



A

MODERN APPRENTICESHIP

IN

Engineering

FRAMEWORK DOCUMENT
FOR
SCOTLAND

Semta

Amended Nov 22

Semta
Unit 2 – Orient Centre
Greycaine Road
Watford
Hertfordshire
WD24 7GP



Scottish Modern Apprenticeship Framework in Engineering
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Amendments to this framework

Version	Date of Change	Amendment	Comments
6.0	20 January 2020	Revised and updated Framework document created	Full consultation and new proposal document Completed
6.0	20 January 2020	New PEO SVQ Qualifications added codes updated	New codes issued by SQA / EAL due to old qualifications entering its lapsing period
6.0	20 January 2020	New PDA qualifications added to Mandatory Enhancement section	New provision added- PDA qualifications.
6.0	20 January 2020	New professional Qualification outputs and options added to Mandatory Enhancement section	BINDT CAA (EASA Part 66 modules)
6.1	17 February 2020	SCQF reference added to Alternate Mandatory Enhancements section	SCQF minimum level for NDT provision qualified
6.1	17 February 2020	PDA reference added to the mandatory Enhancements section	Guidance on the use of PDA awards provided
6.1	17 February 2020	Table relating to routes and timescales amended	SVQ levels updated and accelerated routes updated
6.2	31 August 2021	SVQ Qualifications lapsing dates	Amended and updated to reflect extensions to SVQ provision
6.3	22 August 2022	SVQ Qualifications numbers and lapsing dates changed	Amended and updated revised and replaced SVQs
6.4	8 November 2022	EAL Fabrication and Welding qual updated.	Amended and updated revised and replaced SVQs

This framework document is a controlled document. The latest version can be found on the Skills Development Scotland website here:

<https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/modern-apprenticeships/modern-apprenticeship-frameworks/>

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Modern Apprenticeships in Scotland

What are Modern Apprenticeships?

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

Who develops them?

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

Who are they for?

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

What's in a Modern Apprenticeship?

In Scotland, there are more than 70 different Modern Apprenticeship Frameworks and they are all designed to deliver a training package around a minimum standard of competence defined by employers through SSCs. 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 in Engineering are given in the next section.

Modern Apprenticeships in Engineering

MA Engineering Framework Rationale

1.1 Introduction

Over 3,000 apprentices have completed the Modern Apprenticeship Framework in the last 3 years. The Framework is well established, but it has not been fully revised since 2016 (it was amended in 2018). Since then the sector, and employer needs have changed significantly. Semta have worked closely with industry partners to revise this Modern Apprenticeship in Engineering Framework. This proposal summarises how the revised Framework will help to address some of the key issues facing the Engineering sector.

The Engineering sector in Scotland is dynamic and fast changing sector that is hugely important to the Scottish economy. Engineering is a truly global industry and demand for skilled and qualified engineers is increasing - not just in Scotland, but also in the UK, Europe and beyond.

However, in Scotland and the UK, employers continue to report shortages of skilled engineers. If not addressed these skills shortages may restrain growth in the Scottish economy; global companies could relocate or recruit elsewhere, and companies in Scotland may not be able to source the skilled staff they need to remain competitive and productive.

Engineering UK's *The State of Engineering Report (2018)* identifies the apprenticeship pipeline as one of the most important ways of increasing the talent pool of UK engineers. It notes that Frameworks must be easy to understand and provide apprentices with the skills that employers need now and in future. Semta has worked closely with stakeholders to ensure revisions to this Framework meet employer expectations. It will continue to support the implementation of the Framework to ensure its benefits are clear to potential apprentices, their families and employers.

The expected rise in apprentice numbers (resulting from the Framework's review) will contribute to meeting the key performance indicator of increasing STEM apprenticeships set out in Scottish Government's *STEM Education and Training Strategy (2017)*. The changes to the Framework will ensure more apprentices are qualified for work in the global world-class engineering companies of the future.

1.2 Scope and value of the Engineering sector in Scotland

Engineering UK's *The State of Engineering Report (2018)* distinguishes between **core** engineering jobs and **related** engineering jobs.

The **core** jobs include civil, mechanical, production and process, design and development, electrical and electronic engineers – all of whom clearly use engineering skills and knowledge. In addition, the core group includes other jobs that use engineering skills consistently including those directly attributed to fabrication. **Related** engineering jobs include those that combine some engineering skills with other skills, the oil and gas extraction and renewable energy sectors are good examples. Both core and related engineering occupations increasingly require staff skilled at higher levels to meet demands of changing technology, engineering and manufacturing practices.

The combined footprint of core and related engineering sector provides jobs for a large proportion of the working population in the UK. In 2016, one in five people (18.9% of the working population) were employed in an engineering enterprise.

Skills Development Scotland's (SDS) *Sector Skills Assessment 2019*, shows that some **76,600** people are employed in core and related occupations in the Scottish Engineering sector. SDS reports that Engineering provides £9,804 million of Gross Value Added (GVA) to the Scottish economy. This (Engineering) GVA is predicted to rise by 18% to £11,617 million by 2029; it confirms that Engineering will continue to be of high value to Scotland's economy, both now and in the longer term.

The diagram shows the top employing engineering occupations in Scotland for 2019.



Size of establishment by sector in Scotland

The profile of Employers in the sector show that the Engineering sector contains a high proportion of micro businesses employing between 1-10 people (92% in engineering compared to 84% for all industries in Scotland). The mature Engineering sector has circa 3000 companies whilst those in described as Leading Edge Technology number more than 8000, with the Science sector reflecting a further 11,000 establishments.

1.3 Productivity

Enterprise and Skills Strategic Board (ESSB) report that Scotland has much lower productivity than other OECD countries. Scottish Government’s *Future Skills Action Plan (2019)* states that although Scotland’s labour market and economy have grown in recent years, growth is slower and predicted to be slower in future. Reasons for the lower productivity in Scotland are not entirely clear. But the lack of higher level, digital, innovation and employability skills are seen as contributors to the poor productivity

1.4 Skills shortages in Scotland

The SDS data in its *Engineering Current and Future skills demand* shows that 21% of all engineering vacancies are due to skills shortages.

Engineering UK’s *State of Engineering 2018* report shows that engineering skill shortages are a major issue in all UK nations. Demand for skilled engineering staff is rising but the number of suitable candidates for vacancies has declined significantly. Emerging new occupations including biotech, medical, space and cyber industries demand higher level skills from the outset and are predicted to employ very few staff in low level roles. Overall the demand for skilled engineers is predicted to increase in general especially in occupations where major infrastructure projects are driving the demand in the areas of aerospace, rail and transport and renewable energy

1.5 Up-skilling the existing workforce

The Institute for Public Policy Research (IPPR) states that the majority of the UK workforce stop participating in formal learning/training at the age of 32. As Engineering continues to change rapidly, staff that do not develop digital, employability and new technical skills will not be able to meet future employer needs. This will affect individual employment and earning prospects, as well as their employer’s productivity, competitiveness and add further skills gaps. Scotland has an ageing population which is expected to remain in the workforce for longer. In addition, future relationships with the UK, EU and global trading partners and uncertainty arising from Brexit and the future political relationships with other countries has already had some impact on the workforce according to Engineering UK and the Enterprise and Skills Strategic Board (ESSB). Fewer engineers from the EU have chosen to work and study in Scotland. The Scottish Government’s *Future Skills Action Plan (2019)* and the ESSB sees encouraging these existing workers and their employers to invest in training, skills and education as one of the major challenges and key priorities in closing the skills gap. Scotland needs to further develop the culture of lifelong learning with an emphasis on work-based learning into its workforce.

The *STEM Education and Training Strategy (2017)* sets out ambitions to reduce the numbers of employers in Scotland experiencing STEM skills shortages. Increasing attainment of SCQF level 6 STEM subjects is a key objective of the strategy which the introduction of this revised and updated Framework supports.

This Framework is flexible and includes professional qualifications as well as SVQs and core skills. The direct articulation from the Engineering Foundation Apprenticeship to this revised and updated Framework will also widen access to the Engineering Apprenticeship for senior phase school pupils alongside those who complete and the Industrial Applications Modern Apprenticeship Framework. The framework also provides a route to support those in sector in need of upskilling by recognising any previous work experience.

1.6 Sector Equal opportunities

Employers recognise the major challenges regarding equal opportunities, diversity and gender balance within the sector. Despite numerous high profile projects including the International Women in Engineering Day, women are under-represented in engineering roles. Engineering UK's 2018 data shows that women comprise 46.9% of the total UK workforce, but only 20.5% of the engineering workforce. The proportion of workers from ethnic minority groups in the UK engineering workforce is 8.1%. This is lower than in the 12% in the total UK workforce.

Recruiting more women and people from ethnic minority groups is critical to meet future demand for engineers in the UK and Scotland economies. Future changes in demographics will mean it is unfeasible for two large cohorts of the workforce to remain under-represented in engineering whilst the industry is continuing to demand more and higher skilled participants

Semta supports a number of projects to widen participation in engineering working closely with key stakeholders to continue to address equal opportunities and access. Recent work has been undertaken with Scottish Engineering, Equate, CEED and SDS in this field. This revised and updated Framework has no formal entry pre-requisites; it is accessible to all those who want to develop higher level skills in Engineering and highlights opportunities for providers to support and engage with positive inclusion practices.

Summary of Framework

Diagram showing the contents of the Modern Apprenticeship in Engineering



Mandatory outcomes

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)

SVQs or alternative competency based qualifications

Enhancements

Details of SVQ qualifications and enhancements are listed in the following table:

Foundation Phase (Must consist of 8 units of PEO (Level SCQF 5) (Mandatory - ONE qualification from below MUST be completed)			
Performing Engineering Operations	SVQ Number	Lapsing Date	Awarding Body/s
Performing Engineering Operations	GR6W 45	31/07/2025	EAL
Performing Engineering Operations	GR5N 22	31/07/2025	SQA
Sector Specific Titles (Mandatory - ONE of the SVQ qualifications listed below at SCQF Level 6 MUST be completed)			
Electrical Manufacture	SVQ Number	Lapsing Date	Awarding Body/s
Electrical Manufacture	GN5D 46	31/12/2024	EAL
Engineering Maintenance	GL2M 23	31/12/2024	EAL
Engineering Technical Support	GL3M 23	31/12/2024	EAL
Fabrication and Welding Engineering	GT26 46	31/10/2026	EAL
Fabrication and Welding Engineering	GT4T 23	31/10/2026	SQA
Installation and Commissioning	GM1T46	31/03/2025	EAL
Mechanical Manufacturing Engineering	GM1V46	31/03/2025	EAL
Aeronautical Engineering	GL3L 23	31/12/2024	EAL
Automotive Engineering	GJ9C 23	31/12/2024	EAL
Marine Engineering	GL3P 23	31/12/2024	EAL
Business-Improvement Techniques	GM1D 46	31/03/2025	EAL

Engineering SCQF Level 6 MA Framework – Enhancements (either at NC or at Higher level)			
Engineering Titles (Mandatory - ONE qualification MUST be completed)	Code Number	Lapsing Date	Awarding Body/s
NC Electrical Engineering	G988 45		SQA
NC Electronic Engineering	G98D 45		SQA
NC Engineering Practice	GD27 45		SQA
NC Fabrication and Welding Engineering	G981 45		SQA
NC Manufacturing Engineering	G982 45		SQA
NC Mechanical Maintenance Engineering	G983 45		SQA
NC Engineering Systems	GD2F 45		SQA
NC Aeronautical Engineering	G97H 46		SQA
NC Electrical Engineering	G9AF 46		SQA
NC Electronic Engineering	G9AG 46		SQA
NC Fabrication and Welding Engineering	G984 46		SQA
NC Manufacturing Engineering	G97L 46		SQA
NC Mechanical Engineering	G97J 46		SQA
NC Measurement and Control Engineering	G987 46		SQA
NC Engineering Systems	G9CC 46		SQA
Technician Pathway Titles (Mandatory - ONE qualification MUST be completed)	Code Number	Lapsing Date	Awarding Body/s
HNC Aircraft Engineering	GK79 15		SQA
HNC Automotive Engineering	G96Y 15		SQA
HNC Computer Aided Draughting and Design	GL57 15		SQA
HNC Electrical Engineering	G7TA 15		SQA
HNC Electronics	G7E8 15		SQA
HNC Engineering Practice	G86L 15		SQA
HNC Engineering Systems	G85G 15		SQA
HNC Fabrication, Welding & Inspection	G837 15		SQA
HNC Manufacturing Engineering	G83Y 15		SQA
HNC Mechanical Engineering	G840 15		SQA
HNC Mechatronics	G87L 15		SQA
HNC Measurement and Control Engineering	G88N 15		SQA
HNC Civil Engineering	GJ5E 15		SQA

HND Aircraft Engineering	GK7D 16		SQA
HND Computer Aided Draughting and Design	GL5A 16		SQA
HND Electrical Engineering	G7TC 16		SQA
HND Electronics	G7E9 16		SQA
HND Engineering Systems	G8G5 16		SQA
HND Manufacturing Engineering	G83X 16		SQA
HND Mechanical Engineering	G841 16		SQA
HND Mechatronics	G87M 16		SQA
HND Measurement and Control Engineering	G88P 16		SQA
HND Civil Engineering	GJ5K 16		SQA
PDA Industrial Automation	GR2N 47		SQA
PDA Advanced Manufacturing	GR2M 47		SQA

Alternate Enhancements

To reflect the growing demand by Employers to have Apprenticeship pathways include Professional Industry led qualifications Providers can chose to replace the Enhancement with alternate provision in following areas: -

- Those working in NDT (Non Destructive Testing) - NDT Level 2 /3 Certification in a minimum of 2 Methods to ISO 9712 / EN4179 as approved by the British Institute of NDT and with a combined total of not less than 480 Notional Learning Hours
- Those working towards Licence arrangements in Aircraft Engineering and Servicing - EASA Part 66 Modules (minimum 4) The content of the prescribed provision must be not less than 480 Notional Learning Hours)
- Where candidates choose a PDA as their enhancement the PDA should form part of a larger academic programme of no less than 480 Notional Learning Hours

Optional Outcomes

Additional SVQ Units/Qualifications /Training /

Whilst there are no other mandatory requirements for this Framework, some employers may find it beneficial to consider the Career Advancement and a progression course. It is designed to help women in traditionally male dominated industries further their careers, by analysing their current position in the workplace and identifying objectives for future progression.

Employers may add further SVQ units, qualifications or training programmes where appropriate.

Employers may add further SVQ units, qualifications or training programmes where appropriate to underpin specific employee and business needs.

Engineering Pathway

The Engineering Pathways are designed for both the traditional craft apprentice where an employer requires fully skilled practical employees, and technician level employees who operate in the area between craft activities and degree level engineers and are higher level Technicians. Those working on craft routes will be highly focused on practical skills and outputs whilst Technicians are likely to need a higher level of knowledge and analytical skills in

addition to practical skills. All pathways are designed to recognise and encompass engineering at all levels and the continuing on-going professional development required at these levels.

The Engineering Pathway also reflects and is designed to support candidates via an accelerated arrangement that recognises the growing demand for up-skilling within the workforce. This route is aimed at those with prior experience of working in an engineering environment, at unskilled/semi-skilled level. The pathway recognises previous work experience and knowledge and therefore also the reduction in time for completion of component parts of Framework and additionally the accelerated route can also provide recognition for previous qualifications. Current Training Providers who wish to offer this arrangement should contact Semta to gain prior agreement/approval before registering apprentices.

Providers should note that the final MA Certificate will only show the Engineering Pathway and not show the reference to the craft, technician or accelerated route achieved. The letter that accompanies the Certificate however will indicate the craft, technician or accelerated route achieved. Technician candidates must achieve a higher level enhancement to reflect this status.

Implementation of the Framework

On – and off –the – job learning

1. Modern Apprentices joining the programme on reaching school leaving age

Pattern of Delivery for Foundation Training Phase Component:

- It is not a requirement of the Framework that the Foundation Training Phase must take place entirely off-the-job. However, it is extremely unlikely that all aspects of the Foundation Training Phase could be satisfactorily delivered on-the-job in a production area. Continuous on-the-job training* will only be considered where the employer has a track record of successful SVQ training delivery and is fully aware of all health, safety and welfare considerations.

Acceptable patterns might include:

- A continuous block of off-the-job training
- A series of shorter blocks of off-the-job training together with periods of work-based learning in-company
- A '3-days off, 2-days on' pattern (or vice versa)
- Recruitment for a programme of off-the-job foundation training phase that has been approved by Semta.

It should be noted that initial research, including face to face interviews with engineering employers, highlighted that some employers (mainly SMEs) find it difficult to train apprentices because of the off-the-job training commitment. Therefore a pattern of '3-days off, 2-days on' or some other pattern of delivery whereby the young person spends a reasonable proportion of the Foundation Training Phase in the company may be more successful in encouraging this type of employer to participate. Since the Foundation Training Phase is intended to be just that i.e. a base of training on which to build further skills development, it is not appropriate that the Foundation Training Phase extends or overlaps to any great extent with the work based development of the skills required for the SVQ 3 or 4. Therefore, a pattern which extends Foundation Training to one year or more, on a one-day-a-week basis, would not be acceptable.

* NOTE: It is a requirement that a training plan is in place prior to all registration applications, showing all outcomes and where training is to take place during the Foundation Training Phase stage. Foundation Training must meet the criteria set out in Appendix 5.

Foundation Apprenticeships

It should be noted that with development of Foundation Apprenticeships, and implementation and delivery with senior phase learners in school that the content of Foundation Apprenticeship should be recognised as progression towards the full Modern Apprenticeship outcomes. The Foundation Apprenticeship is so designed that it incorporates components that currently sit within the Modern Apprenticeship Framework including those in the Foundation Phase. Apprentices completing the Foundation Apprenticeship would be expected to have achievements

recognised and built upon towards the completion of the full Modern Apprenticeship outcomes including a reduction of time spent in the Foundation Phase of the Modern Apprenticeship.

2. Apprentices

Individuals undertaking the Modern Apprenticeship in Engineering **MUST** complete eight units (3 mandatory and 5 optional units) of Performing Engineering Operations SVQ at Level 2, on- or off-the-job, either:

- in a similar pattern to apprentices joining the programme after reaching school leaving age
- or via:
 - the **Accelerated Pathway** as long as the adult has sufficient experience within an engineering environment.

However, where an employer believes that the individual has sufficient skill knowledge and competence for them not to require Foundation Training Phase, the Approved Training Provider should check with the appropriate Awarding Body that the candidate’s skills match SVQ Level 2 requirements and where this is the case an application should be made to the appropriate Awarding Body for recognition of prior learning.

Modern Apprenticeship Engineering Framework	
Route Outcomes and Timescales	
<ul style="list-style-type: none"> • Each learning route consists of four components: Core Skills, Foundation Training Phase, Educational and Sector Specific SVQ. • Where a candidate has previous skills/knowledge/experience/qualifications the minimum timescales shown below may be reduced. This must be agreed with Semta before MA registration. 	

Route	Core Skills	Foundation Phase	Educational	Sector Specific	Total Minimum
Craft	(SCQF Level 5)	PEO SVQ (8 Units) SCQF Level 5 Min - 6 months Max - 12 months	National Certificate As per provider	SVQ SCQF Level 6 Min - 2 years Max - 2.5 years	Minimum - 3 years
Technician	(SCQF Level 5)	PEO SVQ (2) (8 Units) (SCQF Level 5) Min - 6 months Max - 12 months	Higher National Certificate (Minimum) As per provider	SVQ SCQF Level 6 Min - 2 years Max - 2.5 years	Minimum - 3 years
Accelerated (Craft)	(SCQF Level 5)	PEO SVQ (8 Units) SCQF Level 5 Min - 3 months Max - 6 months	National Certificate Integrated with Foundation as per provider	SVQ SCQF Level 6 Min - 12 months Max - 18 months	Expected Minimum - 18 months
Accelerated (Technician)	(SCQF level 5)	PEO SVQ (8 Units) SCQF Level 5 Min - 3 months Max - 6 months	Higher National Certificate (Minimum) Integrated with Foundation as per provider	SVQ SCQF Level 6 Min - 12 months Max - 18 months	Expected Minimum - 18 months

The Framework

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

Mandatory Outcomes

SVQ(s)

Each apprentice is required to achieve the following qualification:

- PEO and one of the SCQF Level 6 SVQ’s listed on page 10

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 varying levels – although most are at SCQF level 5 and SCQF level 6. When someone has achieved an SVQ, there is a guarantee that they have the competency skills and knowledge needed to do their job. All Scottish Modern Apprenticeships must contain a relevant SVQ or equivalent competency based qualification.

Core Skills

Core Skills	SCQF Level	Separate Certification
Communication	5	Yes
Working with Others	5	Yes
Problem Solving	5	Yes
Information Technology	5	Yes
Numeracy	5	Yes

Core Skills must be separately 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 the new Nationals. Standard Grades and Highers, and from year 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.

Registration and certification

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

SEMTA
 Unit 2 – Orient Centre
 Greycaine Road
 Watford
 Hertfordshire
 WD24 7GP
 Tel: No: - 0845 643 9001
certification@semta.org.uk

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 via the MA 2 online system.** Registration can be made by completing the online registration system (MA 2 Online, www.modernapprenticeships.org/web/). 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 (Appendix 3).

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 copies of scanned certificates from awarding organisations up loaded via the MA 2 online system.

The certification body will look at each claim, when they are received in “Awaiting Certificate” section of the online system. Once authorised a certificate will be issued and dispatched. If a claim is rejected, due to insufficient or incorrect evidence, the training provider will be informed via an email that is automatically generated by the system.

The MA online support team can be contacted on 0300 303 4444 or maonline@fss.org

Requests for registration and certification for all Modern Apprentices should be through the MA 2 Online system. For framework information, rejection notices and delivery of printed certificates please contact Semta on 0845 6439001 or certification@semta.org.uk

SSC Service level

The SSC undertakes to confirm the registration of candidates via MA 2 on-line within 2 weeks providing all relevant candidate information has been correctly entered onto MA 2 On-line system.

The SSC also undertakes to issue Certificates of Completion within 10 days 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 and qualifications related both engineering or STEM based outputs would benefit those embarking on this Modern Apprenticeship framework. 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 Nationals and Highers, employers should also be aware of newer vocational qualifications or vocational activity undertaken outwith academic institutions, such as volunteering activity. In addition Semta will also recognise the Foundation Apprenticeship in engineering content as relevant progress towards the full required outcomes of the Modern Apprenticeship Framework.

The following factors may also influence the selection process:

- performance during a formal interview process
- references
- relevant work experience
- trial observation period
- completion of the Foundation Apprenticeship.
- Employers should be aware of the nature, relevance and quality of overseas 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.

Most employers and Training Providers have their own recruitment and selection criteria and procedures

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.

Employers and training providers must also actively monitor equality of opportunity and diversity procedures and take positive action where necessary to ensure equal access and treatment for all. Especially the protected characteristics related to:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Download the guidance on the Equality Act here:

<https://www.equalityhumanrights.com/en/equality-act/equality-act-2010>

Health and Safety

All aspects of Health and Safety at Work must be recognised within the delivery of this Modern Apprenticeship Framework and all statutory requirements be adhered to.

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

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

Contracts

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

- 1 Contract of employment signed by the employer and the Modern Apprentice.

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

Employment status of Modern Apprentices

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

Terms and conditions of employment

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

Training and development

Delivery

Modern Apprenticeship delivery tends to be mainly through SDS contracted organisations for the purpose but not restricted to; and the training delivery can take many forms under the Modern Apprenticeship system. Many organisations may have the ability to deliver all the components of the framework themselves including the SVQs, enhancements and core skills, and also become approved SVQ Assessment Centres and meet the prescribed criteria; others may join or form a consortium, or partner an Education institution and/or use peripatetic assessors to support their needs. Many large employers will be able to complete all the training and development in-house where their infrastructure and facilities allow for all the related practice and knowledge outputs to be delivered. However, it is likely that most employers will find that there is some requirement of the training and development to take place away from the normal workplace and will require a partnership or working relationship with an Educational Institution or Training Provider. In particular the underpinning knowledge requirements of SVQ and Academic enhancements are often more suited to delivery of these organisations which might include:

- private training organisations
- FE colleges / universities
- other employers.

Such knowledge could be delivered through training courses or through open/distance learning packages and can be delivered in variety of ways including day release, block release, part time learning or full time learning.

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 aspects of the Modern Apprenticeship content. Assessment can also 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.

Where Providers and FE Colleges work collaboratively and in partnership they will seek consistently to ensure that practical opportunities for assessment within workplace is undertaken and supported, and that emphasis in relation to access, equal opportunities, diversity and inclusion are all high priority in terms of delivery values alongside that of technical skills and knowledge.

Also, providers and FE colleges are able to work closely with employers across their geographical regions to support and offer practical guidance in respect of recruitment and selection of Modern Apprenticeships and delivery.

arrangements. Many of these also provide open days for prospective candidates, parents and other stakeholders to experience Modern Apprenticeship training.

Semta has a well-established network of 50 training providers approved to deliver the Engineering MA. These training providers range from private, Group Training Associations, colleges of FE and individual employers. Please contact Semta for an up to date list of training providers registered as Semta MA quality assured centres.

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

Consultation 2019

The SCQF Level 6 Engineering MA Framework has been in existence for some time and was last reviewed in 2016, although there have been some minor amendments year on year since. Post the introduction of the Framework in 2001 it has consistently attracted large volume registrations and it continues to be one of the most widely used MA Frameworks. Semta's registration figures show an average figure of over 1,000 apprentice registrations each year. In 2019 the figures show in excess of 1200 registrations have been made and Semta expect the numbers to grow in 2020 and subsequent years.

As part of our 2019 consultation exercise with our employers, Training Providers and Stakeholders, Semta provided the opportunity to comment on the content of the Engineering MA Framework document and its continuing fit for purpose value to the sector and industry. Like previous consultations, this highlighted that the Engineering Framework has continued to prove popular with employers in the engineering sectors as supports the following outcomes.

1. It produces apprentices of a high calibre, who are more productive than employees who have not experienced a similar training programme (e.g. Graduates)
2. It continues to deliver training directly relevant to current and emerging practices
3. The content of the MA is directly relevant to the work undertaken by apprentices once they completed their training
4. The Framework is applicable to large, medium and small employers
5. Retention and completion rates have remained consistently high (since its introduction retention/completion rates have improved consistently year on year and are among the highest of all the MA Frameworks)
6. Apprentices progress on degree value outputs from successful completion and extend themselves to higher level further study
7. The Modern Apprentice Framework lends itself successfully as a progression route from Foundation Apprenticeship and Full time FE provision and enables progression onto the new Technical and Graduate Apprenticeships programmes.

Consultation Outcomes

The consultation activity included events, meetings, and 1:2:1 dialogue with Employers and additional communications via email, skype calls, STF newsletter and agenda items at key strategic group meetings of the ESLG, ECITB Employers forum and the ADS Scotland strategic Skills Groups. In addition, all Approved Engineering Awarding Body centres were contacted as part of the consultation arrangements.

Any feedback received was recorded from all the events / meetings and from 1:2:1 employer visits, calls and wider communications and key strategic Groups.

Overall feedback and key outputs: -

In all cases the participants and groups feedback that Engineering Modern Apprenticeship was extremely robust and fit for purpose. The Framework has a successful track record and Employers are supportive of the content and its ability to meet the needs of them as individuals and the sector. Many cited that skills gained were easily transferred from one Employer to another and that content was easily recognisable and valued in any recruitment and selection processes. Overall participants did not want the content to change significantly but recognised that Advanced Technologies including, Automation, Artificial Intelligence and the increasing use of, and need for Professional and specialist skills should be recognised with the Framework.

Consultation Key Themes

- Demand for digital skills in workforce of the future to deal with new technology and Advanced Manufacturing Techniques Ensuring work practices are future proofed where possible
- Legislation which could date the Framework
- Inclusion of Professional qualifications to meet the increasing specific Employer needs
- Overall Architecture of the Framework and Content including Foundation and Academic Components

As part of the consultation process Semta again investigated the use of SVQs within the Framework with a view to rationalising the number of SVQs and Pathways within the Framework. The outcome of this particular exercise has been to reaffirm that the vast majority of the existing Framework was fit for purpose including the Foundation Training Phase of the Framework. In the development of this particular Framework version, Semta has consulted widely with employers across a range of sectors and collaborated closely with its training providers and Stakeholder Groups to ensure that the infrastructure continues to meet their needs and their ability to deliver the components of the Framework and to promote the Framework to the employer network. Therefore, Semta is confident there continues to be support for this Framework in terms of both industry and training provider support i.e. 'supply and demand', with activity at a significantly high level and a sustained quality of outcomes. Where employers have asked for qualifications not currently in the Framework, we have explored demand and suitability to ensure they were both viable and would provide a natural fit within the Engineering MA Framework. These include qualifications such as the new accredited PEO SVQs, and PDAs in Advanced Manufacturing and Industrial Automation and those Professional programmes aligned to NDT and Licence Aircraft Engineering. Through this consultation process for the re-development of this Framework and through Labour Market intelligence, Semta has received strong indicators that this Framework will remain popular across a range of sectors.

To further ease the implementation of this Framework Semta will adopt MAs on-line and expects all centres to use this when recruiting, registering and certificating candidates. Also, Semta is committed to actively promoting this Framework through a range of publicity and marketing materials that can be used externally, as well as internally

Employers

During the 2019 the following is a sample of participating Employers contacted via the consultation exercise:

- DRSL
- Rolls Royce
- Defence Munitions
- Rosti
- Oceaneering
- Babcock
- BAE Systems
- Leonardo
- Score Group PLC
- RWG Group
- Skyora
- Serimax
- Glaxo
- ADL (NFI Group)
- Doosan Babcock
- Axiom
- Applus
- Minteg
- Thales
- Raytheon
- Howdens
- Morgan Ward Group
- Oceanscan
- Trac
- GE Aviation
- Ryan Air
- Logan air

Training Providers / FE Colleges

The consultation process as detailed also included all current training providers to ensure support for this Framework. This consultation was carried out both electronically and face to face. Below is a sample of organisations that formed part of the consultation exercise:

- All Members of the ESP (Energy Skills Engineering Theme Group)
- Angus Training Group
- Dundee & Angus College
- Dumfries & Galloway College
- Glasgow Clyde College
- EKGTA
- Inverness College UHI
- Ayrshire College
- City of Glasgow College
- New College Lanarkshire
- EDETA
- Borders Training

Training Providers / FE Colleges Cont.

- MI Technologies
- North Highland College
- Forth Valley College
- Perth College UHI
- The Tell Organisation
- Moray College UHI
- University of Highlands and Islands
- Strathclyde University
- Lews Castle College

Additional Stakeholder Engineering Related Groups

Further Stakeholders Semta has additionally consulted include:

- The 50 MA Semta Engineering Approved Centres
- ESP(Energy Skills Partnership) Engineering Theme Group
- CSS Skills Group (Chemical Sciences Skills)
- ESLG (Engineering Skills Leadership Group)
- ECITB Employers Forum
- ADS Scotland Members Group
- SAFEE (Scottish Association for Engineering Education)
- Local Engineering Forums
- Scottish Training Federation
- STUC
- Scottish Engineering Employer Members
- Scottish Union Learning

In addition, there are a number of Awarding Bodies who offer the SVQs required, including EAL and SQA and these Awarding Bodies have been kept informed through regular meetings and contact in Scotland.

Semta also continues to work closely with SDS in relation to the on-going developments related to Foundation and Graduate Level Apprenticeships to ensure that they align in terms of Modern Apprenticeship Framework and progression routes to and from programmes reviewed and considered. Also, Semta works closely with SDS sector strategic employer groups as appropriate including those in the chemical and energy sectors in addition to engineering to ensure that future skill needs and changes in technology are recognised.

The consultation process and timeline:

- April – December 2019 – Continuous engagement with Stakeholder Groups, FE colleges and employers via face to face meetings, events and other communications media to review and gather views and feedback on identified key themes.
- December 2019 – Revised and updated Framework re-drafted to reflect key theme outputs and feedback and proposed amendments including updates to qualifications table.
- January 2019 – Sector, Industry Employers and Partner Stakeholder Groups contacted and informed of the proposed amendments and asked for comment and feedback on draft revised and updated Framework document including STUC and Scottish Union Learning
- January 2019 – Final amendments on draft framework received and final editing completed

Career progression

Following completion of the Modern Apprenticeship, apprentices should be able to progress via:

Progression routes related to the Modern Apprenticeship Framework will be both horizontal and vertical and could also be either within Framework or outside the Framework. For example:

Horizontal Progression – Outside Framework may constitute progression to college for full time study, full time employment at the same level of responsibility, company in-house training or same level different engineering discipline using transferable skills.

Vertical Progression - Within Framework progression may be to a higher level of Framework e.g. Technical or Graduate level Apprenticeships in Engineering and Manufacturing, a different MA OR Technical Framework using transferable skills e.g. Chemical Engineering related discipline.

Outside Framework progression to full time study to an appropriate HNC, HND or Degree, full time employment at a higher level of responsibility, company in-house training, Graduate Apprenticeship scheme are all potential opportunities for Modern Apprenticeship Candidates.

Into the Framework - progression into the Engineering MA from another MA Framework e.g. Industrial Applications, Foundation Apprenticeship in Engineering

In addition a number of employers support integrated programmes where the candidate embarks on the MA Engineering Framework programme and is already committed to progression towards degree value end as employers extend some of the MA programmes in partnership with HE institutions.

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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 (SDS)
- 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.semta.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.skillsdevelopmentscotland.co.uk/modernapprenticeships

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 SQA Accreditation 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 the 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 their programme
- Behaving in a professional manner

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 following the stated procedures and criteria as set out by SSC. In addition those criteria set by the SSC, the centre should also ensure that it 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.

Modern Apprenticeship Centres are expected to meet the guidelines and criteria for the purposes of Modern Apprenticeship delivery. Centres will be approved for a period of initially 12 months and be expected to re-new their approval on an annual basis by continuing to provide quality evidence related to their approved status.

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 other appropriate quality systems 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:

<i>Name of Employer:</i>	
<i>Name of Modern Apprentice:</i>	
<i>Name of Modern Apprenticeship Centre:</i>	

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:

<i>Employer</i>		<i>Date:</i>
<i>Modern Apprentice</i>		<i>Date:</i>
<i>Modern Apprenticeship Centre</i>		<i>Date:</i>

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 SDS Office

Name:
Address:
Telephone:
Contact:

Framework selected outcomes
Mandatory outcomes

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

Summary of Modern Apprentices accredited prior learning:

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

SEMTA
Unit 2 – Orient Centre
Greycaine Road
Watford
Hertfordshire
WD24 7GP
Tel: No: - 0845 643 9001
certification@semta.org.uk

APPENDIX 4

Centre Approval Procedure

Organisations wishing to apply to become a Modern Apprenticeship Approved Centre should complete form (see Appendix 6)

Completed documentation should be sent to: ma.exemptions@semta.org.uk

- Once the completed application is received by Semta, a member of staff will confirm that sufficient resources are available to deliver the training and that appropriate outcomes can be achieved. As part of the process Centres are required to upload evidence relating to their approval application on Semta's online system Smarter Touch for review
- Part of the approval process is to ensure that appropriate training plans will be adopted. To satisfy this, during the approval stage, sample training plans should be made available via the dedicated on-line Smarter Touch platform.
- Approved organisations are responsible for arranging any contracts that may be required, such as:
 - Between candidate and employer
 - Between training provider/employer and Skills Development Scotland (SDS)- where appropriate
 - Between organisations and relevant Awarding Bodies (for outcomes of training)
- Approved organisations are responsible for monitoring the progress of the apprentice they have registered during all components of apprenticeships (foundation, post-foundation and education) and keeping the employer informed of progress or otherwise.
- Semta will ensure the quality and consistency of training through regular monitoring activity via our on-line centre System Smarter Touch.
- Funding is at the discretion of SDS and employers/approved providers should contact SDS directly to establish the specific level of assistance
- Duration of approval
The duration of approval is for 12 months after which a centre is required to apply for re-approval. In certain instances a centre may be conditionally approved ie approved subject to certain conditions. In such cases, where centres fail to meet the set conditions within an agreed timescale, then such centres will automatically lose their approval status until the set conditions have been met and signed off by Semta.
- Centre Approval removal
The removal of centre approval will result where centres fail consistently to meet the framework requirements. Wherever possible, Semta will seek alternatives to the removal of approved status of centres through continued dialogue and development visits to centres to resolve any outstanding issues

APPENDIX 5

Foundation Training Phase Criteria

The following is based on feedback from workshops held with employers and training providers.

Objectives

- To provide guidance on content of training during early stages of foundation training.
- To ensure that the quality of training during the foundation component is assured.

The Health & Safety of candidates entering into engineering is paramount. Therefore, a fundamental requirement of centre approval is for all centres to provide sufficient evidence that appropriate measures exist to ensure candidates have an understanding of:

- health and safety
- basic practical workshop practice.

It is imperative that the quality of initial training is not compromised by the pattern of delivery of the foundation training.

Foundation training must include:

- An induction programme
- A training plan

Induction programme

As a minimum the induction plan must include:

- Information on the content and duration of the induction programme
- Information on Modern Apprenticeships and what to expect during various stages of training
- A personal training plan
- An explanation of expected outcomes (eg SVQs and college qualifications)
- The name and role of candidate's mentor
- Details of terms and conditions of employment (eg salary, attendance, sickness etc)
- Where to find facilities such as first aid, cloakrooms and toilets.
- Roles and responsibilities of the Modern Apprenticeship Training Agreement
- Training in Health & Safety, both theory and practice including hazard awareness and basic risk assessment.
- Awareness of any quality assurance procedures being used by training provider and/or employer.
- Details of Training Plan

Training Plan

The training plan is for the benefit of the candidate as well as the provider/employer. Therefore, it is essential that the candidate receives a copy of the training plan. The training plan should give details of the training to be undertaken, including:

- where the training is to take place
- who will deliver the training
- what outcomes are expected

Duration of initial training

A continuous period of 6 months off-the-job training is the preferred method of delivery for foundation training phase. However, consultation with employers has shown that some find it difficult to train apprentices because of this commitment. Therefore, other patterns of delivery have been developed as a result of the consultation process

Where an employer, with the support of an approved provider, can demonstrate that measures are in place to ensure the health & safety of a candidate then a reduced period of off-the-job training may be permissible. In such cases, Semta must be informed when the candidate is registered, and the candidate registration must be supported with a detailed training plan. The period of induction and initial training must be no less than 6 weeks long.

The Training Plan should:

1. Give the candidate detailed information on the practical work they will be expected to undertake
2. List (where known) outcomes that must be achieved
3. Outline where the training will take place and for how long
4. Outline who will carry out the training

A training plan covering the remainder of the foundation training period should also be prepared and be made available to Semta for monitoring activity.

Appendix 6 – Forms



**Modern Apprenticeship
Centre Approval Application**

Section 1 - Details of Centre:

Centre Name:		Centre Region:	
Applicant:		Position:	
Address:		Tel No:	
		email:	
Post Code:		Date of Application:	
Date of Approval:			
Existing Frameworks Approval as Applicable			
Lead Modern Apprenticeship Co-ordinator			
Name:		Position:	
Centre Business Status: (please tick appropriate box)			
Further Education	<input type="checkbox"/>	Higher Education	<input type="checkbox"/>
Training Provider	<input type="checkbox"/>	Employer	<input type="checkbox"/>

Section 2 - Pathway Options/Routes to be delivered: (please tick as appropriate)

Craft	<input type="checkbox"/>	Technician	<input type="checkbox"/>
Accelerated	<input type="checkbox"/>	Technical	<input type="checkbox"/>
Rail	<input type="checkbox"/>	Industrial Applications	<input type="checkbox"/>

Section 3 - Pathway Components to be delivered: (please as tick as appropriate)

Core Skills	<input type="checkbox"/>	SVQ Level 2	<input type="checkbox"/>	SVQ Level 3	<input type="checkbox"/>
NC	<input type="checkbox"/>	HNC	<input type="checkbox"/>	Other	<input type="checkbox"/>
If other please specify:					
List of Approved Assessment Centre Awarding Bodies:					

Section 4 - Disciplines to be delivered: (please tick appropriate box(es))

Aeronautical	<input type="checkbox"/>	Electrical	<input type="checkbox"/>	Electronics	<input type="checkbox"/>
Fabrication & Welding	<input type="checkbox"/>	Technical Support	<input type="checkbox"/>	Installation & Commissioning	<input type="checkbox"/>
Machining	<input type="checkbox"/>	Maintenance	<input type="checkbox"/>	Marine	<input type="checkbox"/>
Mechanical Manufacturing	<input type="checkbox"/>	Business Improvement Techniques	<input type="checkbox"/>	Advanced Manufacturing	<input type="checkbox"/>
PEO	<input type="checkbox"/>	Rail, OLEC, Signaling, PW Installation	<input type="checkbox"/>	Other	<input type="checkbox"/>
If other please specify:					
If other please specify:					

Section 5 - Current Status: (please tick as appropriate)				
1. Is the centre an Approved Assessment Centre?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2. Is there an adequate Quality Assurance system in place?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3. Is the information supplied to SEMTA for the purpose of registration and certification complete and accurate and within the required timescales?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4. Is a CPD process in place and evidence of ongoing activities throughout the MA Assessment team?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5. Are adequate resources made available to deliver the MA Framework?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6. Are information, advice and guidance about Learning Pathways and qualifications provided to MA Candidates?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7. Do Assessors, Internal Verifiers and QA staff have the necessary resources to perform their roles and responsibilities effectively?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8. Are the premises and facilities used for delivering the MA Framework compliant with the requirements of appropriate Health and Safety?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
9. Were MA Candidates aware of the requirements of the qualifications prior to enrolment?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10. Are MA Candidate training/learning/assessment plans used and kept up to date?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11. Are internal verification and quality assurance activities consistent with MA Framework requirements?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
12. Is training/assessment/internal verification carried out by qualified and occupationally competent staff?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
13. Are corrective measures implemented following actions identified by External Verification visits?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
14. Do MA Candidates monitoring and reviews meet the Centre's equal opportunities policy?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
15. Would the Centre like to be included in future SEMTA led CPD events?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Sources of Evidence :		
Sources of evidence to be provided by Centre for review : (please tick as appropriate)		
List of MA Candidates giving registration dates and employer name	Centre relevant policies and/or procedures	<input type="checkbox"/>
MA Candidate Induction pack and declaration	Copies of Staff CVs	<input type="checkbox"/>
Example MA Candidate Training Plan	Copies of relevant Staff occupational competency certificates	<input type="checkbox"/>
MA Candidate Training support programmes	List of approved assessors and verifiers	<input type="checkbox"/>
Example MA Candidate Portfolio	Staff Continuous Professional Development (CPD Records)	<input type="checkbox"/>
MA Candidate record of progress reviews	Standardisation and internal quality assurance procedures	<input type="checkbox"/>
MA Candidate available for interview	Minutes of standardisation meetings	<input type="checkbox"/>
Document storage and security arrangements	Copy of recent EV Reports	<input type="checkbox"/>
Record of stakeholder communication	Oral explanation covering all points	<input type="checkbox"/>

Semta Staff Use Only:	
Section 6 - Comments and Observations on Centre Compliance with MA Engineering Framework Document: (include details of any Good Practice)	
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Section 7 -Action Points:			
	Action Required	To be carried out	Date Required
1.			
2.			
3.			
4.			

Section 8 - Declaration:					
Date Application Received:				Processed by:	
Approved:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Date Approved:
Approved by:				Position:	
Centre representative confirming that the information provided in this re-approval application is complete and accurate:					
If not-approved give reasons why:					

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