



A

**MODERN APPRENTICESHIP**

IN

**Business and Administration Level 2  
at SCQF level 5**

**FRAMEWORK DOCUMENT  
FOR  
SCOTLAND**

**Skills CFA**

**Approved November 2009  
(updated March 2016 )**

Skills CFA  
Unit 110, Linton House  
164-180 Union Street  
London  
SE1 0LH



## **Contents**

<b>1</b>	Modern Apprenticeships in Scotland	<b>3</b>
<b>2</b>	Modern Apprenticeships in Business and Administration Level 2	<b>4</b>
<b>3</b>	Summary of Framework	<b>5</b>
<b>4</b>	The Framework	<b>6</b>
<b>5</b>	Registration and certification	<b>8</b>
<b>6</b>	Recruitment and selection	<b>9</b>
<b>7</b>	Equal opportunities	<b>9</b>
<b>8</b>	Health and safety	<b>10</b>
<b>9</b>	Contracts	<b>10</b>
<b>10</b>	Employment status of Modern Apprentices	<b>10</b>
<b>11</b>	Terms and conditions of employment	<b>10</b>
<b>12</b>	Training and development	<b>10</b>
<b>13</b>	Consultation	<b>12</b>
<b>14</b>	Career progression	<b>13</b>

## **Appendices**

Appendix 1	Stakeholder Responsibilities	14
Appendix 2	Modern Apprenticeship Centres (MACs)	17
Appendix 3	Training Agreement and Training Plan	18

# 1 Modern Apprenticeships in Scotland

## **What are Modern Apprenticeships?**

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

## **Who develops them?**

Modern Apprenticeships are developed by Sector Skills Councils (SSCs). SSCs consult with employers and key partners in their sector to produce a training programme, which meets the needs of employers.

## **Who are they for?**

Modern Apprenticeships are available to employees aged 16 or over. Employees need to demonstrate to their employer that they have the potential to complete the programme.

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

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

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

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

## 2 Modern Apprenticeships in Business and Administration Level 2

The key purpose of Administration as defined by the CfA is to:

‘Provide business support systems, services and resources that assist the organisation to set and achieve its objectives, and continuously improve its performance for customers within an ethical and legal framework’

We know through extensive Labour Market Intelligence that Administration is a function that permeates all organisations (including small and medium enterprises (SMEs) and large organisations) across all industry sectors. At its broadest level, it is the organisation of work. In 2007 there were 350,000 administrators in Scotland, which account for 13% of the Scottish workforce.

It follows that a high quality administrative function is essential to all businesses and organisations, whatever their product, function or sector.

It is vital that 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 Business and Administration Modern Apprenticeship (BAMA) Level 2 framework provides modern apprentices and employers with skills and competencies required to be an effective Business Administrator.

### Administration as an Occupation

Business Administrators at this level 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. Job titles for Business and Administration Modern Apprentices could include:

- Administration Assistant
- Clerical Assistant
- Data Entry Clerk
- Filing/Records Clerk
- Junior Secretary
- Office Clerk
- Receptionist

(These example job titles have been taken from the CfA 2007 Business and Administration Occupational Map research, 2008).

### Projected total net demand for administrative and secretarial staff in Scotland, 2007-2017

	<b>Total employment (2007)</b>	<b>Expansion demand</b>	<b>Replacement demand</b>	<b>Job openings (2017)</b>
<b>Administrative &amp; Secretarial</b>	350,000	4,000	135,000	140,000
<b>Administrative &amp; Secretarial as % off all occupations</b>	13%	5%	15%	14%
<b>All occupations</b>	2,628,000	84,000	922,000	1,006,000

The slight predicted growth in the size of the administrative and secretarial market combined with the large replacement demand means that administrative and secretarial occupations shall require 140,000 new entrants into the area by 2017. Job openings in administrative occupations are forecast to account for 14% of all job openings.

### 3 Summary of Framework

Diagram showing the contents of the Modern Apprenticeship in Business and Administration Level 2

#### **Mandatory outcomes**

**SCQF 5 SVQ Level 2 or above**  
*The following SVQ(s) must be achieved:*

- Business and Administration SVQ 2 GL11 22 (Pearson Education Ltd)

or

- Business and Administration SVQ 2 GA4L 22 (C&G)

or

- Business and Administration SVQ 2 GK6X 22 (SQA)

**Core Skills**

• Communication	SCQF 3	Ref: F425 04*
• Working With Others	SCQF 4	Ref: F42N 04*
• Problem Solving	SCQF 4	Ref: F42J 04*
• Information Communication Technology	SCQF 3	Ref: F42D 04*
• Numeracy	SCQF 3	Ref: F429 04*

The Communication, Working with Others and Problem Solving Core Skills are fully implicit within the Level 2 Business and Administration SVQ core units and do not require separate certification. The Information and Communication Technology and Numeracy Core Skills must be separately assessed and certificated.

*\*Reference numbers are for SQA core skills. Equivalent core skills from other awarding bodies may also be used.*

## Enhancements

At least one separately certificated outcome chosen from the list provided by the CfA. The Enhancement may include:

- Another optional unit from the SVQ 2 or SVQ 3 in Business and Administration
- A unit from the Accounting, Customer Service, Finance and IT User SVQs at level 2 or above
- A unit from any other relevant SVQ at Level 2 or above agreed in writing by the Training Provider and the CfA
- One core skill at higher level than specified in the framework
- Relevant short courses at a suitable level with a minimum of 10 Guided Learning Hours (GLH)
- A unit from PC Passport, basic or advanced ECDL or part ECDL (three or more modules of ECDL)
- Employer-devised training programmes (endorsed by CfA).

## Optional Outcomes

### Additional SVQ Units/Qualifications/Training

N/A

## 4 The Framework

The mandatory and optional content of the Modern Apprenticeship in Business and Administration Level 2 is as follows:

### Mandatory Outcomes

#### 1 SVQ(s)

Each apprentice is required to achieve the following Qualification:

- Business and Administration SVQ 2 GL11 22 (Pearson Education Ltd)
- Business and Administration SVQ 2 GA4L 22 (C&G)
- Business and Administration SVQ 2 GK6X 22 (SQA)

Scottish Vocational Qualifications (SVQs) are work-based qualifications, which are based on National Occupational Standards of competence drawn up by representatives from each industry sector. SVQs are made up of units – normally between six and ten – which break a job down into separate functions

reflecting the different kinds of activities of a job. SVQs are available at five levels – although most are at level 2 and level 3. When someone has achieved an SVQ, there is a guarantee that they have the skills

and knowledge needed to do their job. All Scottish Modern Apprenticeships must contain a relevant SVQ or equivalent qualification.

## **2 Core Skills**

Each apprentice is required to achieve the following core skills:

- |                                       |        |               |
|---------------------------------------|--------|---------------|
| • Communication                       | SCQF 3 | Ref: F425 04* |
| • Working With Others                 | SCQF 4 | Ref: F42N 04* |
| • Problem Solving                     | SCQF 4 | Ref: F42J 04* |
| • Information CommunicationTechnology | SCQF 3 | Ref: F42D 04* |
| • Numeracy                            | SCQF 3 | Ref: F429 04* |

The Communication, Working with Other’s and Problem Solving Core Skills are fully implicit within the Level 2 Business and Administration SVQ core units and do not require separate certification. The Information and Communication Technology and Numeracy Core Skills must be separately assessed and certificated.

*\*Reference numbers are for SQA Core Skills. Equivalent Core Skills from other awarding bodies may be used.*

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

## **3 Enhancements**

This framework must contain one mandatory enhancement which is relevant to the learner’s job role, as detailed above.

## **Optional Outcomes**

N/A

## **5** Registration and certification

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

Skills CFA  
Unit 110 Linton House  
164 - 180 Union Street  
London  
SE1 0LH

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.



## 6 Recruitment and selection

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

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

Whatever qualifications and attributes are used to determine an applicant's suitability, the CfA regards it of the utmost importance that all apprentices recruited have both the ability and the commitment to achieve all of the outcomes of the apprenticeship.

## 7 Equal opportunities

Modern Apprenticeships should ensure that there is equality of opportunity for all and any barriers (real or perceived) are addressed to support anyone seeking to enter employment to undertake the Modern Apprenticeship.

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

## **8 Health and Safety**

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

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

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

## **9 Contracts**

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

- 1 Contract of employment signed by the employer and the Modern Apprentice.
- 2 SSC Training Agreement - this agreement outlines the basis of the modern apprenticeship, refers to the contract of employment and includes Health and Safety responsibilities.
- 3 SSC Training Plan - this plan outlines the selected outcomes and the expected duration of the apprenticeship. In cases where funding is offered by a SDS area office, the SDS Training Plan will be sufficient on condition that it contains all relevant information as set out in the MA Training Plan at Appendix 2. Training Plans may be modified to reflect changing circumstances, however it is essential that the SSC is notified of any changes.

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

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

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

In order to compete with other sectors offering Modern Apprenticeships, attractive packages will need to be developed by employers in the sector. The terms and conditions of employment for individual Modern Apprentices will be agreed between the employer and the apprentice and should form the contract of employment.

## **12 Training and development**

### **Delivery**

Training delivery can take many forms under the Modern Apprenticeship system. Some organisations may become approved SVQ Assessment Centres; others may join a consortium or use peripatetic assessors. Some large employers will be able to complete all the training and development in-house, but most employers will find that some of the training and development will have to take place away from the normal workplace. In particular the underpinning knowledge requirements are often more suited to delivery by outside training providers which might include:

- private training organisations
- colleges / universities
- other employers

Such knowledge could be delivered through training courses or through open/distance learning packages.

The option of sharing training and assessment resources amongst a cluster of employers (or across the divisions of a larger employer) will be particularly appealing to those firms which do not have the resources to provide all of the training and development. Assessment can be provided by these bodies, but the assessors and the training centre must be approved by the awarding bodies for the SVQ and Core Skills where appropriate.

### **The 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.

# 13 Consultation Process

The CfA undertook a thorough consultation with employers, training providers and key stakeholders between January and February 2009 to for the development of the Level 2 Business and Administration Modern Apprenticeship (BAMA) framework .

The CfA used a variety of research methodologies (as detailed below) to ensure that the information and views collected are valid and reliable and can be used to inform the design of Level 2 BAMA framework.

## **1. Consultation with Employers, BAMA Centres and Key Stakeholders**

### **2.1 Telephone Interviews with Employers**

The CfA commissioned a research company to carry out telephone interviews with small, medium and large employers in Scotland (including the Highlands and Islands of Scotland) to obtain their views on the Level 2 BAMA framework including the content and structure of the framework.

Interviewers guided employers through the interview script which had the following four sections and provided Scottish employers with an opportunity to influence the shape of the revised BAMA framework:

- You and Your Organisation
- Business and Administration Training
- Recruitment
- Using the BAMA framework
- Not using the BAMA framework

253 Scottish employers across a range of sectors were interviewed.

### **2.2 E-consultation with BAMA Centres and Key Stakeholders**

The CfA carried out an e-consultation with training providers and key stakeholders to obtain their views on the Level 2 BAMA framework including the content and structure of the framework. This e-questionnaire was disseminated to approximately 100 BAMA assessment centres and key stakeholders. Of the 100 e-questionnaires that were disseminated, 5 were returned. This is a response rate of approximately 5%. The analysis of the training provider and key stakeholder e-consultation can be found within the findings section of this report.

### **2.3 Workshops with BAMA Centres and Key Stakeholders**

Level 2 BAMA consultation workshops were held during February in the following locations of Scotland:

- Glasgow (18 February 2009)
- Edinburgh (19 February 2009)

The discussions that took place during the interviews focused on the content of the BAMA framework, barriers to access and progression opportunities that the framework presents.

### **2.4 Telephone Interviews with Awarding Body Representatives in Scotland**

The CfA carried out telephone interviews with the lead external verifiers (EVs) for all Business and Administration SVQ awarding bodies in Scotland. The following lead EVs have been interviewed as part of this review:

- City and Guilds
- EDI
- SQA

### **2.5 Consultation with Scottish TUC**

As Business and Administration is a cross sector area, it has representation throughout a myriad of Unions. The CfA consulted the main trade unions representing staff in administrative posts. This was done through the STUC Lifelong Learning Manager who used a questionnaire devised by the CfA to gather information from the unions concerned.

The discussions that took place during the interviews focused on the proposed content of the Level 2 BAMA framework, barriers to access and achievement and progression opportunities that the framework presents.

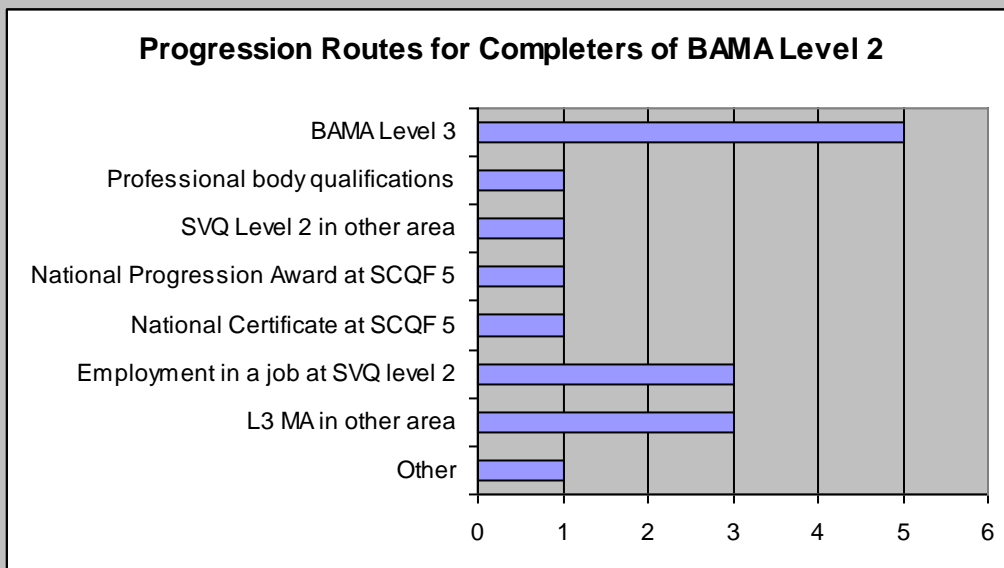
# 14 Career progression

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

After completion of the BAMA Level 2, administrators have the option to either develop their career through horizontal progression and within their current roles, e.g. taking on more specialised tasks or continue on a natural and vertical progression by following the route from BAMA Level 2 to a BAMA Level 3.

Key findings from the consultation phase have highlighted additional options for vertical and horizontal progression routes. Employers saw the BAMA framework as a way of training their existing administrators. The BAMA framework provides a variety of business benefits for organisations if they use this framework a way to train and upskill their administration employees. These business benefits need to be promoted more widely.

The chart below gives an indication of the most popular progression route for those who complete the Level 2 BAMA framework.



The main professional body that serve the needs of Business Administrators at this level is the Institute of Professional Administrators (IPA).

As Business Administrators progress within their careers to higher level Administration roles the following professional bodies become of interest:

- Institute of Administrative Management (IAM)
- Institute of Chartered Secretaries and Administrators (ICSA).

There are also a number of professional bodies offering qualifications for specialist administrators and these are:

- Association of Medical Secretaries and Receptionists
- Association of University Administrators
- Chartered Institute of Management
- Chartered Institute of Personnel and Development
- Institute of Agricultural Secretaries and Administrators
- Institute of Legal Executives
- The Paralegal Association.

## 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 SVQs or SVQ units. These qualifications are accredited by the SQA Accreditation and the Office of the Qualifications and Examinations Regulator (Ofqual) and are offered by Awarding Bodies.

It is the responsibility of the Awarding Bodies to ensure that centres are approved, that assessors and verifiers are suitably qualified, trained and monitored, and that all of the assessment criteria of the SVQs and SVQ units are fully met.

## Role of the Training Provider

The role of the training provider is important to the success of the Modern Apprenticeship. A training provider can be a further education college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

### Training Providers are responsible for:

- Confirming an appropriate MA programme for candidates
- Agreeing the training needs of the candidates
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and defining roles and responsibilities for this with relevant parties
- Ensuring trainee/candidate has access to the best quality training opportunities available
- Ensuring that the Modern Apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering of MA candidates with the relevant SSC (and Skills Development Scotland if appropriate).
- Compiling and agreeing assessment schedules/assessment plans
- Judging performance evidence
- Completing assessment records
- Reviewing candidates progress at regular intervals
- Submitting records and evidence for moderation
- Advising the Modern Apprentice who to approach for support, advice, encouragement and in case of complaint

## Role of Modern Apprenticeship Group (MAG)

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

### MAG is responsible for:

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

## Role of the Employer

Employers' responsibilities include:

- Paying all Modern Apprentices in accordance with company policy and in line with current legislation
- Agreeing roles and responsibilities for on the job training
- Agreeing where off the job training will be required and define roles and responsibilities for this with relevant parties
- Highlighting opportunities for the Modern Apprentice to demonstrate competence
- Meeting with Trainers, Assessors, Verifiers and the Modern Apprentices to review progress
- Witnessing candidate performance and verifying evidence
- Releasing Modern Apprentices for college/off-the-job training in line with training plan
- Ensuring the experience, facilities and training necessary to achieve the outcomes of the training plan.
- Supporting and encouraging Modern Apprentices and rewarding achievement
- Taking responsibility for the Health & Safety of Modern Apprentices.

### **Role of the Modern Apprentice**

Modern Apprentices have the same responsibilities to their employer as any other employee. In addition they have a range of commitments to their training programme.

#### **Modern Apprentices' responsibilities include:**

- Observing the company's terms and conditions of employment
- Agreeing a training/development plan with all parties involved
- Undertaking development in line with agreed training plan
- Attending meetings with trainers, assessors and verifiers as required
- Attending college/off-the-job training where required
- Providing evidence of competence
- Developing a collection of evidence (portfolio) and retain ownership of this throughout
- Behaving in a professional manner throughout



## Appendix 2

### Modern Apprenticeship Centres (MACs)

Modern Apprentices may only be registered through organisations approved by the 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(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 SVQ(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>SVQ 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>SVQ 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)			
	(specify unit)			
	(specify unit)			
	(specify unit)			

**Summary of Modern Apprentice's accredited prior learning**

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

Skills CFA  
Unit 110, Linton House  
164-180 Union Street  
London  
SE1 0LH

0207 091 9620