	Communication	Working with others	Problem Solving	Numeracy	ICT
Health and Social Care level 3					

Fully covered	
Not covered	

Communication, Working with Others and Problem Solving are embedded within the Mandatory Units for HSC SVQ3. Numeracy and Information and Communication Technology will need to be separately certificated. Workplace assessed core skills units must be used.

Core Skills are skills and abilities which everyone needs in their work. This is true for every job in every workplace. Core Skills also feature in National Qualifications such as Standard Grades and Highers and from 2000, Scottish candidates have been issued with a Core Skills profile on their Scottish Qualifications Certificate. Candidates who have already been certificated as achieving Core Skills at the levels given above – either in the workplace or at school or college - do not need to repeat these Core Skills as part of the Modern Apprenticeship Framework.



### 3 Enhancements

No enhancements are a mandatory part of this Framework.

### Optional Outcomes

n/a

## 5 Registration and certification

The Scottish Health and Social Care Modern Apprenticeship is managed by the Scottish Social Services Council. SSSC is the first point of contact in Scotland for any enquiries in relation to the framework. Contact details:

Joyce Hanna  
MA Administrator  
SSSC  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

Tel: 01382 207173  
Email: [maenquiries@sssc.uk.com](mailto:maenquiries@sssc.uk.com)  
Web: [www.sssc.uk.com](http://www.sssc.uk.com)

**All Modern Apprentices must be registered with the SSC within 8 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 for registration via the SSSC's MA database. 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.

The SSSC will issue a Modern Apprenticeship Certificate of Completion to those Modern 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 SSSC at the address above.

### **SSSC Service level**

The SSSC undertakes to confirm the registration of candidates in writing within 8 weeks of receipt of the relevant Training Plan and Training Agreement. Each candidate will be issued with a unique registration number.

The SSSC 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.

## **6 Recruitment and selection**

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

- \* Employees may enter a Modern Apprenticeship from the age of 16. There is no upper age limit.
- \* The Modern 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 Modern 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 Modern Apprenticeship 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 SSSC for advice and guidance on recruitment and selection.

Employers may wish to contact Careers Scotland and the SSSC for advice and guidance on recruitment and selection. The Careers Scotland web site is at: <http://www.careers-scotland.org.uk/home/home.asp> The SSSC web site is at <http://www.sssc.uk.com>

## **7 Equal opportunities**

Modern 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 Modern Apprenticeship.

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

## **8 Health and Safety**

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

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

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

## **9 Contracts**

The following three contracts are essential to the successful outcome of the Modern Apprenticeship programme:

- 1 Contract of employment signed by the employer and the Modern Apprentice.
- 2 SSC Training Agreement - this agreement outlines the basis of the modern apprenticeship, refers to the contract of employment and includes Health and Safety responsibilities.
- 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 MA Training Plan at Appendix 2. Training Plans may be modified to reflect changing circumstances, however it is essential that the SSC is notified of any changes.

## **10 Employment status of Modern Apprentices**

It is important that the sector offers genuine employment and career prospects to those people it wishes to attract through Modern Apprenticeships. Accordingly, all apprentices must be employed for the duration of the apprenticeship.

## **11 Terms and conditions of employment**

In order to compete with other sectors offering Modern Apprenticeships, attractive packages will need to be developed by employers in the sector. The terms and

conditions of employment for individual Modern Apprentices will be agreed between the employer and the apprentice and should form the contract of employment.

## **12 Training and development**

Training delivery can take many forms under the Modern Apprenticeship system. Some organisations may become approved SVQ 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 Core Skills where appropriate.

A list of organisations currently approved to deliver the Scottish Modern Apprenticeship in Health and Social Care is available on the SSSC web site at: <http://www.sssc.uk.com>

### **The SSSC training plan**

The plan is required to identify:

- 1 The selected Framework outcomes, specifying whether or not separate certification of the Core Skills is being sought.
- 2 A summary of the Modern Apprentices accredited prior learning
- 3 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 Modern 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 MA 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 Modern Apprentices funded by SDS area office it is sufficient to submit the Skills Development Scotland Training Plan on condition that it covers the same information required in the MA Training Plan.

A list of organisations currently approved to deliver the Scottish Modern Apprenticeship in Health and Social Care is available on the SSSC web site at:  
<http://www.sssc.uk.com>

## **13     Consultation Process**

The development of this Framework was assisted by consultation with employers, service managers and training providers across Scotland. This consultation was carried out both through face to face meetings with groups in Aberdeen, Edinburgh, Glasgow and Perth and through a web based questionnaire responded to by individuals and organisations.

## **14      Career progression**

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

Apprentices undertaking this Modern Apprenticeship Framework can work in a variety of locations including residential care services, adult day care services, housing support and care at home.

Throughout their career workers can continue to undertake professional qualifications. They can work in a variety of settings and there are opportunities for career progression and development.

Registration is a major part of the drive for higher standards in social services and will bring this workforce in line with other professional colleagues. To register with the Scottish Social Services Council (SSSC), a worker must satisfy the criteria for registration. This includes holding the appropriate qualification for the job they do and being able to evidence good character.

Applicants to the Register who do not hold the required qualifications may, if they meet all the other eligibility criteria such as evidence of good character, be granted registration subject to the condition that they achieve the required qualification within a specific period of time – normally within the first three year period of registration.

Applicants will be registered by the function that they carry out in their job, rather than job title. Job functions at different levels are as follows.

### **Level 3 HSC**

Practitioners care home services for adults  
House staff independent boarding schools

with additional supervision award:  
Supervisors care home services for adults  
Supervisors in housing support services

With additional academic award:  
School hostel workers  
Workers in residential special schools  
Residential child care workers



Level 4 HSC

Supervisors care home services for adults

Supervisors in housing support services

School hostel workers

Workers in residential special schools

School hostel workers (supervisors)

Workers in residential special schools (supervisors)

Residential child care workers

Residential child care workers – supervisors

With additional management award:

School hostel managers

Managers in residential special schools

Managers independent boarding schools

Managers care home services for adults

Managers housing support services with

Managers adult day care services

Managers residential child care

## Appendices

### Appendix 1

#### Stakeholder Responsibilities

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

- Awarding Bodies
- Employers
- Modern 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 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 visit <http://www.sssc.uk.com>

#### Role of Skills Development Scotland

MA 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 MA Frameworks will be eligible for funding support from Skills Development Scotland who should be contacted to establish the availability and level of support for each MA Framework.

Further information is available from [www.modernapprenticeships.com](http://www.modernapprenticeships.com)

Skills Development Scotland, under the Careers Scotland brand, provides advice and guidance to individuals on the range of Modern Apprenticeships and training providers available. Individuals are signposted to opportunity providers who offer training in the vocational areas of interest.

Responsibilities include:

- Supporting the Modern Apprentice with ongoing Career Planning advice

- Signposting candidates to suitable vacancies
- Promoting the Modern Apprenticeship route on Career Scotland branded website
- Facilitating recruitment events that bring together jobseekers and opportunity providers

### **Role of the Awarding Bodies**

A significant proportion of the Modern Apprenticeship is based on the assessment of the apprentice against SVQs 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 the SVQs and SVQ units are fully met.

### **Role of the Training Provider**

The role of the training provider is important to the success of the Modern 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 MA 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 Apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering of MA 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 Apprentice who to approach for support, advice, encouragement and in case of complaint

## **Role of Modern Apprenticeship Group (MAG)**

MAG is an independent group drawn from key stakeholders involved in the management and delivery of the Modern Apprenticeship programme in Scotland.

### **MAG is responsible for:**

- Approval and re-approval of MA Frameworks
- De-approval of MA Frameworks
- Overseeing the generic marketing thrust of the MA programme in Scotland
- Encouraging best practice across MA Frameworks and sectors

## **Role of the Employer**

Employers' responsibilities include:

- Paying all Modern 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 Apprentice to demonstrate competence
- Meeting with Trainers, Assessors, Verifiers and the Modern Apprentices to review progress
- Witnessing candidate performance and verifying evidence
- Releasing Modern 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 Modern Apprentices and rewarding achievement
- Taking responsibility for the Health & Safety of Modern Apprentices.

## **Role of the Modern Apprentice**

Modern 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 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 Apprentices may only be registered through organisations approved by the SSSC 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 SSSC, 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 SVQ(s) (and Core Skills if these are being separately certificated)
- 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 SSSC 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 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 Modern Apprentice

- Registering Modern Apprentices as candidates for the relevant SVQ(s) and other selected units with the appropriate Awarding Body
- Registering Modern Apprentices with the SSSC
- Applying for the final 'Certificate of Completion' on behalf of Modern Apprentices
- Informing the SSSC of any material alterations to Modern Apprentices' training plans or desired changes to the selected Framework outcomes.

### Appendix 3



#### MODERN APPRENTICESHIP TRAINING AGREEMENT

This Training Agreement is entered into by:

<b>Name of Employer:</b>	
<b>Name of Modern Apprentice:</b>	
<b>Name of Modern Apprenticeship Centre:</b>	
<b>Name and level of MA Framework e.g. Health &amp; Social Care (Adult) Level 4</b>	

The **Employer's responsibilities** are to:

- 1 employ the modern apprentice subject to the employer's usual terms and conditions of employment;
- 2 provide the modern 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 modern apprentice an agreed salary which reflects the obligations of the employer and the opportunities for the apprentice;
- 4 in the event of the employer becoming unable to retain the modern 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 modern 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 modern apprentice; and



- 7 operate an Equal Opportunities policy which meets all legal requirements.

The Modern 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 modern apprentice's personal training plan as confirming that the selected Framework outcomes and training plans meet the criteria of this modern apprenticeship
- 2 contract with the employer to provide the training and assessment necessary to enable the modern 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 modern 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:

<b>Employer</b>		<b>Date:</b>
<b>Modern Apprentice</b> (or Parent/Guardian, if under 18)		<b>Date:</b>
<b>Modern Apprenticeship Centre</b>		<b>Date:</b>



## **MODERN APPRENTICESHIP TRAINING PLAN**

### **Health & Social Care**

#### **The Modern Apprenticeship Centre**

Name:
Address:
Telephone:
Contact:
E:mail:
Date:

#### **The Modern Apprentice**

Full name:
Home address:
Work address:
Date of birth:

### The Employer

Name:
Address:
Telephone:
Contact:

**Are Skills Development Scotland funding the apprenticeship?**

**Yes**

☐

**No**

☐

### Framework selected outcomes

#### Mandatory outcomes

SVQ Level (please identify level) (List mandatory and optional units)		Tick units being undertaken	SCQF Level
SVQ level (please identify level ) (List mandatory and optional units)			

<b>Core Skills</b> (Include details of the minimum level required)		Tick units being undertaken	SCQF Level
1	Communication		
2	Working with others		
3	Numeracy		
4	Information technology		
5	Problem Solving		

### Optional outcomes

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

### Summary of Modern Apprentices accredited prior learning

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

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MA Administrator  
SSSC  
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11 Riverside Drive  
Dundee  
DD1 4NY