



**A**

**TECHNICAL APPRENTICESHIP**

**IN**

**Childhood Practice**

**AT**

**SCQF Level 9**

**FRAMEWORK DOCUMENT FOR SCOTLAND**

**Scottish Social Services Council**

**November 2012**

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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 management level (SCQF level 8 and above) . They offer businesses flexible, work-based training, as a tool for developing and up-skilling staff to meet their specific business requirements.

## 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.

## 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 qualifications)
- Career Skills (known as core skills for Frameworks at SCQF Levels 5, 6 and 7)
- Industry specific training

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

## Technical/ Professional Apprenticeship in Childhood Practice at SCQF Level 9

Recent Scottish Social Services Council 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 198,690 in 2010. This is a growth of 42% for that period compared with 7% for the economy as a whole

The early years and childcare workforce has expanded rapidly over recent years. In 2010, there were 31,540 paid staff working directly with children in childcare centres, of whom 88 per cent were permanent and 45 per cent were part time. In addition there are approximately 5,500 childminders working in Scotland.

The largest employer of early years and childcare staff is the local authority sector, which accounts for 40% of the workforce. The private sector employs 34% of the workforce and the voluntary sector 23%. It is the voluntary and private sectors that have seen the expansion in staffing in recent years.

## Summary of Framework

Diagram showing the contents of the Technical Apprenticeship in Childhood Practice at SCQF Level 9

### Mandatory outcomes

SVQ or alternative competency based qualification

- The following must be achieved:

Professional Development Award Childhood Practice  
Level 9 (GA36 49)

Career Skills (see Appendix 4 of Framework Guidance document for full list)

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

A threshold of 15 SCQF credits for Technical Apprenticeships must be achieved

UNIT TITLE		SCQF LEVEL	SCQF CREDIT	SSSC/B NOS CODE	SQA Code
<b>Either</b>	Build and manage teams	7	8	CFAMLD9	FD3L 04
<b>Or</b>	Build Teams ( level 9 -8 credits)	9	8	CFAM&LDB1	H683 04
<b>Either</b>	Provide leadership for your team	7	9	CFAMLB5	FM4J 04
<b>Or</b>	Lead your team	7	9	CFAM&LBA3	H5XP 04
<b>Either</b>	Manage Budgets	7	5	CFABAA532	FE1D 04
<b>Or</b>	Manage Budgets	7	11	CFAM&LEA4	H68K 04
<b>Either</b>	Allocate and monitor the progress and quality of work in your area of responsibility	7	14	CFAMLD6	FD3K 04
<b>Or</b>	Manage People's performance at work	7	14	CFAM&LDB4	HA9V 04
Communicate information and knowledge		7	3	CFAMLE11	F2H5 04
Ensure Health and Safety requirements are met in your area of responsibility		7	11	CFAMLE6	DR52 04
<b>Either</b>	Manage your own resources and professional development	7	8	CFALMLA2	DR67 04
<b>Or</b>	Develop your knowledge, skills and competence	7	6	CFAM&LAA2	HK26 04
<b>Either</b>	Recruit select and keep colleagues	9	12	CFAMLD3	DR7K 04
<b>Or</b>	Recruit select and retain people	9	14	CFAM&LDA2	H5XR 04

UNIT TITLE		SCQF LEVEL	SCQF CREDIT	SSSC/B NOS CODE	SQA Code
<b>Either</b>	Promote equality of opportunity. Diversity and inclusion in your area of responsibility	8	10	CFAMLB11	FM4L 04
<b>Or</b>	Promote equality of opportunity, diversity and inclusion	8	9	CFAM&LBA7	H69C 04
Provide leadership in your area of responsibility		8	9	CFAMLB6	DR75 04

Enhancements  
N/A

### Optional Outcomes

Additional SVQ Units/Qualifications/Training N/A

## The Framework

The mandatory and optional content of the Technical Apprenticeship in Childhood Practice at SCQF Level 9 is as follows:

### Mandatory Outcomes

The PDA Childhood Practice requires the completion of 8 units. The five mandatory units and two from Group A and one from Group B

MANDATORY UNITS		
Unit Title	SQA Unit Code	SCQF Credit Value
Childhood Practice: Leadership and Management	FD6X 36	16
Developing Services for Children and Young People	FD6Y 36	16
Children's Rights: Equality, Diversity and Inclusion	FD70 36	16
Participatory Partnerships: Working with Families	FD71 36	16
Childhood Practice: Leadership and Management (Workplace Practice)	FD72 36	32

## OPTIONAL UNITS

Group A (2 units required)	SQA Unit Code	SCQF Credit Value
Childhood Practice: Developing a Rights Based Approach to Service Delivery	FD73 36	8
Childhood Practice: Development of Children (Pre-Birth to	FD74 36	8
Childhood Practice: Early Learning	FD75 36	8
Childhood Practice: Playwork	FD76 36	8
Childhood Practice: Youth Services	FD95 36	8
Childhood Practice: Family Support	FD77 36	8
Childhood Practice: Active Leisure	FD78 36	8
Childhood Practice: Leading Professional Development	FD79 36	8
Childhood Practice: Independent Study	FD7A 36	8

Group B (1 unit required)	SQA Unit Code	SCQF Credit Value
Childhood: Health, Fitness and Wellbeing	FD7C 36	8
Childhood: Comparative Play Theories	FD7D 36	8
Childhood: Families, Culture and Society	FD7E 36	8
Childhood: Play in a Social Context	FD7F 36	8
Childhood: Therapeutic Playwork	FD9G 36	8

Each apprentice is required to achieve the following Qualification:

- The Professional Development Award Childhood Practice SCQF Level 9

## 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.

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, within the following parameters:

- A threshold of 15 credits for Technical Apprenticeships and 20 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 mandatory components.

The following career skills will enhance the award offered

UNIT TITLE	SCQF LEVEL	SCQF CREDIT	SSSC/B NOS CODE
<b>Either</b> Build and manage teams	7	8	CFAMLD9
<b>Or</b> Build Teams	9	8	CFAM&LDB1
<b>Either</b> Provide leadership for your team	7	9	CFAMLB5

Although these have been mapped to the Mandatory unit FD6X 36, the additional assessment required will enhance the skills of candidates completing the PDA Childhood Practice Level 9.

Those units listed below will widen the choices of career skills for candidates

UNIT TITLE	SCQF LEVEL	SCQF CREDIT	SSSC/B NOS CODE
<b>Either</b> Manage budgets	7	5	CFABAA521
<b>Or</b> Manage budgets	7	11	CFAM&LA4
<b>Either</b> Allocate and monitor the progress and quality of work in your area of responsibility	7	14	CFAMLD6
<b>Or</b> Manage people's performance at work	7	14	CFAM&LDB1
Communicate information and knowledge	7	3	CFAMLE11
Ensure Health and Safety requirements are met in your area of responsibility	7	11	CFAMLE6
<b>Either</b> Manage your own resources and professional development	7	8	CFAMLA2
<b>Or</b> Develop your knowledge, skills and competence	7	6	CFAM&LAA2
<b>Either</b> Recruit select and keep colleagues	9	12	CFAMLD3
<b>Or</b> Recruit select and retain people	9	14	CFAM&LDA2
<b>Either</b> Promote equality of opportunity, diversity and inclusion in your area of responsibility	8	10	CFAMLB11
<b>Or</b> Promote equality of Opportunity, diversity and inclusion	8	9	CFAM&LBA7
Provide leadership in your area of responsibility	8	9	CFAMLB6

## Optional Outcomes

N/A



## Registration and certification

This Scottish Technical Apprenticeship is managed by Scottish Social Services Council. The SSC 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)

The SSC will register all Scottish Technical and Professional Apprentices undertaking this Framework. All Apprentices must be registered with the SSC within 4 weeks of starting their apprenticeship. Registration can be made by completing the Sample Training Plan and Sample Training Agreement in Appendix 3 and sending these to the above address or completing the online registration system (MA Online, [www.maonline.org.uk](http://www.maonline.org.uk)). In the case of Technical and Professional Apprenticeships which receive funding, it is acceptable for the Skills Development Scotland Training Plan to be used on the condition that it includes all relevant information as set out in the Training Plan.

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

Requests for registration and certification should be made to the SSC at the address above.

### SSC Service level

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

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

## Recruitment and selection

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

- Employees may enter a Technical and Professional Apprenticeship from the age of 16. There is no upper age limit.
- The Technical and Professional Apprenticeship is designed to attract high quality people to the industry. Achievement of academic qualifications is one way of assessing the suitability of applicants. However it should be stressed that no persons should be deterred from applying for a Technical and Professional Apprenticeship because of a lack of formal educational qualifications. As well as traditional qualifications such as Standard Grades and Highers, employers should also be aware of newer vocational qualifications or vocational activity undertaken outwith an academic institutions, such as volunteering activity.
- The following factors may also influence the selection process:
  - performance during a formal interview process
  - references
  - relevant work experience
  - trial observation period.
- Employers should be aware of the nature, relevance and quality of foreign qualifications and make appropriate allowances concerning entry requirements.
- In order to promote and maintain the high status of the Apprenticeship Programme within the industry all literature distributed for recruitment purposes should emphasise the high standards of achievement expected of the candidate.
- Employers may wish to contact the SSC for advice and guidance on recruitment and selection.

All Apprentices must be employed in the early year sector and be employed as a manager/lead practitioner

## 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.
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 2. 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 for the duration of the apprenticeship.

## 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 SVQ (or alternative qualification) 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 or alternative qualification and Core Skills where appropriate.

The PDA Childhood Practice Level 9 needs to be approved by both SQA and SSSC. Approval by the SSSC is based on Rules and Requirements for Awards Developed from the Standards for Childhood Practice 2008. Implicit in these Rules is the notion of partnership. The organisations listed below are therefore the lead partners who have been approved by SQA and SSSC.

Currently the following organisations are approved to deliver this:

- Stirling Council
- Langside College
- West Lothian College

The following are currently in the process of being approved:

- James Watt College
- Telford College
- Experiential Play
- CSTAC
- Concentric Training

The SSC 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 Technical or Professional 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 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

Initial consultation was carried out through discussion with the Childhood Practice Development Group. This group consists of Childhood Practice providers (PDA and BA), employers and national representative groups.

Following this, a sub group convened consisting of providers of PDA, employers met to discuss seeking Technical MA. Unequivocally they agreed to pursue this.

## Career progression

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

Upskilling the existing workforce is a major part of the drive for higher standards in social services and will bring this workforce in line with other professional colleagues in social services.

On completion of the Technical Apprenticeship candidates will be endorsed in their position as lead practitioner/manager in early year services.

# 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](#)

### Role of Skills Development Scotland

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 Skills Development Scotland 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 qualification 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 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 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 SVQ or alternative qualifications(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 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 Modern Apprentice
- Registering Modern, Technical and Professional Apprentices as candidates for the relevant SVQ(s) or alternative qualifications and other selected units with the appropriate Awarding Body
- Registering Modern, Technical and Professional Apprentices with the SSC
- Applying for the final 'Certificate of Completion' on behalf of Modern, Technical and Professional Apprentices
- Informing the SSC of any material alterations to Modern, Technical and Professional Apprentices' training plans or desired changes to the selected Framework outcomes.

**APPENDIX 3: TECHNICAL APPRENTICESHIP SAMPLE TRAINING AGREEMENT**



This Training Agreement is entered into by:

Name of Employer:	
Name of Technical Apprentice:	
Name of Apprenticeship Centre:	
Name and Level of MA Framework	

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

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 Technical 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 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:

Employer		Date:
Technical Apprentice (or Parent/Guardian, if under 18)		Date:
Apprenticeship Centre		Date:



**TECHNICAL APPRENTICESHIP TRAINING PLAN**

The Apprenticeship Centre

Name:
Address:
Telephone:
Contact:

The Technical Apprentice

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

The Employer

Name:
Address:
Telephone:
Contact:

Skills Development Scotland office

Name:
Address:
Telephone:
Contact:



<b>Either</b>	Promote equality of opportunity. Diversity and inclusion in your area of responsibility (CFAMLB1)		8	10
<b>Or</b>	Promote equality of opportunity, diversity and inclusion (CFAM&LBA7)		8	9
	Provide leadership in your area of responsibility (CFAMLB6)		8	9

**Optional outcomes**

Additional units (if any) These are optional and should reflect the individual training needs of	Tick units being	SCQF Level	SCQF Credit
(specify unit)			
(specify unit)			
(specify unit)			
(specify unit)			

Summary of Technical Apprentices accredited prior learning:

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

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)