



A

# MODERN APPRENTICESHIP

IN

## Housing Level 2

FRAMEWORK DOCUMENT  
FOR  
SCOTLAND

Asset Skills

April 2012

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The logo for Asset Skills, consisting of the word "asset" in a blue sans-serif font, followed by a circular icon containing a white crosshair pattern, and then the word "skills" in a blue sans-serif font.

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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. They all contain the same 3 basic criteria:

- A relevant S/NVQ (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 Apprenticeship in Housing

## Background to the sector

1 in 4 of all Scottish homes is owned and managed by a social landlord, that is, either a local authority or a housing association. Social renting is a major contributor to housing supply across the whole of Scotland. Social housing is provided by some of Scotland’s biggest employers. Glasgow Housing Association, for example, the biggest landlord in the UK employs over 2,000 staff. Most local authorities are still major employers of housing staff. However the sector is also characterised by many smaller scale employers, principally community-based housing associations, which as their name suggests, serve the housing needs of a specific community.

Economically times are difficult, but not as difficult for social housing as many other sectors of the economy. Much of housing organisations’ income comes from rent which is reasonably constant regardless of economic circumstances. Demand for social housing increases during recessions as economic stresses cause other types of housing to become less sustainable. The Scottish Government has continued to invest in housing construction, partly as a means of supporting the construction industry through difficult times, the effect of which has been that housing associations and local authorities are increasing the size of their housing stock.

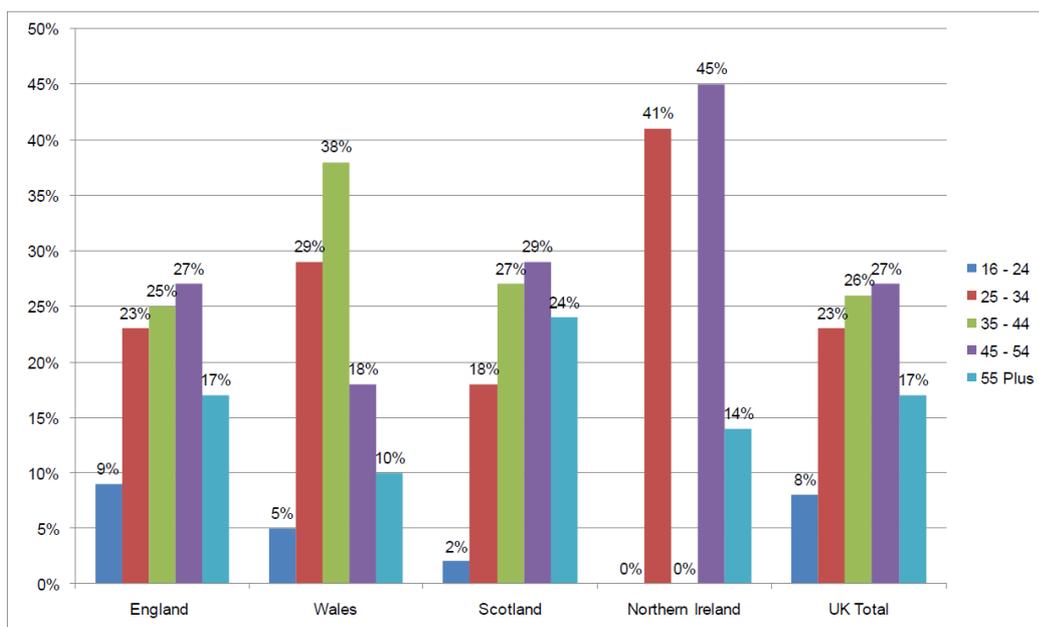
Social housing organisations are also much more than housing providers and many have an active ‘wider role’ within the communities they serve. Leveraging the asset base at their disposal, social housing organisations do much to deliver social care, health, employment, financial inclusion, and many other benefits for the communities they serve.

Housing organisations are not-for-profit and their ethos is achieving social benefit. This strong commitment to social goals includes their economic commitment to the communities they serve. Housing organisations recognise the role they can play as a major employer in terms of job creation within the broader economic life of the communities they serve.

Social housing organisations are very largely excellent employers, committed to the organisational and career development of their staff. They have a good track record in investing in their staff and supporting their achievement of qualifications.

## Profile of the sector.

In Scotland there are 9,400 employees within social housing across 2,900 organisations. The Age profile of the workforce is as follows:



Source: Annual Population Survey, 2009

Please note that Northern Ireland figures differ significantly from the rest of the UK due to the small sample size.

The above graph shows that Scotland has the highest % of the workforce aged over 55 and one of the lowest % workforce for the 16- 24 age group. This would suggest an ageing workforce and the potential for causing skill gaps in the future. Another factor for concern is that between 2008 and 2009 there was a minus 81% proportionate decrease in the number of 16 – 29 year olds in the sector and a rise of 21% of 65+ in the sector. This would indicate a significant future need for replacement demand. 16% of the housing sector workforce has below Level 2 qualifications and 8% have no qualifications.

An ageing workforce is recognised by the housing sector as a very current challenge. Employers welcome the opportunity to attract more young people to the sector through the Modern Apprenticeship route.

### Key Drivers, Industry Trends and Skills gaps

In 2010 Asset Skills conducted a survey of employers within the housing sector, asking them to identify the main sectoral drivers and skills which they expected to have the greatest impact on their sector over the next five years (up to 2015). These were:

- Government policy/funding - Staff will need to be flexible and be able to multi task as government policy may lead to their job role being adapted or even require them to move into another area. Cuts in funding mean that staff will have to do more for less. It is likely staff will have to work more efficiently - possibly in a new role, so transferable skills will be key.

Increasing customer demands - interpersonal and communication skills are likely to be required from staff that deal with customers as cuts in funding may lead to a perception that standards of service are dropping. Staff will need to be able to ease these concerns and being able to manage conflict may be important.

- Economic Stability – Staff have to be flexible and be able to deal effectively with change and uncertainty.

Employers identified these skills as being important: communication, inter-personal skills, multi-tasking and transferable skills. Other areas of Government policy which also affects skills and demand within Housing are:

- Affordable housing targets – The Scottish Government’s Affordable Housing Investment Programme (AHIP) is intended to stimulate Scotland’s housing industry and tackle homelessness by investing in new homes for rent. There will be a need for staff to offer money and benefits advice, and support for homeless and vulnerable people
- Abolition of Priority Need in 2012 – meaning that all homeless applicants will be eligible for rehousing. This is clearly going to increase demands on housing organisations and require them to invest in much closer partnership working in order to maximise housing supply and to meet the needs of a diverse and sometimes vulnerable customer base.
- Low carbon commitments - The Scottish Government has made commitments to the climate change Act to reduce carbon emissions by 42% in Scotland. There is a requirement for social housing providers to ensure that homes and new builds meet energy efficiency requirements

For more information on the data please refer to the Asset Skills website:

<http://www.assetskills.org/Research/LabourMarketInformation/LabourMarket.aspx>

## Demand for a level 2 Modern Apprenticeship in Housing

An MA is needed in Housing for the following reasons:

1. to address some of the key skills required for the industry. These are communication skills, interpersonal skills, transferable skills and multi-tasking.
2. to increase the number of young people in the sector in address future skills gaps
3. to make housing a career of choice
4. to assist the sector with their objectives of recruiting from the local community and dealing with worklessness

At the moment some housing associations and local authorities recruit business administration and customer service apprentices, but wish to recruit Housing specific apprentices. By doing so, apprentices will have the housing specific knowledge which will allow apprentices to multi task and to transfer to different housing roles and employers will be able to achieve progression and succession by 'growing their own'. For example, apprentices will be able to select units from housing maintenance and repair, assist customers with the signing of tenancy agreements and allocate accommodation. All these areas require specialist knowledge which the customer service and business administration SVQs do not contain. The inclusion of the Chartered Institute of Housing (CIH) knowledge qualifications will also give the apprentice a wider knowledge of the housing sector. Assessors who are occupationally competent will be in a better position to assess the housing knowledge. The SVQ for housing, pitched at entry level to the sector, will provide the specialist knowledge required in order to deliver first class customer service and for staff to be flexible and multi-task if required.

The sector is also concerned that people 'fall into' a career in housing and often this is not a career of choice. The proportionate decline in Scotland in the 16 – 29 age group is high and although no research has been conducted into why this is, one factor could be that Customer Service and Business administration apprentices are not equipped sufficiently to pursue a career specifically in Housing. The Sector Skills Agreement for Housing states that the apprenticeship is a vehicle for raising the level of awareness of the housing sector as an attractive career option. As the MA is a level 2, entry point into the sector, this will make the framework available to young people who have had no previous experience and who can be recruited from the local community.

# Summary of Framework

Diagram showing the contents of the Modern Apprenticeship in Housing

## Mandatory outcomes

### S\NVQ or alternative competency based qualification

- The following must be achieved:

SVQ Level 2 in Housing GE7H22 (SQA) SCQF Level 6

### Core Skills

- Communication (level 4)
- Working With Others (level 4)
- Problem Solving (level 4)
- Information Technology (level 4)
- Numeracy (level 4)

The core skills of Communication and Working with Others are embedded within the mandatory units. The other Core Skills will need to be separately certificated, although some tasks of the core skills are partially covered in the mandatory and optional units. Please refer to the Core Skills mapping document for further information. The Core Skills mapping document will show where the skills are embedded and where there is partial coverage.

### Enhancements

Chartered Institute of Housing (CIH) Scottish Certificate in Housing Practice	R198 04	SCQF Level 5
<b>Or</b>		
Chartered Institute of Housing (CIH) Scottish Certificate in Housing Maintenance	R199 04	SCQF Level 5

### Optional Outcomes

None

# The Framework

The mandatory and optional content of the Modern Apprenticeship in Facilities Services is as follows:

## Mandatory Outcomes

Each apprentice is required to achieve the following Qualification:

- **Level 2 SVQ in Housing GE7H22 SCQF Level 6, credit points cannot be allocated**

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 NVQ) or equivalent qualification.

## Core Skills

Each apprentice is required to achieve the following core skills:

- Communication SCQF Level 4 – 6 SCQF credit points
- Working with others SCQF Level 4 – 6 SCQF credit points
- Problem Solving SCQF Level 4 – 6 SCQF credit points
- Information Technology SCQF Level 4 – 6 SCQF credit points
- Numeracy SCQF Level 4 – 6 SCQF credit points

**Problem solving, information technology and numeracy core skills need to be separately certificated. Communication and Working with Others are embedded within the qualification.**

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

Chartered Institute of Housing Scottish Certificate in Housing Practice	R198 04	SCQF Level 5, 20 credit points
<b>or</b>		
Chartered Institute of Housing Scottish Certificate in Housing Maintenance	R199 04	SCQF Level 5, 23 credit points

There are no optional outcomes in this framework.

## Registration and certification

This Scottish Modern Apprenticeship is managed by Asset Skills. The SSC is the first point of contact in Scotland for any enquiries in relation to the Framework. Contact details:

Gail Fleming  
Telephone number: **0844 873 1018**

E-mail: [Scotland@assetskills.org](mailto:Scotland@assetskills.org) or [gfleming@assetskills.org](mailto:gfleming@assetskills.org)

The SSC will register all Scottish Modern Apprentices undertaking this Framework. **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 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 8 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.

Employers are looking to attract applicants from a wide range of backgrounds and experience, some of whom may have had experience, paid or unpaid, within the sector. Applicants will be expected to have basic literacy and numeracy skills on which this apprenticeship will build, be willing to work as part of a team, recognise and appreciate diversity and to communicate with a wide range of customers.

## 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 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.

## 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 S/NVQ 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 housing associations and local authorities will be particularly appealing to those housing associations 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 S/NVQ and Core Skills where appropriate. Asset Skills would act as a broker via the Virtual Academy matching companies with training providers, dealing with delivery issues and matching assessors to providers.

As this is a new framework, there are no providers at the moment. However, Asset Skills has been liaising with potential providers and the following have expressed interest in delivering:

- Dundee College \*
- Adam Smith College, Fife
- Kilmarnock College \*
- West Lothian College\*
- SHARE

The asterisk denotes that the provider also offers the CIH qualifications.

### 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

Asset Skills has consulted with employers through one to one visits, through the Asset Skills Housing Forum which meets quarterly and through specific employer consultation meetings on the Modern Apprenticeship/VQ.

Asset Skills discussed the apprenticeship with the following housing organisations who have all expressed an interest in recruiting Housing apprentices.

Name of organisation	Size of organisation per number of employees (FTE)	Geographical Location	Type of consultation
Argyll Community Housing Association	158	Argyll	Personal visit and specific MA consultation meetings
Berwickshire Housing Association	45	Berwickshire	Employer Forums and specific MA consultation meetings
Clyde Valley HA	63	Lanarkshire	Personal visit and employer meetings
Cube Housing Association	85	West central Scotland	Email
Dunedin Canmore Housing Association	200+	Edinburgh, the Lothians and Fife	Personal visit and Employer Forums
Fife Council	784	Fife	Asset Skills Scotland Board representation, personal visit and Employer Forums
Glasgow Housing Association	2,089	Glasgow	Asset Skills Scotland Board representation, personal visit and Employer Forums
Grampian Housing Association	87	North east Scotland	Personal visit
Hillcrest Housing Association	166	East Scotland	Personal visit and Employer Forums
Langstane Housing Association	74	North east Scotland	Email
Link Group	350	Central belt	Employer Forums and personal visit
Lochaber Housing Association	17	Lochaber	Personal visit
North Glasgow Housing Association	49	North Glasgow	Asset Skills Scotland Board representation, personal visit and Employer Forums
Renfrewshire Council	768	Renfrewshire	Employer Forums and specific MA consultation meetings
River Clyde Homes	263	Inverclyde	Personal visit and Employer Forums
Scottish Borders Housing Association	204	Scottish Borders	MA consultation meetings
Wellhouse Housing Association	9	Wellhouse, Glasgow	Personal visit
West Lothian Council	112	West Lothian	Personal visit, Employer Forums and specific MA consultation meetings

As can be seen in the above table consultation with Housing organisations has been carried out throughout Scotland and consists of a mixture of large and small associations.

In addition to the above, consultation with training providers has occurred on a one to one basis but also at a specific meeting attended by five interested providers held on 25 January 2011, as well as regular meetings subsequently of Asset Skills' HE/FE Forum and Housing Forum.

## Career progression

Following completion of the Modern Apprenticeship, candidates should be able to achieve positions with the following job titles:

- Housing Administrator
- Housing Repairs Assistant
- Housing Assistant
- Assistant Housing Officer
- Assistant Repairs Officer

Housing offers apprentices of any age a variety of job roles and careers. At Level 2 apprentices will be Housing Assistants working in a call centre or neighbourhood centre and will be the first point of call for customers. They will deal with a wide range of customer queries and requests which will need to be passed to the correct department. Queries could include housing benefits advice, nuisance neighbours and repairs. The apprentice could also specialise in repairs and maintenance related queries. They will organise repair work, liaise with customers and maintenance personnel, and arrange planned and ad-hoc maintenance surveys. The apprentice will be responsible for the re-stocking of leaflets and brochures, updating and maintaining databases and may on occasions be required to pay home visits or help with the organisation of events in the community. The apprentice will sometimes have to deal with aggressive and distressed behaviour from customers. Part of the role will be able to diffuse situations and show sensitivity when dealing with people in distress.

Progression would be to a Housing Officer specialising in community development, housing maintenance, or a generalist Housing Officer. The Community Housing Officer will organise events, activities and courses for groups in the community, develop individuals and encourage customers to become active within their local community. A maintenance officer will be required to undertake inspections of property, have knowledge of building surveying techniques, energy legislation and detailed knowledge of the organisation's property stock. Some of the tasks a generic Housing Officer might deal with are as follows: allocate accommodation, manage temporary accommodation, complaints relating to anti-social behaviour and non-compliance of tenancy agreements. Specialist Housing Officers could work with disadvantaged groups or could be a benefits expert.

Housing Associations are keen to grow home talent. Employer feedback through the Scottish housing board and 1-2-1 meetings showed that employers are concerned about growing and attracting management talent and skilled staff including developing technical skills to support business growth and objectives. Beyond the MA there exists SVQs in Housing at Level 3 and Level 4 and the Chartered Institute of Housing knowledge qualifications at levels 3 and 4 in a wide range of specialist areas. For further progression there are graduate and postgraduate courses in housing at Scottish universities. The MA in Housing will automatically enrol apprentices as members of the professional organisation, the Chartered Institute of Housing, for the duration of their study.

Apprentices might progress to the following:

- SVQ Level 3 in Housing
- CIH Level 3 Certificate in Housing Practice
- CIH Level 3 Certificate in Housing Maintenance
- CIH Level 3 Certificate in a specialist area such as Community Action, Resident Participation, Supporting Homeless people

# 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 [www.sscalliance.org.uk](http://www.sscalliance.org.uk)

### 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 S/NVQs or S/NVQ 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 S/NVQs and S/NVQ 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 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 S/NVQ(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 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 S/NVQ(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>	

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> <i>(or Parent/Guardian, if under 18)</i>		<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:

**The Local Enterprise Company *(if applicable)***

Name:
Address:
Telephone:
Contact:

**Framework selected outcomes**

**Mandatory outcomes**

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

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

Summary of Modern Apprentices accredited prior learning:

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

Gail Fleming  
Asset Skills Scotland

Telephone number: **0844 873 1018**

E-mail: [Scotland@assetskills.org](mailto:Scotland@assetskills.org) or [gfleming@assetskills.org](mailto:gfleming@assetskills.org)