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# **MODERN APPRENTICESHIP**

**IN**

**Social Services (Children and Young People) at  
SCQF Level 7**

**FRAMEWORK DOCUMENT  
FOR  
SCOTLAND**

**Skills for Care and Development**

**October 2019**

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Amendments to this framework Social Services (Children and Young People) at SCQF Level 7

Version	Date of Change	Amendment	Comments
1.1	02/09/2019	<ul style="list-style-type: none"><li>• City and Guilds as awarding body removed.</li><li>• Administrator contact details amended.</li><li>• Added statement on training agreement.</li><li>• Framework date amended</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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## 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. There are four different levels of Apprenticeship in Scotland: SCQF 5 (SVQ 2), SCQF 6/7 (SVQ 3), SCQF 8/9 (SVQ 4) and SCQF 10 (SVQ 5). 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.

## Modern Apprenticeships in Social Services (Children and Young People) at SCQF Level 7 (SQA GH5W 23)

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**

Apprenticeships in Social services (Children and Young People) are part of a suite of complimentary frameworks developed in consultation with the sector. These frameworks are designed to provide an accessible and progressive approach to the acquisition of appropriate knowledge and skills for new entrants and for existing workers in social services (children and young people). The qualifications are at two levels to enable provision for career development. They are planned to articulate with the frameworks for Social Services and Healthcare to provide for additional flexibility both in employment and in careers. Three of the four mandatory Units are the same as three of the mandatory Units in Social Services and Healthcare at the same level. The assessment strategies in both routes are the same.

### **Modern Apprenticeship in Social Services (Children and Young People)**

The Modern Apprenticeship in Social Services (Children and Young People) is set at SVQ Level 3 and SCQF Level 7 and therefore at the same level as an SQA Higher National Certificate or Advance Higher or a University awarded Certificate of Higher Education. The revised SVQ 3 Social Services (Children and Young People) will be available from 1<sup>st</sup> February 2014.

Completion of the apprenticeship and certification will qualify workers to be recognised as workers/practitioners in the sector. Certification at SVQ Level 3 (SCQF level 7) allows candidates to obtain employment in a range of services across the sector. The workforce is employed to support children and young people in a number of settings such as day care services and out of school care as well as residential care. Those who work in residential childcare study for the additional award of HNC in Social Care.

Workers may engage with children and young people in community setting's or their own home as childminder or foster carers. Workers may be employed in the private sector, local authority, third sector or the NHS. Workers engage with vulnerable children and their families who may present complex needs.

## The Workforce

The social services workforce is large:

- One in 13 people employed in Scotland work in social services.
- There is a workforce of 191,000 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 have found that the number of people working in the sector has risen very considerably since mid-1990s. 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 play 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 and promoting qualifications that meet these needs will ensure that all receive a high quality, professional service. The development of a technical 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.

#### Children's Care Learning and Development registrations

Year	CCLD
2009-10	983
2010-11	931
2011-12	1222
2012-13	1126

#### Children's Care Learning and Development certifications

Year	CCLD
2009-10	575
2010-11	587
2011-12	857
2012-13	809

### Value of Framework

A feasibility study conducted by LMG Associates on behalf of SSSC identified benefits to the sector as being:

- greater flexibility and transferability for employers and the workforce
- greater opportunities for the workforce to progress in their careers, thus providing greater mobility and employability
- building on the work of sector skills bodies by addressing gaps in skills, thus strengthening joint education and learning across the sector
- provision of a wider choice of practice activities for employers and SVQ candidates
- recognising prior learning and existing skills, thus reducing repetition.

## **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 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 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 the Modern Apprenticeships are not intrinsically intended to lead to Registration with the Scottish Social Services Council, registration is a significant driver of engagement by employers and the workforce. Currently 57,178 social service workers are registered by the SSSC. This number is expected to 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 carers.



## Summary of Framework

Diagram showing the contents of the Modern Apprenticeship in Social Services (Children and Young People) at SCQF Level 7 (SQA GH5W 23)

### Mandatory outcomes

#### **SVQ or alternative competency based qualification**

- *The following must be achieved:*

**Social Services (Children and Young People) at SCQF Level 7 (Minimum 68 credits maximum 93 credits (SQA GH5W 23)**

#### **Core Skills**

- Communication SCQF Level 6
  - Working With Others SCQF Level 6
  - Problem Solving SCQF Level 6
  - Information and Communication
  - Technology SCQF Level 5
  - Numeracy SCQF Level 5
- The Core Skills of ICT and Numeracy require to be certificated separately. The sector feels that given the tasks/functions that the Frameworks cover then ICT and numeracy should remain at SCQF level 5

#### **Enhancements**

The sector does not require any enhancements.

### Optional Outcomes

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

There are no additional outcomes.

## The Framework

The mandatory and optional content of the Modern Apprenticeship in Social Services (Children and Young People) at SCQF Level 7 (SQA GH5W 23) is as follows:

### Mandatory Outcomes

**Structure Information - 8 Units in total (4 mandatory and 4 optional units)**

#### Mandatory

Unit Title	SCQF Level	SCQF Credit	SSC/B Code	SQA Unit Code
Promote effective communication	7	9	SCDCCLD0301	
Promote health, safety and security in the work setting	7	10	SCDHSC0032	
Develop your practice through reflection and learning	7	9	SCDHSC0033	
Promote the safeguarding of children and young people	7	10	SCDHSC0034	

#### Optional

Unit Title	SCQF Level	SCQF Credit	SSC/B Code	SQA Unit Code
Promote the development of children and young people	7	11	SCDCCLD0303	
Plan and organise environments for children and families	7	8	SCDCCLD0306	
Promote the health and physical development of children	7	9	SCDCCLD0307	
Promote children's well-being and resilience	7	9	SCDCCLD0308	
Implement frameworks for early education through the development of curriculum planning	7	10	SCDCCLD0309	
Assess children's progress according to relevant curriculum frameworks	7	9	SCDCCLD0310	
Implement positive environments for babies and children	7	11	SCDCCLD0312	
Support early intervention for the benefit of children and families	7	10	SCDCCLD0313	
Promote the care of babies and children	7	12	SCDCCLD0314	
Promote ways to support families that have literacy, numeracy and language needs	7	8	SCDCCLD0315	

Promote children's early learning in the school environment	7	11	SCDCCLD0316	
Engage with families in ways that encourage them to be involved with their children's learning and development	7	7	SCDCCLD0317	
Plan for and support self-directed play	8	17	SKAPW9	
Promote healthy living for children and families	7	8	SCDCCLD0319	
Care for children at home	7	8	SCDCCLD0320	
Promote the care, learning and development of children with additional requirements in partnership with their families	7	13	SCDCCLD0321	
Empower families through the development of parenting skills	7	9	SCDCCLD0322	
Use information and communication technology to promote children's early learning	7	8	SCDCCLD0323	
Support the use of medication for children	7	8	SCDCCLD0324	
Support children and young people through major transitions	7	11	SCDCCLD0325	
Support children who have experienced trauma	7	8	SCDCCLD0327	
Manage a small scale childcare business	8	9	SCDCCLD0328	
Work with a management committee	7	8	SCDCCLD0329	
Maintain a service for children and families	7	9	SCDCCLD0330	
Support children and families within the community	7	9	SCDCCLD0331	
Support families to engage in groups within the childcare setting	7	10	SCDCCLD0332	
Promote the recruitment of staff in childcare settings	8	8	SCDCCLD0333	
Deliver services to families, children and young people from diverse cultural and language communities	7	9	SCDCCLD0334	
Promote positive behaviour	8	10	SCDHSC0336	
Promote childcare practice in group living	7	8	SCDCCLD0336	
Develop productive relationships with others	7	10	SCDCCLD0338	
Promote the care, learning and development of children with additional support needs in early education settings	8	10	SCDCCLD0339	
Promote quality systems and procedures for the delivery of childcare services	8	7	SCDCCLD0340	
Promote literacy, numeracy and language development for children's early learning	7	10	SCDCCLD0345	
Promote the acquisition of a new language by children through immersion in an early years setting	8	9	SCDCCLD0347	

Contribute to the assessment and planning process with children and young people	7	10	SCDHSC0036	
Care for babies	7	9	SCDHSC0037	
Support children and young people to manage aspects of their lives	7	9	SCDHSC0038	
Support children and young people to achieve their educational potential	7	9	SCDHSC0039	
Work with children and young people adulthood, citizenship and independence	7	10	SCDHSC0310	
Support children and young people to develop and maintain supportive relationships	7	10	SCDHSC0311	
Support children and young people to develop a positive identity and emotional wellbeing	7	10	SCDHSC0312	
Work with children and young people to promote their own physical and mental health	7	10	SCDHSC0313	
Care for a newly born baby when the birth parents are unable to do so	7	9	SCDHSC0314	
Work with children and young people with additional requirements to meet their personal support needs	7	10	SCDHSC0315	
Work with children and young people with additional requirements to address their developmental needs	8	10	SCDHSC0316	
Prepare your family and networks prior to providing a home for babies, children and young people	7	10	SCDHSC0317	
Provide a home for children and young people	7	10	SCDHSC0318	
Support the families of children and young people in their own homes	7	9	SCDHSC0319	
Support professional advice to help parents take care of their newly born baby	7	8	SCDHSC0320	
Support parents and guardians to care for babies during the first year of life	7	10	SCDHSC0321	
Prepare, implement and evaluate group activities	6	13	SFJCJEC4	
Contribute to childcare practice in group living	7	9	SCDHSC0323	
Contribute to the support of children and young people who have experienced harm or abuse	8	11	SCDHSC0325	
Promote the development of positive behaviour in children and young people	8	10	SCDHSC0326	
Model pro-social behaviour when working with individuals	7	8		
Support individuals, families and communities to commission their own services	7	8	SCDCPC309	

## SVQ(s) / CBQs

Each apprentice is required to achieve the following Qualification:

- Social Services (Children and Young People) at SCQF Level 7 (Overall Credit Minimum 68 Maximum 93) (SQA GH5W 23)

Scottish Vocational Qualifications (SVQs) are work-based qualifications, which are based on National Occupational Standards of competence drawn up by representatives from each industry sector. SVQs 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 are available at five levels – although most are at level 2 and level 3. When someone has achieved an SVQ, there is a guarantee that they have the skills and knowledge needed to do their job. All Scottish Modern Apprenticeships must contain a relevant SVQ or equivalent qualification.

## Core Skills

Each apprentice is required to achieve the following core skills:

- |  |              |
|--|--------------|
| • Communication                            | SCQF Level 6 |
| • Working With Others                      | SCQF Level 6 |
| • Problem Solving                          | SCQF Level 6 |
| • Information and Communication Technology | SCQF Level 5 |
| • Numeracy                                 | SCQF Level 5 |

Employers agree that Core Skills bring an added value to the SVQ and indicate that communication skills need to be improved. Core Skills at SCQF level 6 of Communication, Working with Others and Problem Solving have been mapped with the mandatory units of the SVQ. Mapping established that these three skills are embedded. The Core Skills of ICT and numeracy will remain at SCQF Level 5 due to the tasks and functions of the framework and are certificated separately.

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.

## Enhancements

**This sector does not require any enhancements.**

## Optional Outcomes

**There are no optional requirements.**

## Registration and certification

This Scottish Modern Apprenticeship is managed by the Scottish Social Services 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  
Dundee  
DD1 4NY  
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 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 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 SSC 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 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 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 SSC for advice and guidance on recruitment and selection.

**N/A**

## 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.

## 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.

## 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 SDS, 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.

## 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.**



## 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.

## Training and development

### Delivery

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.

The current list is available on the SSSC website. It will be up-dated regularly when the frameworks come into operation. It can be found at:

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

## 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 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.

## Consultation Process

### **National Occupational Standards and qualification structures**

The SSSC has overseen developments in the National Occupational Standards in Health and Social Care and in Children's Care Learning and Development since their introduction in 2005. Minor changes were made in 2008 and a full review of NOS was carried out in 2011/12. The revised NOS were approved by the UK Commission for Employment and Skills in August 2012.

A feasibility study in early 2011 established whether the CCLD standards and the Children and Young People component of HSC could be merged at SVQ level 3 and 4 to allow flexibility within and across the sector. Direct and online consultation with the sector established the proposed changes were feasible and desirable.

Following the review of the relevant National Occupational Standards the SSSC consulted widely with the sector in 2012 on the development of new qualification structures and assessment strategy based on the findings of the feasibility study. Engagement with the sector on the proposed changes was undertaken through reference group, online survey and podcast. The proposed changes were supported by awarding bodies, employers and the wider social services sector and approved by UKCES in late 2012. This was followed by activity on revision of the apprentice frameworks.

The new SVQ structures will be available to the sector from February 1<sup>st</sup> 2014.

### **Apprenticeship Frameworks**

A reference Group was appointed and met on a regular basis to advise on proposed changes, support the dissemination of information throughout the sector and to promote implementation of the agreed changes. The group consisted of representatives of a wide range of appropriate bodies: Care Scotland, Community Care Providers Scotland, Association of Directors of Social Work, Skills for Health, SQA accreditation and Qualifications and Scottish Union Learning. The employers groups represent over 900 members.

The sector was then asked to comment, via an on-line survey, on the new agreed Apprentice structure. The SSSC approached over 90 organisations working in or with the sector requesting comments either from themselves or interested parties. There were 34 responses: 18 employers, 1 employer representative group, 2 employee representative groups, and 15 providers. Additionally there were replies from an SVQ tutor, a college tutor, an early years training coordinator and a local authority staff member. There were no replies from apprentices.

A substantial majority agreed or strongly agreed that the new frameworks were:

Appropriate for the sector	83%
Deliverable	81%
Achievable	74%
Fit for purpose	71%

Similarly, when asked whether they agreed that it is easy to identify which framework is suitable for a candidate 84% agreed/strongly agreed. On the question of whether the framework would add value to the role 81% agreed/strongly agreed.

83% agreed/strongly agreed that it was easy to progress to further qualifications. 68% agreed/strongly agreed that it was easy to progress to further learning and development.

Unite support the development of these comprehensive frameworks. This support has been endorsed by Kate Oultram union lead member of staff on apprenticeships. The SSSC is currently in early discussions with the National Union of Students regarding the use of vocational qualifications to access HEI.

## Career progression

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

Opportunities for progression and flexibility within and across frameworks are established as three of the four SVQ mandatory units are shared with those in Social Services and Healthcare SVQs.

Certification at SVQ Level 3 (SCQF level 7) allows workers/practitioners to obtain employment in a range of services across the sector as worker/practitioner. Progression onto SVQ level 4 (SCQF level 9) allows candidates to access employment at a supervisory/management level in residential care settings.

The SVQ level 3 (SCQF level 7) provides candidates with RPL which supports articulation into a number of further studies including masters level studies in residential care, Professional Development Award/ degree in Childhood Practice.

# 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, follow the link to the Alliance of Sector Skills Councils' website <http://www.sscalliance.org>.

### Role of Skills Development Scotland (SDS)

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: <http://www.skillsdevelopmentscotland.co.uk/our-services/modern-apprenticeships.aspx>

SDS 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 the Skills Development Scotland 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/ CBQs or SVQ/ CBQ 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/ CBQs and SVQ/CBQ 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 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 Apprenticeship Frameworks
- De-approval of Modern Apprenticeship Frameworks
- Encouraging best practice across Modern Apprenticeship 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 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/ CBQ (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 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/ CBQ (s) and other selected units with the appropriate Awarding Body
- Registering Modern Apprentices with the SSC
- Applying for the final 'Certificate of Completion' on behalf of Modern Apprentices
- Informing the SSC of any material alterations to Modern Apprentices' training plans or desired changes to the selected Framework outcomes.



## APPENDIX 3



### MODERN APPRENTICESHIP SAMPLE 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</b>	

#### 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 **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.

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



## MODERN APPRENTICESHIP TRAINING PLAN

### The Modern Apprenticeship Centre

Name:
Address:
Telephone:
Contact:

### The Modern 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**

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

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

**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 Modern Apprentices accredited prior learning:**

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

MA Administrator  
SSSC  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY  
Email: [maenquiries@sssc.uk.com](mailto:maenquiries@sssc.uk.com)  
Web: [www.sssc.uk.com](http://www.sssc.uk.com)