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MODERN APPRENTICESHIP

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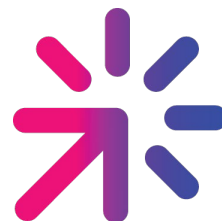
Business Administration at SCQF Level 5

**FRAMEWORK DOCUMENT
FOR
SCOTLAND**

INSTRUCTUS

November 2022

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**instructus
skills**

Amendments to this framework

Version	Date of Change	Amendment	Comments
1.0	April 2017	Framework first published	
1.1	November 2022	Framework review	Review of SVQ and full framework review

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/>

Contents

Apprenticeships in Scotland	4
Modern Apprenticeships in Business and Administration	5
Summary of Framework	9
The Framework	10
Registration and certification	11
Recruitment and selection	12
Equal opportunities	12
Health and safety	12
Contracts	13
Employment status of Apprentices	13
Terms and conditions of employment	13
Training and development	13
Consultation	18
Career progression	20

Appendices

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

Modern Apprenticeships in Scotland

What are Modern Apprenticeships?

There are six models of Apprenticeship in Scotland offering qualifications obtained at school with the Foundation Apprenticeship programme, and for those in paid employment, through the modern, technical, professional, higher and graduate apprenticeships. These are:

- a) Foundation Apprenticeships at SCQF level 6
- b) Modern Apprenticeships at SCQF levels 5 6 and 7
- c) Technical Apprenticeships at SCQF levels 8 & 9
- d) Professional Apprenticeships at SCQF levels 10 - 12
- e) Higher Apprenticeships at SCQF level 8
- f) Graduate Apprenticeships at SCQF levels 9 – 11

Modern to Graduate Apprenticeships offer those aged 16 or over paid employment combined with the opportunity to train for jobs at craft, technician and management level. Foundation Apprenticeships are delivered in senior phase of school and are not employed.

Who develops them?

Apprenticeships are normally developed by Sector Skills Councils or a Standards Setting Organisations 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 to Graduate Apprenticeships are available to employees aged 16 or over. Employees need to demonstrate to their employer that they have the potential to complete the programme. All Apprentices in Scotland must have a demonstrable need to acquire significant new knowledge and skills to fulfil their job role. The apprenticeship framework selected for the employee must be the most appropriate learning programme generally available to that individual, providing such knowledge and skills. While foundation apprenticeships are delivered within the senior phase of schools.

What's in a Scottish Apprenticeship?

In Scotland, there are more than 80 different Scottish Apprenticeships 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 or Career Skills
- Industry specific training

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

Modern Apprenticeships in Business Administration

The key purpose of Business & Administration (B&A) “includes support and engagement with different parts of the organisation and interaction with internal or external customers. It covers the performance or management of business operations and decision-making, as well as the efficient organisation of people and other resources to direct activities towards common goals and objectives.”¹

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

It is vital that business administrators are given the opportunity to gain recognised qualifications and relevant 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 main objectives of the Business Administration Apprenticeships are to:

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

The revised Business & Administration Modern and Technical Apprenticeship frameworks² help to develop the skills, knowledge and competencies required to be effective Business Administration Professionals. Given the reasons above it is important that Business Administration Apprenticeships are reviewed to ensure they remain current and up to date.

Overview of the Business Administration Sector

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

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

UK Employment by occupation (Jul 2020-Jun 2021)³

Administrative and Secretarial	Scotland	England	Wales	Northern Ireland	UK
	245,700 (9.6%)	2,780,200 (10.3%)	145,000 (10.2%)	97,400 (11.5%)	3,268,300 (10.2%)

There are 245,700 people employed in Administrative and Secretarial roles in Scotland, which represents 9.6% of the Scottish workforce. These figures demonstrate that the Administrative and Secretarial occupation represents a significant percentage of the Scottish workforce and makes a significant contribution to the Scottish economy.

¹ *Instructus Skills, Business and Administration NOS Occupational Map, 2020*

² *Referred to as Business Administration Apprenticeships throughout proposal document*

³ *Official Labour Market Statistics - Nomisweb.co.uk, Search October 2021*

Business Administration Job Roles

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

Job Titles for Business Administration Occupations ⁴		
SCQF Level 5	SCQF Level 6	SCQF Level 8
Clerical Assistant	Administration Officer Clerk	Administration Manager
Administrative Assistant	Administration Team Leader	Office Manager
Local Government Administrative Assistant	Civil Service Administrative Officer	Senior Secretary
Data Entry Clerk	Administrator	Company Secretary
Junior Secretary	Executive Officer	Civil service Executive Officer
Office Clerk	Office Supervisor	Senior Clerical Officer
Local Government Revenues officer	Personal Assistant	
Receptionist	Legal Secretary	
Records Clerk	Secretary	
Medical Secretary	Clerical Officer	
Trainee Administrator	Executive Assistant	
Service Administrator	Legal Administrative Assistant	
Apprentice Administrator	HR Assistant	
Office Junior	Finance Assistant	
Student Records Officer	Customer Service Representative	

The changing profile of the Business Administration workforce

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

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

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

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

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

⁴ Source: My World of Work: <https://www.myworldofwork.co.uk/>

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

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

Business Administration Apprenticeship take-up

Business Administration (BA) Modern Apprentices in Training Data

2018-2019 ⁵		2019-2020 ⁶		2020-2021 ⁷	
BA in Training	ALL MAs in Training	BA in Training	ALL MAs in Training	BA in Training	ALL MAs in Training
1,704	37,765	1,430	38,030	962	36,928
4.5%	100%	4%	100%	3%	100%

For the year 1 April 2020 - 31 March 2021 there were 962 Business Administration Modern Apprentices in training. This represents 3% of all MAs in training in Scotland for the period of 2020-2021.

For the period 1st April 2020 – 31st March 2021:

- Total of 36,928 of MAs were in training
- 69.1 per cent of MAs in training were aged 16 - 24 years (49.4 per cent 16-19 and 19.7 per cent 20-24)
- 30.9 per cent were age 25+
- Business Administration apprentices represented 4.5% of all Modern Apprenticeships in Scotland during 2018-2019, 4% during 2019-2020 and 3% during 2020-2021. This decrease is down to the Covid-19 pandemic that fundamentally affected the context in which MAs are delivered. The complete shut down during the first quarter of the year and the varying degrees of lockdown seriously affected Scotland’s businesses.

The total number of MAs in training remains relatively unchanged despite the reduction in start numbers. This may, in part, be due to the temporary support provided by the Job Retention Scheme, through furlough, which may be masking higher levels of unemployment.

Gender Profile of Business Administration Modern Apprentices

Business Administration (BA) Modern Apprenticeship Starts Data

2018-2019 ⁸				2019-2020 ⁹				2020-2021 ¹⁰			
BA Female	BA Male	BA Total Starts	Total National Starts	BA Female	BA Male	BA Total Starts	Total National Starts	BA Female	BA Male	BA Total Starts	Total National Starts
1,200	626	1,826	27,270	1,099	459	1,558	27,875	433	148	581	18,655
66%	34%	6.7%	100%	71%	29%	6%	100%	74.5%	25.5%	3%	100%

The results found in these statistics demonstrate that, although historically business administration has been seen as a female dominant occupation, just under a third of all Business Administration apprentices are male. There has been a decline of male representation in the Business Administration Apprentices over the last three years (66% of females and 34% males in 2018-2019, 71% of females and 29% of males 2019-2020, and in 2020-2021 with 74.5% female and 25.5% male).

⁵ SDS, Modern Apprenticeship Statistics, Full Year Report 2018/19
⁶ SDS, Modern Apprenticeship Statistics, Full Year Report 2019/20
⁷ SDS, Modern Apprenticeship Statistics, Up to the end of quarter 4, 2020/21
⁸ SDS, Modern Apprenticeship Statistics, Full Year Report 2018/19
⁹ SDS, Modern Apprenticeship Statistics, Full Year Report 2019/20
¹⁰ SDS, Modern Apprenticeship Statistics, Up to the end of quarter 4, 2020/21

These results show that opportunities now exist for both males and females in Business Administration job roles. In contrast to the Business Administration Apprenticeships, the majority of apprentices in Scotland across all MAs are male (60.3% in 2020-2021).

Looking at the UK trend, we can see that in 2020-2021 there were 7,415 female MA starts, -3,811 (-33.9%) fewer than 2019-2020 and 11,240 male starts. -5,409 (-32.5%) fewer than the same point last year. Both male and female starts reduced by similar proportions, with neither disproportionately impacted by the pandemic.

Business Administration (BA) Modern Apprenticeships Achievement Data

	2018-2019			2019-2020			2020-2021		
	Starts	Achieved	Completion %	Starts	Achieved	Completion %	Starts	Achieved	Completion %
BA MA	1,826	1,533	79%	1,558	1,567	80 %	581	917	84.3%
National Average	27,270	21,767	76 %	27,875	21,900	77%	18,655	15,169	76.4%

The table above shows that although the starts have decreased over three years, the Administration and Related Occupational grouping for 2020-2021 has the second highest rate at 84.3% (917 achievements) compared to a national average.

Completion rates for the Business Administration Apprenticeships are significantly higher than the national average completion rates for all Apprenticeships in Scotland.

Summary of Framework

Diagram showing the contents of the Modern Apprenticeship in Business Administration at SCQF Level 5

Duration

The average duration of the apprenticeship is 12 months.

Mandatory outcomes

SVQ

One of the following must be achieved:

- SVQ in Business and Administration at SCQF Level 5 GT9J 22 (SQA)
- SVQ in Business and Administration at SCQF Level 5 GK6X 22 (SQA) expires 28/02/2023

Work Place Core Skills

- | | |
|--|--------------|
| • Communication | SCQF Level 4 |
| • Working With Others | SCQF Level 4 |
| • Problem Solving | SCQF Level 4 |
| • Information and Communication Technology | SCQF Level 4 |
| • Numeracy | SCQF Level 4 |

The Communication, Information and Communication Technology, Working with Others and Problem Solving Core Skills are fully embedded within the Business and Administration SVQ at SCQF Level 5 core units and do not require separate certification. The Numeracy Core Skills must be separately assessed and certificated.

Enhancements

This framework must contain one mandatory enhancement which is relevant to the learner's job role, as detailed below:

- Another optional unit from the SVQ at SCQF level 5 or 6 in Business and Administration
- A unit from the Accounting, Customer Service, Finance and IT User SVQs or Competence based qualifications at SCQF Level 5 or above
- A unit from any other relevant SVQ at SCQF Level 5 or above agreed in writing by the Training Provider and Instructus
- One core skill at higher level than specified in the framework
- Relevant short courses at a suitable level
- A unit from PC Passport, basic or advanced ECDL or part ECDL (three or more modules of ECDL)
- Employer-devised training programmes (endorsed by Instructus).

Optional Outcomes

Additional SVQ Units/Qualifications/Training

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

The Framework

Duration

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

Mandatory Outcomes

SVQ(s)/ CBQs

Each apprentice is required to achieve one the following qualifications:

- SVQ in Business and Administration at SCQF Level 5 GT9J 22 (SQA)
- SVQ in Business and Administration at SCQF Level 5 GK6X 22 (SQA) expires 28/02/2023

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

Work Place Core Skills

Each apprentice is required to achieve the following core skills:

Communication	SCQF 4 (6 credit points)
Working with others	SCQF 4 (6 credit points)
Problem Solving	SCQF 4 (6 credit points)
Information and Communication Technology	SCQF 4 (6 credit points)
Numeracy	SCQF 4 (6 credit points)

The Communication, Information and Communication Technology, Working with Others and Problem Solving Core Skills are fully embedded within the Business and Administration SVQ at SCQF Level 5 core units and do not require separate certification. The Numeracy Core Skills must be separately assessed and certificated.

Core Skills are skills and abilities which everyone needs in their work. This is true for every job in every workplace. Core Skills also feature in National Qualifications such as National 5s 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 Work Place Core Skills as part of the Apprenticeship Framework.

Enhancements

This framework must contain one mandatory enhancement which is relevant to the learner's job role, as detailed below:

- Another optional unit from the SCQF Level 5 or SCQF Level 6 in Business and Administration
- A unit from the Accounting, Customer Service, Finance and IT User SVQs or Competence based qualifications at SCQF Level 5 or above
- A unit from any other relevant SVQ at SCQF Level 5 or above agreed in writing by the Training Provider and Instructus
- One core skill at higher level than specified in the framework
- Relevant short courses at a suitable level
- A unit from PC Passport, basic or advanced ECDL or part ECDL (three or more modules of ECDL)
- Employer-devised training programmes (endorsed by Instructus).

Optional Outcomes

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

Registration and certification

This Scottish Modern Apprenticeship is managed by Instructus. Instructus is the first point of contact in Scotland for any enquiries in relation to the Framework.

Contact details:

Unit 3, Cherry Hall Road
North Kettering Business Park
Northants, NN14 1UE
info@instructus.org
Tel: 01536 738 631

All Modern Apprentices must be registered with Instructus and MA Online, within 4 weeks of starting their apprenticeship.

In the case of Modern Apprenticeships (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. Instructus 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 that the mandatory outcomes have been achieved. This will normally be in the form of photocopies of certificates from awarding bodies.

Instructus Service level

Instructus undertakes to confirm the registration of candidates within 10 working days of receipt of the relevant information. Each candidate will be issued with a unique system number.

Instructus also undertakes to issue Certificates of Completion within 10 working 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 Apprentices is primarily the responsibility of the employer. However, the following guidance is given:

- Employees may enter an apprenticeship from the age of 16. There is no upper age limit.
- The 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 Scottish 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 out with an academic institution, 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 Apprenticeship within the industry all literature distributed for recruitment purposes should emphasise the high standards of achievement expected of the candidate.
- Employers may wish to contact the SSC for advice and guidance on recruitment and selection.

There are no specific sectoral or cross sector requirements for entry on to the Business Administration Modern Apprenticeship Framework at SCQF Level 5.

Equal opportunities

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

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

Health and Safety

All aspects of health and safety at work must be recognised within the delivery of this Modern Apprenticeship Framework and all statutory requirements be adhered to. It is a key aspect of the induction period of the Modern Apprenticeship that apprentices are fully informed both of the regulations and that they and their employers are bound by these regulations. Modern Apprentices should be made aware of their rights and duties with regard to health and safety.

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

Contracts

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

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

Employment status of Apprentices

It is important that the sector offers genuine employment and career prospects to those people it wishes to attract through Scottish Apprenticeships. Accordingly, **all apprentices must be employed with the exception of Foundation Apprenticeships which are delivered as part of the senior phase in schools.**

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

Terms and conditions of employment

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

Training and development

Delivery

Training delivery can take many forms under the 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 Work Place Core Skills where appropriate.

List of Training Providers

Aberdeenshire Council
Angus Council
Argyll College UHI
Babington Business College Limited
Bon Accord Support Services Ltd
Borders College (BC Consultants)
Carlisle College
CEIS Ayrshire
City of Glasgow College
Clackmannanshire Council
Comhairle Nan Eilean Siar Council
Dumfries & Galloway College
Dundee and Angus College
East Ayrshire Council
Falkirk Council
Fife College
Forth Valley College
Galloway Training Ltd
Genius People | STF - Scottish Training Federation
Glasgow City Council
Glasgow Clyde College
Glasgow Housing Association
GP Strategies Training Ltd
GTG Training
Intec Business Colleges
JB Management Ltd
Jobs & Business – Glasgow
Life Skills Centres Ltd
Lifetime Training Group Ltd
Limelight Careers Ltd
Lowland Training Services Ltd
MGT Training Ltd
MI Technologies Ltd
Microcom Training
Moray College UHI
Muir Slicer Associates Ltd
New College Lanarkshire
North East Scotland College
North Highland College
Orkney College
Perth and Kinross Council
Perth College
Peterhead Engineers Development Ltd
Quest (Scotland) Ltd
Rewards Training – Glasgow
RT Resources Ltd
Safety Training Solutions Ltd
Scottish Courts and Tribunal Service
SD Consultancy
SHARE
Shetland UHI Train Shetland
Skillnet Ltd
South Ayrshire Council
SSVQ Ltd

Street League Scotland
 The Scottish Government
 The Tell Organisation
 Training Direct Ltd
 Tigers Training Initiatives
 Treasure Island Nursery
 Tullos Training
 University of Strathclyde
 VERG Ltd
 Virtual Learning Academy
 West College Scotland
 West Dunbartonshire Council
 West Highland College UHI
 West Lothian College
 XL Training (Scotland) Ltd

Delivery of Training for the Modern Apprenticeship in Business Administration

Work-based training

Delivery and assessment method

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

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

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

Please see Instructus Assessment strategy for more information.

Skills required by training providers delivering the training

Assessors

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

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

To be able to assess candidates, Assessors must:

- be "occupationally competent". Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed;

AND ONE OF EITHER OF THE FOLLOWING

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications must be able to demonstrate that they are assessing to the current standards;
- OR**
- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any Assessors working towards an appropriate qualification must ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period; AND have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process.

Title	Acceptable alternatives
L&D 9D - Assess workplace competence using direct methods	<ul style="list-style-type: none"> • A2 - Assess candidates' performance through observation • D32 - Assess candidate performance • TQFE - Teacher Qualification (Further Education) • Other qualifications that are based on L&D NOS, such as TAQA (Training, Assessment and Quality Assurance)
L&D 9DI - Assess workplace competences using direct and indirect methods	<ul style="list-style-type: none"> • A1 - Assess candidates using a range of methods • D33 - Assess candidates using differing sources of evidence • TQFE - Teacher Qualification (Further Education) • Other qualifications that are based on L&D NOS, such as TAQA (Training, Assessment and Quality Assurance)

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

Internal Quality Assurer (IQA)

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

IQAs must:

- be “occupationally competent”. IQAs must demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business;

AND ONE OF EITHER OF THE FOLLOWING

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications must be able to demonstrate that they are verifying to the current standards;

OR

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

Title	Acceptable alternatives
L&D 11 - Internally monitor and maintain the quality of workplace assessment	<ul style="list-style-type: none"> • V1 - Conduct internal quality assurance of the assessment process • D34 - Internally verify the assessment process • Other qualifications that are based on L&D NOS, such as TAQA (Training, Assessment and Quality Assurance)

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

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

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

This would be either learning the knowledge parts of the qualification, which would take place away from work or self-study. This component is not separately certificated but certificated as a part of the overall SVQs.

Delivery and assessment method

Delivery and assessment method will be decided by the employer, the training provider and the apprentices, as part of the apprentice's individual training plan.

Exemptions

N/A

The SSC training plan

The plan is required to identify:

- 1 The selected Framework outcomes, specifying whether or not separate certification of the Core Skills is being sought.
- 2 A summary of the 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 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 apprenticeship 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 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 apprenticeship Training Plan.

Consultation Process

Review of SVQs in Business & Administration

In 2021 Instructus consulted on the on the SVQs in Business and Administration at SCQF Level 5 and SCQF Level 6. The qualifications were updated to ensure they are fit for purpose, reflect on working practices and vocational elements.

At the initial stage of development, Instructus carried out the NOS mapping exercise where two B&A structures at SCQF Level 5 and SCQF Level 6 were analysed in terms of units' coverage and the newly updated NOS from the Business Administration suite were suggested.

Consultation Process

Two consultations were held through online surveys for each qualification. 52 organisations replied to consultation activities. 3% of respondents were awarding bodies, 65% represented independent training providers and 32% were employers. The outcomes of two online consultations addressed qualifications' structures and units' coverage. To finalise the SVQs two workshops were organised with 12 organisations, majority of which were represented by training providers/colleges. The final development took place with SQA awarding body.

As a result of all consultations activities and developments the following outcomes were achieved:

- Streamlined and simplified qualifications' structures to cover the generic, HR, finance and custodial job functions to allow flexibility of choice.
- Duplicated units across two Optional Groups were removed to allow every unit to appear once.
- Dormant units with no up-take were removed.
- Introduction of new units in the mandatory and optional groups.
- Credits and levels allocated to the new units.
- Some restrictions on individual units' combinations due to contextual overlap across different levels.
- Some restrictions on number of lower-level units.

Review of Modern Apprenticeship Framework in Business and Administration at SCQF Level 5 and SCQF Level 6

Instructus carried out Labour Market Research for the Business and Administration professional sector and run a public consultation with employers, training providers and other key stakeholders during January 2022 to review the current Business Administration Modern Apprenticeship (BAMA) frameworks.

Consultation Process

Instructus consulted on the mandatory requirements of the BAMA frameworks to ensure these continue to meet employers' needs in Scotland, are fit for purpose and offer an up to date and relevant qualifications and training for Scotland.

Instructus developed two online surveys: Modern Apprenticeship in Business and Administration SCQF Level 5 and Modern Apprenticeship in Business and Administration SCQF Level 6. Although these were two separate surveys, they went out in a single email to employers, awarding bodies and training providers in Scotland. We posted a link to the surveys via our LinkedIn page and included a link to the survey on the Instructus website. Various contacts in Scotland were also sent information on the review and were asked to share the links to the survey within their networks to ensure a significant number of employers in Scotland had the opportunity to participate in the Business Administration Apprenticeships review consultation process. Finally, we also sent a link to the survey via email to all of the current training providers working with Instructus in Scotland and asked them to circulate the links to their employer contacts.

There were 269 visits to both surveys. A total of 57 responses were received on both surveys. SCQF Level 5 had 155 visits and 27 responses. SCQF Level 6 had 114 visits and returned 30 responses. Not all respondents answered every question, therefore the total number of respondents (TNR) will vary for each question. Please note we are sharing the names of organisations that participated in the survey in confidence with the Apprenticeship Approval Group.

Consultation Results on Business and Administration MAs Surveys

- 23% of responses were from employers, 74% training providers and 3% awarding bodies/organisations.
- 41% of responses were from micro or small organisations, 44% from large organisations and 15% from medium sized organisations.
- All Scottish regions were represented in the consultation responses.
- All employer respondents confirmed they employed apprentices and will continue employing them.

Key Findings – Mandatory Outcomes at SCQF Level 5**Work Place Core Skills**

Instructus have consulted on the Core Skill Levels for the SCQF Level 5 framework. 96% of respondents agreed to continue with the Communication, Numeracy and ICT Core Skills at SCQF Level 4. Therefore, the Core Skills in the revised B&A framework at SCQF Level 5 will be set at the following levels:

- Communication at SCQF Level 4
- Numeracy at SCQF Level 4
- Information and Communication Technology at SCQF Level 4
- Problem Solving at SCQF Level 4
- Working with Others at SCQF Level 4.

Enhancements

93% of respondents agreed that the enhancements should remain the same for the SCQF level 5. Therefore the mandatory enhancement profile will remain the same within the revised SCQF level 5 framework.

Work Place Core Skills mapping

We have mapped the Core Skills to the mandatory units of the Business Administration SVQ at SCQF Levels 5, and the following skills map sufficiently:

- Communication at SCQF Level 4
- Information and Communication Technology at SCQF Level 4
- Problem Solving at SCQF Level 4
- Working with Others at SCQF Level 4.

Therefore, for the revised B&A framework at SCQF level 5, the Communication, Information and Communication Technology, Problem Solving and Working with Others Core Skills are fully embedded within the mandatory SVQ units and do not require separate certification. However, Numeracy Core Skills did not have sufficient/comprehensive coverage and will require a separate assessment and certification.

Career progression

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

Potential modern apprentices may come from a number of different backgrounds. However, it may be expected that most candidates would have around 5 Standard Grades and English and Maths at SCQF level 4 and above. For learners entering onto this Framework, it is possible that they may not have any experience in business administration.

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

- Modern Apprenticeship in Business Administration at SCQF Level 6
- an enhanced job role using the skills developed through the Modern Apprenticeship as the foundations on which to build.

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

- Administration Officer Clerk
- Administration Team Leader
- Civil Service Administrative Officer
- Administrator
- Executive Officer
- Office Supervisor
- Personal Assistant
- Legal secretary
- Secretary
- Clerical Officer
- Executive Assistant
- Legal Administrative Assistant
- HR Assistant
- Finance Assistant
- Customer Service Representative.

Appendices

APPENDIX 1

Stakeholder Responsibilities

Many organisations and individuals share the responsibility for ensuring that the Scottish Apprenticeship programme is implemented to the highest possible standard. They include:

- Awarding Bodies
- Employers
- Apprentices
- Apprenticeship Approval Group (AAG)
- Approved SSC/SSO
- Skills Development Scotland
- Training Providers

Role of the SSCs

SSC/SSO are responsible for developing Scottish Apprenticeship Frameworks and are required to work with employers in their sectors to ensure that all Frameworks meet the needs of employers in their sectors.

For details on your sector's SSC, follow the link to the Federation for Industry Sector Skills and Standards website <http://fiss.org/> or contact SDS for advice .

Role of Skills Development Scotland (SDS)

Apprenticeship 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 Apprenticeship 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 Framework.

Further information is available from: <http://www.skillsdevelopmentscotland.co.uk/our-services/modern-apprenticeships.aspx>

SDS provides advice and guidance to individuals on the range of Scottish Apprenticeships and training providers available. Individuals are signposted to opportunity providers who offer training in the vocational areas of interest.

Responsibilities include:

- Supporting the Apprentice with ongoing Career Planning advice
- Signposting candidates to suitable vacancies
- Promoting the Scottish Apprenticeship route on the Skills Development Scotland website
- Facilitating recruitment events that bring together jobseekers and opportunity providers

Role of the Awarding Bodies

A significant proportion of Scottish Apprenticeships is based on the assessment of the apprentice against SVQs/ CBQs or SVQ/ CBQ 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/ CBQs and SVQ/CBQ units are fully met.

Role of the Training Provider

The role of the training provider is important to the success of the Scottish Apprenticeship Programme. 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 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 Apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering of 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 Apprentice who to approach for support, advice, encouragement and in case of complaint

Role of the Apprenticeship Approval Group (AAG)

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

AAG is responsible for:

- Approval and re-approval of Scottish Apprenticeship Frameworks
- De-approval of Scottish Apprenticeship Frameworks
- Encouraging best practice across Apprenticeship Frameworks and sectors

Role of the Employer

Employers' responsibilities include:

- Paying employed 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 Apprentice to demonstrate competence
- Meeting with Trainers, Assessors, Verifiers and the Apprentices to review progress
- Witnessing candidate performance and verifying evidence
- Releasing 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 Apprentices and rewarding achievement
- Taking responsibility for the Health & Safety of Modern Apprentices.

Role of the Apprentice

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

Employed 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

Apprenticeship Centres (ACs)

Apprentices may only be registered through organisations approved by the SSC to deliver this Framework. Such approved organisations are called Apprenticeship Centres (ACs)

The AC may be the employer of the apprentice or a separate organisation such as a training provider, further education college, a private or voluntary training company or in some cases the employer themselves or employer partnerships.

In order to be approved, organisations must make a formal application to the SSC, seeking approval and establishing that the centre satisfies the following criteria:

Either

- 1 be approved by an appropriate Awarding Body as a centre for the assessment of the relevant SVQ/ CBQ (and Work Place 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 ACs for the delivery of the apprenticeship within Scotland, which will be available to employers and others.

Organisations wishing to become ACs who have yet to obtain the necessary Awarding Body approval for assessment should first contact the Awarding Body direct.

In addition to the assessment of the Apprentice against the relevant standards set by the selected apprenticeship outcomes, the AC has responsibility for:

- Entering into a formal training agreement with the employer and Apprentice
- Registering Apprentices as candidates for the relevant SVQ/ CBQ (s) and other selected units with the appropriate Awarding Body
- Registering Modern Apprentices with the SSC
- Applying for the final 'Certificate of Completion' on behalf of Apprentices
- Informing the SSC of any material alterations to Apprentices' training plans or desired changes to the selected apprenticeship outcomes.

APPENDIX 3

APPRENTICESHIP SAMPLE TRAINING AGREEMENT

This Training Agreement is entered into by:

Name of Employer:	
Name of Apprentice:	
Name of Apprenticeship Centre:	

The **Employer's responsibilities (employed status apprentices only)** are to:

- 1 employ the apprentice subject to the employer's usual terms and conditions of employment;
- 2 provide the 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 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 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 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 **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 Apprenticeship Centre, and carry out such work as may be required in order to achieve the selected apprenticeship 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 **Apprenticeship Centre's responsibilities** are to:

- 1 agree the content of the apprentice's personal training plan as confirming that the selected apprenticeship outcomes and training plans meet the criteria of this apprenticeship
- 2 contract with the employer to provide the training and assessment necessary to enable the 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:

Employer		Date:
Apprentice		Date:
Apprenticeship Centre		Date:

APPRENTICESHIP TRAINING PLAN

The Apprenticeship Centre

Name:
Address:
Telephone:
Contact:

The Apprentice

Full name:
Home address:
Work address:
Date of birth:

The Employer

Name:
Address:
Telephone:
Contact:

Skills Development Scotland office

Name:
Address:
Telephone:
Contact:

Apprenticeship selected outcomes

Mandatory outcomes

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

Work Place 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 Apprentice’s accredited prior learning:

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

Instructus
Unit 3, Cherry Hall Road
North Kettering Business Park
Northants, NN14 1UE
info@instructus.org
Tel: 01536 738 631