



A

# MODERN APPRENTICESHIP

IN

## Business Administration at SCQF Level 6

FRAMEWORK DOCUMENT  
FOR  
SCOTLAND

SKILLS CFA

April 2017

Skills CFA  
Unit 110 Print Rooms  
164 - 180 Union Street  
London  
SE1 0LH



## Contents

Modern Apprenticeships in Scotland	3
Modern Apprenticeships in Business Administration	4
Summary of Framework	8
The Framework	9
Registration and certification	10
Recruitment and selection	12
Equal opportunities	12
Health and safety	12
Contracts	13
Employment status of Modern Apprentices	13
Terms and conditions of employment	13
Training and development	13
Consultation	18
Career progression	20

## Appendices

Appendix 1	Stakeholder Responsibilities	21
Appendix 2	Modern Apprenticeship Centres (MACs)	24
Appendix 3	Training Agreement and Training Plan	25

## 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. All Modern Apprentices must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The modern apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

### What's in a 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 Business Administration

The key purpose of Business & Administration (B&A) is to “provide business support services, systems, and resources that enable the organisation to set and achieve its strategic objectives, and continuously improve its performance for customers (both internal and external) within an ethical, legal and regulatory framework.”<sup>1</sup>

We know through extensive Labour Market Intelligence that Administration is a function that permeates all organisations including micro, small, medium and large organisations, across all industry sectors. At its broadest level, it is the organisation of work. It follows that a high quality administrative function is essential to all businesses and organisations, whatever their product, function, service or sector.

It is vital that business administrators are given the opportunity to gain recognised qualifications and experience. Every business needs effective administration, and that need remains whatever else changes in terms of new products and services, new technologies and new organisational structures.

The revised Business & Administration Modern and Technical Apprenticeship frameworks<sup>2</sup> help to develop the skills, knowledge and competencies required to be effective Business Administration Professionals.

Given the reasons above it is important that Business Administration Apprenticeships are reviewed to ensure they remain current and up-to-date.

### Overview of the Business Administration Sector

The Business Administration occupation involves jobs at different levels in all types of industry sectors. This means there are many different roles and work environments to choose from. This occupation also offers a range of jobs with different levels of responsibilities and salaries. Therefore, there is a variety of progression and Continuous Professional Development (CPD) opportunities available. There are positions in management such as business services and office managers or support roles such as executive assistants, personal assistants and administrators. Many jobs operate ‘behind the scenes’ but some, like receptionists, will have more of a customer facing role.

There are a wide variety of jobs, many needing specialist skills and training.

Business Administration plays an integral role in the success of an organisation and effective Business Administration is an asset to an organisation. A well-defined and developed Business Administration function keeps a business running.

### Labour Market Information (LMI) for the Business and Administration Workforce

#### UK Employment by occupation (July 2015 – June 2016)<sup>3</sup>

	Scotland	England	Wales	Northern Ireland	UK
<b>Administrative &amp; Secretarial</b>	284,700 (11.1%)	2,784,600 (10.5%)	146,700 (10.3%)	90,500 (10.9%)	3,306,600 (10.6%)

There are 284,700 people employed in Administrative and Secretarial roles in Scotland, which represents 11.1% of the Scottish workforce. These figures demonstrate that the Administrative and Secretarial occupation represents a significant percentage of the Scottish workforce and makes a significant contribution to the Scottish economy.

The main objectives of the Business Administration Apprenticeships are to:

<sup>1</sup> CFA Business & Administration Labour Market report, 2012

<sup>2</sup> Referred to as Business Administration Apprenticeships throughout proposal document

<sup>3</sup> Official Labour Market Statistics - Nomisweb.co.uk, Search October 2016

- support the development of a highly skilled Business Administration workforce in Scotland
- equip individuals with the skills, knowledge and experience needed to provide excellent Business Administration across a wide range of sectors and job roles
- provide a flexible entry route into a career in Business Administration
- increase the supply of people with high levels of Business Administration skills to address the skills gaps and shortages found in organisations
- provide apprentices with an opportunity to raise their skill levels and develop the skills, knowledge and experience they need to progress to higher level job roles with additional responsibilities
- give apprentices the opportunity to develop their core skills in communication, numeracy, ICT, working with others and problem solving or career skills if they are undertaking the Business Administration Technical Apprenticeship at SCQF Level 8

**Business Administration Job Roles**

Business Administration professionals undertake a wide range of complex tasks in a variety of work contexts. They have a high degree of autonomy and responsibility and may provide some supervisory support (particularly at SCQF Level 8). Job titles for Business Administration apprentices could include:

Job Titles for Business Administration Occupations		
SCQF Level 5	SCQF Level 6	SCQF Level 8
Clerical Assistant	Administration Officer Clerk	Administration Manager
Administrative Assistant	Administration Team Leader	Office Manager
Data Entry Clerk	Administrator	Senior Secretary
Junior Secretary	Executive Officer	
Office Clerk	Office Supervisor	
Receptionist	Personal Assistant	
Records Clerk	Secretary	

**The changing profile of the Business Administration workforce**

Many employers across all industry sectors in the public, private, third (charity and voluntary) sectors now recognise that Business Administration is a strategic issue which impacts on organisational reputation and success, and that the development and improvement of Business Administration requires action in the areas of organisational strategy and culture, the processes that underpin business delivery and the skills of those involved in supporting Business Administration delivery.

The variety of skills and experience required for Business Administration professionals has changed over the past few years. Changes in the economy and rapid advancements in technology have altered the nature of Business Administration roles. The responsibilities of Business Administration professionals have increased enormously, with tasks becoming more varied. Business Administrators need a broad range of skills to work effectively and efficiently and support overall business productivity.

Business Administration professionals are still required to perform a lot of the traditional administrative tasks that are associated with the occupation, such as document production and diary management, but many more tasks and skills are now required of Business Administration professionals. There is an ongoing need for Business Administration professionals to upskill, keep learning and developing their expertise and skills in order to deliver a high quality Business Administration service.

Business Administration professionals need to have good knowledge and understanding of the specific industry sector or business they work in and tend to be highly visible, collaborative team members. They need a wide range of skills to be effective in their role, including:

- Customer service skills (covering both internal and external customers)
- Finance skills such as handling expenses and processing invoices
- Information management and knowledge sharing skills
- Meeting and event management skills
- Project support/management skills
- Research skills

- Technology skills including using social media
- Time management, organising and planning skills (including self-management skills)
- Working with others, including service delivery skills
- Written and verbal communication skills including active listening

Please note that the specific duties of a Business Administration professional will vary depending on the level at which they are working, the sector they are working in and their specific role within the organisation they work for.

**Business Administration Apprenticeship take-up**

**Business Administration (BA) Modern Apprentices in Training Data**

2013-2014 <sup>4</sup>				2014-2015 <sup>5</sup>				2015-2016 <sup>6</sup>			
BA Female	BA Male	BA Total	ALL MA Total	BA Female	BA Male	BA Total	ALL MA Total	BA Female	BA Male	BA Total	ALL MA Total
1533	609	2142	35,582	1721	739	2460	35053	1558	608	2166	36371
72%	28%	6%	100%	70%	30%	7%	100%	72%	28%	6%	100%

For the year 1 April 2015 - 31 March 2016 there were 2166 Business Administration Modern Apprentices in training with 72 per cent female and 28 per cent male. This represents 6% of all MAs in training in Scotland for the period.<sup>7</sup>

In the period 1st April 2015 – 31 March 2016, of those in training<sup>8</sup>:

- 1596 were aged 16-19 and of these, 71 per cent were female
- 570 were aged 20-24 and of these, 75 per cent were female
- There were no candidates in training over 25 years old. We believe this is due to funding restrictions for over 25-year-old learners
- Business Administration apprentices represented 6% of all Modern Apprenticeships in Scotland during 2013-2014 and 2015-2016 and 7% during 2014-2015. This demonstrates significant continuous demand from Scottish employers for the Business Administration Modern Apprenticeship frameworks.

In terms of previous take-up, during 2013-2014 there were 2,142 Business Administration Modern Apprentices (BAMA) in training compared to 2,166 BAMA in training during 2015-2016. This shows consistent, high take up of the BAMA in Scotland amongst Scottish employers and demonstrates continued demand and support from Scottish employers for the BAMA frameworks.

**Gender Profile of Business Administration Modern Apprentices**

The results found in these statistics demonstrate that, although historically business administration has been seen as a female dominant occupation, just under a third of all Business Administration apprentices are male. The male/female split in the Business Administration Apprentices has been a consistent percentage over the last three years (72% of females and 28% males in both 2013-2014 and 2015-2016, with a slight increase in 2014-2015 with 70% female and 30% male). These results show that opportunities now exist for both males and females in Business Administration job roles. In contrast to the Business Administration Apprenticeships, the majority of apprentices in Scotland across all MAs are male (70% in 2015-2016).<sup>9</sup>

<sup>4</sup> SDS, Modern Apprenticeships Breakdown by Age, Quarter 4, 2013-2014

<sup>5</sup> SDS, Modern Apprenticeships Breakdown by Age, Quarter 4, 2014-2015

<sup>6</sup> SDS, Modern Apprenticeships by Age, Framework and Gender, 2015-2016

<sup>7</sup> SDS, Modern Apprenticeships by Age, Framework and Gender, 2015-2016

<sup>8</sup> SDS, Modern Apprenticeships by Age, Framework and Gender, 2015-2016

<sup>9</sup> SDS, Modern Apprenticeships by Age, Framework and Gender, 2015-2016

Looking at the UK trend, we can see that the number of males working in Business Administration occupations has increased slightly from 31% in 2014 to 32% in 2016.<sup>10</sup> This UK data for the gender profile of the Business Administration occupation is fairly consistent with the gender balance within the Business Administration Apprenticeships, with only a few percent difference.

**Business Administration (BA) Modern Apprenticeships Achievement Data<sup>11</sup>**

	2013-2014			2014-2015			2015-2016		
	Starts	Achieved	Completion %	Starts	Achieved	Completion %	Starts	Achieved	Completion %
<b>BA MA</b>	2175	1811	83%	2451	1986	81%	2359	2145	91%
<b>National Average</b>	25284	20576	81%	25247	19387	77%	25818	19367	75%

The table above shows that the number of starts on the Business Administration Apprenticeship frameworks have increased from 2175 starts during 2013-2014 to 2359 starts during 2015-2016, which demonstrates continued high demand for the Business Administration Apprenticeships from Scottish employers. The completion rate for the Business Administration Apprenticeships have seen a significant increase over the last three years from a completion rate of 83% in 2013-2014 to a completion rate of 91% in 2015-2016. Completion rates for the Business Administration Apprenticeships are significantly higher than the national average completion rates for all Apprenticeships in Scotland, which have decreased over the last three years from a national average completion rate of 81% in 2013-2014 compared to a national average completion rate of 75% in 2015-2016, representing a 6 % reduction.

<sup>10</sup> ONS Labour Force Survey, 2014-2016

<sup>11</sup> SDS, Modern Apprenticeships Breakdown by Age, Quarter 4, 2013-2014, 2014-2016, 2015-2016

## Summary of Framework

Diagram showing the contents of the Modern Apprenticeship in Business Administration at SCQF Level 6

### Duration

The average duration of the apprenticeship is 12 months.

### Mandatory outcomes

#### SVQ

One of the following must be achieved:

- SVQ in Business and Administration at SCQF Level 6 GL9G 46 (City & Guilds)
- SVQ in Business and Administration at SCQF Level 6 GK6Y 23 (SQA)
- SVQ in Business and Administration at SCQF Level 6 GL12 23 (Pearson)

#### Core Skills

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

The Communication, Working with Others and Problem Solving Core Skills are fully embedded within the Business and Administration SVQ at SCQF Level 6 core units and do not require separate certification. The Information and Communication Technology and Numeracy Core Skills must be separately assessed and certificated.

#### Enhancements

At least one separately certificated outcome chosen from a list provided by Skills CFA is required:

- Another optional unit from the Business & Administration SVQ at SCQF Level 6
- A unit from the Accounting, Customer Service, Finance, IT User and Team Leading SVQs or Competence based qualifications at SCQF Level 5 or above
- A unit from any other relevant SVQs or Competence based qualifications at SCQF Level 5 or above agreed in writing by the Training Provider and Skills CFA (please note that Business & Administration SVQ at SCQF Level 5 units or the full Business & Administration SVQ at SCQF Level 5 can no longer be used as an enhancement)

- One Core Skill at a higher level
- Relevant short courses at a suitable level
- A unit from PC Passport, basic or advanced ECDL or part ECDL (three or more modules of ECDL)
- Employer-devised training programmes (endorsed by Skills CFA)
- A Unit or module from a relevant professional qualification.

## Optional Outcomes

### Additional SVQ Units/Qualifications/Training

Skills CFA encourages the achievement of additional awards, qualifications and training, where relevant.

## The Framework

### Duration

It is expected that apprentices following this framework will take on average 12 months to complete. This includes up to 20% of their time for off-the-job training. This would be either learning the knowledge parts of the qualification which would take place away from work or self-study.

### Mandatory Outcomes

#### SVQ(s)/ CBQs

Each apprentice is required to achieve one of the following qualifications:

- SVQ in Business and Administration at SCQF Level 6 GL9G 46 (City & Guilds)
- SVQ in Business and Administration at SCQF Level 6 GK6Y 23 (SQA)
- SVQ in Business and Administration at SCQF Level 6 GL12 23 (Pearson)

All Scottish Modern Apprenticeships must contain a relevant Scottish Vocational Qualifications (SVQs) or Competency Based Qualifications (CBQs). SVQs and CBQs are work-based qualifications based on National Occupational Standards of competence drawn up by representatives from each industry sector. They are made up of units – normally between six and ten – which break a job down into separate functions reflecting the different kind of activities of a job. SVQs and CBQs are available at a range of levels – although most are at SCQF Levels 5, 6 and 7 (SVQ Level 2 and 3). When someone has achieved an SVQ or CBQ, there is a guarantee that they have the skills and knowledge needed to do their job.

### Core Skills

Each apprentice is required to achieve the following core skills:

Communication	SCQF 5
Working with others	SCQF 5
Problem Solving	SCQF 5
Information and Communication Technology	SCQF 5
Numeracy	SCQF 5

The Communication, Working with Other's and Problem Solving Core Skills are fully embedded within the Business and Administration SVQ at SCQF Level 6 core units and do not require separate certification. The Information and Communication Technology and Numeracy Core Skills must be separately assessed and certificated.

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

A minimum of one separately certificated outcome is required:

- Another optional unit from the Business & Administration SVQ at SCQF Level 6
- A unit from the Accounting, Customer Service, Finance, IT User and Team Leading SVQs or Competence based qualifications at SCQF Level 5 or above
- A unit from any other relevant SVQs or Competence based qualifications at SCQF Level 5 or above agreed in writing by the Training Provider and Skills CFA (please note that Business & Administration SVQ at SCQF Level 5 units or the full Business & Administration SVQ at SCQF Level 5 can no longer be used as an enhancement)
- One Core Skill at a higher level
- Relevant short courses at a suitable level
- A unit from PC Passport, basic or advanced ECDL or part ECDL (three or more modules of ECDL)
- Employer-devised training programmes (endorsed by Skills CFA)
- A Unit or module from a relevant professional qualification.

## Optional Outcomes

Skills CFA encourages the achievement of additional awards, qualifications and training, where relevant

## Registration and certification

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

Skills CFA  
 Unit 110 Print Rooms  
 164 - 180 Union Street  
 London  
 SE1 0LH  
[info@skillscfa.org](mailto:info@skillscfa.org)  
 Tel: 020 7091 9620

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)).

Skills CFA 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.

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.

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 with 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.

There are no specific sectoral or cross sector requirements for entry on to the Business Administration Modern Apprenticeship Framework at SCQF Level 6

## 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. A sample SSC Training Agreement is set out in Appendix 3.
3. SSC Training Plan - this plan outlines the selected outcomes and the expected duration of the apprenticeship. In cases where funding is offered by SDS, the SDS Training Plan will be sufficient on condition that it contains all relevant information as set out in the Sample Training Plan at Appendix 3. Training Plans may be modified to reflect changing circumstances; however it is essential that the SSC is notified of any changes.

## Employment status of 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.**

All Modern Apprentices must have a demonstrable need to acquire **significant new knowledge and skills** to fulfil their job role. The modern apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills.

## Terms and conditions of employment

In order to compete with other sectors offering 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.

## List of Training Providers

Aberdeen & Grampian Chamber of Commerce  
AD Services Scotland Ltd  
Angus Council  
Ardlin Training  
Argyll Training  
Borders College  
BT Group PLC  
Capita Talent Partnerships  
CBT Ltd  
CITB Glasgow  
Clackmannanshire Council  
Comhairle Nan Eilean Siar  
Cothrom Ltd  
Crawley Consultants  
Crown Office & Procurator Fiscal Service  
Customised Training & HR Services Ltd  
Direct Partners Ltd  
Dumfries & Galloway College  
Dumfries & Galloway Council  
Dundee and Angus College  
Dundee and Angus College (Arbroath Campus)  
East Ayrshire Council  
East Renfrewshire Council  
Falkirk Council  
Fife College  
First4Skills Ltd  
Forward Training Partnership Ltd  
G1 Group PLC  
Galloway Training Ltd  
Genius People  
Glasgow City Council  
Glasgow Clyde College  
Glasgow Council for the Voluntary Sector (GCVS)  
Glasgow Housing Association  
GMD Community Services  
GTG Training Ltd  
Impact Results Ltd  
Intec Business Colleges  
Intraining Group Ltd  
Inverclyde Council  
Inverness College  
ITCA Limited  
ITEC Integrations Ltd  
Jackson Mills Associates Ltd  
JB Management Ltd  
Jobs & Business Glasgow  
Kwik Fit Financial Services  
Learndirect (JHP)  
Life Skills Centres Ltd  
Limelight Careers Ltd  
MI Technologies Ltd  
Microcom Training  
Minerva People Limited

Moray Council (Moray Training)  
Muir Slicer Associates Ltd  
New College Lanarkshire  
North Ayrshire Council  
North East Scotland College  
Oaks Training & Development Ltd  
Perth & Kinross Council  
Perth College  
Peterhead Engineers Development Limited  
Polaris Learning Ltd  
Pulteneytown Peoples Project  
QA Ltd  
Quest (Scotland) Ltd  
Rathbone - Dundee  
Raytheon Systems Ltd  
Recruitment Training (Edinburgh) Ltd  
Renfrewshire Council  
Rewards Training - Glasgow  
Robson Associates Ltd  
RT Resources Ltd  
Safety Training Solutions Ltd  
Shetland College  
Sixth Sense Training  
South Ayrshire Council  
South Lanarkshire Council  
Splash Services  
SSVQ  
Strathearn Training  
The Tell Organisation Ltd  
Train'd Up  
Training Direct Ltd  
Training for Travel Ltd - liquidation  
Training Initiatives  
Unique Solutions  
University Of Glasgow  
University of Strathclyde  
VERG Ltd  
West College Scotland (Clydebank)  
West College Scotland (Reid Kerr)  
West Dunbartonshire Council Employability Service  
West Highland College UHI  
West Lothian College  
XL Training Ltd  
You Train Ltd

## Delivery of Training for the Modern Apprenticeship in Business Administration

### Work-based training

#### Delivery and assessment method

Evidence generated at work by carrying out relevant tasks provides the most direct proof of competence. For this reason, the identification, generation and interpretation of such evidence is the primary method of assessment for the competency units.

The most effective way of assessing competence, is through direct observation of the learner. Assessors must make sure that the evidence provided reflects the learner's competence and not just the achievement of a training programme. Where observation is needed to obtain assessment evidence, this must be carried out against the competence unit assessment criteria. Best practice would require that such observation is carried out by a qualified Assessor. If this is not practicable, then alternative sources of evidence may be used.

It is recommended that a holistic approach to assessment is adopted and all evidence submitted by the learner wherever possible is assessed for more than one competence unit.

Please see Skills CFA Assessment strategy for more information.

### Skills required by training providers delivering the training

#### Assessors

The primary responsibility of an Assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria.

It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates.

To be able to assess candidates, Assessors must:

- be "occupationally competent". Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed;
- AND ONE OF EITHER OF THE FOLLOWING**
- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;
- OR**
- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any Assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period; AND have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process.

It is the responsibility of approved centres to select and appoint assessors.

#### Internal quality assurer (IQA)

A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQAs

IQAs must:

- be "occupationally competent". IQAs must demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business;
- AND ONE OF EITHER OF THE FOLLOWING**
- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards;

**OR**

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, their decisions must be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout their training period; AND demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

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

Delivery of underpinning knowledge is through the units that are within the Business and Administration SVQ qualification.

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

Underpinning knowledge is achieved through the units that are within the Business and Administration SVQ qualification (core and optional units). This component is not separately certificated, but certificated as a part of the overall SVQs.

**Delivery and assessment method**

The delivery and assessment of off-the-job training is flexible. The method used will be decided by the employer, the training provider and the apprentices, as part of the apprentice's individual training plan.

**Exemptions**

N/A

**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

Skills CFA undertook a consultation with employers, training providers and other key stakeholders during November 2016 to review the current Business Administration Modern Apprenticeship (BAMA) frameworks. In particular, all of the mandatory outcomes of the BAMA frameworks, apart from the Business Administration SVQs, were reviewed to ensure they continue to meet employer's needs in Scotland, are fit for purpose and offer an up to date and relevant programme of qualifications and training for Scotland.

The survey has given employers, providers and other key stakeholders an opportunity to provide their feedback on the content of the revised Business Administration Apprenticeships.

### The Business Administration online survey

Skills CFA developed an online Survey entitled 'Modern Apprenticeship Reviews 2016' and this ran from 2 November to 25 November 2016. It was a combined Business Administration/Customer Service survey with separate questions focusing on the BAMA and CSMA frameworks as a lot of the employers, training providers and key stakeholders are the same for both frameworks. We posted a link to the Survey via our twitter page that has over 3860 followers and included a link to the survey on the Skills CFA website. Various contacts in Scotland were also sent information on the review and were asked to share the link to the survey within their networks to ensure a significant number of employers in Scotland had the opportunity to participate in the Business Administration Apprenticeships review consultation process. Finally, we also sent a link to the survey via email to all of the current BAMA Centres (111) working with Skills CFA in Scotland and asked them to circulate the link to their employer contacts.

83 responses were received for the BAMA part of the survey, with 80 named individuals responding to the online survey. Skills CFA policy is to allow those who do not want to show participant details in the survey to remain confidential to Skills CFA only. Not all respondents answered every question, therefore the total number of respondents (TNR) will vary for each question. Please note we are sharing the names of organisations that participated in the survey in confidence with the Modern Apprenticeship Group.

### Main Headline Results of BAMA Survey

- 57% of responses were from employers or employers who are also training providers
- 45% of responses were from micro or small organisations, 40% from large organisations and 13% from medium sized organisations
- 44% of responses to the BAMA survey were from the public sector, 36% were from the private sector and 18% were from voluntary/charity organisations
- Organisations across a range of sectors took part in the survey, including Government (25%), Financial, insurance & other professional services (15%); Education (10%), Wholesale and retail trade (10%); Hospitality, tourism and sport (5%); Information and communication technologies (5%); Manufacturing (5%). 25% of participants selected the 'Other' category
- All Scottish regions were represented in the consultation
- 93% of those who responded have used the Business Administration MA frameworks before
- 97% of respondents agreed that the Business administration qualifications help to raise skills levels and improve the Scottish economy 84% of respondents agreed with the proposal to raise the Communication, Numeracy and ICT Core Skills to SCQF Level 4 within the BAMA at SCQF Level 5 and 82% of respondents agreed with the proposal to raise the Communication, Numeracy and ICT Core Skills to SCQF Level 5 within the BAMA at SCQF Level 6
- 69% and 70% of respondents think that the mandatory enhancements should remain the same in the BAMA

at SCQF Level 5 and 6

### **MA Review Webinar– December 2016**

We invited employers, training providers and other key stakeholder to a webinar to discuss any questions they had on the outcomes of the Business Administration and Customer Service MA reviews. The webinar was held on 1 December 2016. The following people participated in the webinar:

- Skills CFA (webinar host and presenter)
- City & Guilds
- SQA Awarding Body
- Tell Organisation
- Learn Direct

The Agenda for the MA Review Webinar was as follows:

1. Welcome and Introductions
2. Overview of Modern Apprenticeships, the BA review and the review process
3. Presentation and discussion on proposed changes to BAMA frameworks
4. Actions and next steps
5. Any other business

### **Engagement of Scottish Trade Unions**

We have engaged and consulted the Scottish Trades Union Congress (STUC) in the BAMA review, as follows:

- We sent a copy of the survey link to the STUC and asked for this to be forwarded to trade unions in Scotland. We also had a separate discussion with the STUC representative, during which, they confirmed that the MA review survey link had been shared with other trade unions in Scotland.
- We have invited the STUC to share any concerns they have regarding the reviews and have not received any feedback that they have concerns

### **Key Findings – Mandatory Outcomes**

#### **Business & Administration SVQs**

We did not consult on the Business Administration SVQs during this consultation.

#### **Core skills**

Skills CFA have consulted on the Core Skill Levels within the SCQF Level 6 framework. The majority of employers and key stakeholders agree that the Core Skills within the BAMA framework should be raised to be in line with the minimum required level as set by the Modern Apprenticeship Group. Therefore, the Core Skills in the revised BAMA framework at SCQF Level 6 will be set at the following levels:

- Communication at SCQF Level 5
- Numeracy at SCQF Level 5
- Information and Communication Technology at SCQF Level 5

- Problem Solving at SCQF Level 5
- Working with Others at SCQF Level 5

### Enhancements

70% of those who responded should think that mandatory enhancements should remain the same for the BAMA 3 (SCQF level 6).

Therefore the mandatory enhancement profile will remain the same within the revised BAMA 3 (SCQF level 6) framework.

### Core skills mapping

We have mapped the Communication Core Skills to the mandatory units of the Business Administration SVQs 3 (SCQF Levels 6), and we think they map sufficiently. Therefore, for the revised BAMA at SCQF level 6, the following Core Skills are fully embedded within the mandatory SVQ and do not require separate certification:

- Communication at SCQF Level 5
- Problem Solving at SCQF Level 5
- Working with Others at SCQF Level 5

## Career progression

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

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

- Administration clerk
- Administration team leader
- Administrator
- Executive officer
- Office supervisor
- Secretary

There are various possible progression routes from the Modern Apprenticeship, including:

- Business & Administration Technical Apprenticeship at SCQF Level 8
- Another Technical or Professional Apprenticeship in another cross sector area such as Management
- Business related HNCs (SCQF Level 7)
- Business related HNDs (SCQF Level 8) with possible progression to a full Honours Degree
- Professional qualifications (SCQF Level 7 and above).

## 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 Federation for Industry Sector Skills and Standards website <http://fiss.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>	

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

Core Skills <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**

Additional units (if any) <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)			

**Summary of Modern Apprentice’s accredited prior learning:**

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

Skills CFA  
Unit 110 Print Rooms  
164 - 180 Union Street  
London  
SE1 0LH  
[info@skillscfa.org](mailto:info@skillscfa.org)  
Tel: 020 7091 9620