SCOTTISH HIGHER LEVEL APPRENTICESHIPS

A

TECHNICAL APPRENTICESHIP

IN

PROJECT MANAGEMENT

AT

SCQF 8

FRAMEWORK DOCUMENT
FOR SCOTLAND

Skills CFA

December 2015

Skills CFA
Unit 100, Linton House
164-180 Union Street
London
SE1 0LH

Contents

Appendices

Technical and Professional Apprenticeships in Scotland

What are Technical and Professional Apprenticeships?

Technical and Professional Apprenticeships offer those aged over 16 paid employment combined with the opportunity to train for jobs at senior supervisory and management level.

Who develops them?

Technical and Professional 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?

Technical and Professional 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 Technical and Professional Apprentices 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.

What's in a Technical and Professional Apprenticeship?

In Scotland, there are more than 70 different Apprenticeship Frameworks and they are all designed to deliver a training package around a minimum standard of competence defined by employers through SSCs. There are four different levels of Apprenticeship in Scotland: Modern Apprenticeships at SCQF 5 (SVQ 2) and SCQF 6/7 (SVQ 3), Technical Apprenticeships at SCQF 8/9 (SVQ 4) and Professional Apprenticeships at SCQF 10 (SVQ 5). They all contain the same 3 basic criteria:

- A relevant SVQ (or alternative competency based qualification), HN Qualification, Professional Qualification or other Qualification based on current National Occupational Standards at SCQF level 8 and above
- Career Skills (known as core skills for Frameworks at SCQF Levels 5, 6 and 7)
- Industry specific training

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

Technical Apprenticeship in Project Management

Over recent years, Project Management has become increasingly prominent as a profession. This growth has been driven by trends such as fewer management layers, greater flexibility, and more project-based work.

Projects represent concerted efforts to introduce change and adapt to a changing environment. Projects are key enablers to perform and compete in business, industry, government and the public. Project Management has become a key skill underpinning progress and prosperity. The ability to control and manage projects has become a critical national capability that will play a part in defining success and determining well-being and competitiveness. Project Managers need to truly understand the business, understand how their project portfolios fit into their organisations' overall vision and strategy, and effectively convey this information to stakeholders. It is more important than ever for these practitioners to have a deep, balanced skill set that incorporates technical Project Management skills, business and strategic management skills, and leadership skills.

A number of key industries in Scotland have highlighted Project Management skills shortages. These include the Scottish Building Federation (SBF) in relation to construction; Aberdeen and Grampian Chamber of Commerce, Oil and Gas UK, Lloyds Banking Group and OPITO – Skills for Gas have recently said there is an immediate need for skilled Project Managers to deliver key projects; and in the food and drink sector (Skills Development Scotland). Skills shortages such as these can threaten the pace of the recovery in Scotland. A recent internet search for vacancies in Project Management in Scotland showed over 7000 results. This framework seeks to address the skills shortages and produce a generation of highly skilled Project Managers.

In the UK, more than £250 billion is spent on projects every year. Half of these projects fail. It is often cited that a lack of adequate Project Management knowledge and experience is a major factor in these failures. Project Management offers a framework to help organisations to transform their mainstream operations and service performance. Moreover, in an increasingly busy, stressful, and uncertain world it has become necessary to manage several projects successfully at the same time.

Globalisation is also a key catalyst for change in Project Management. Resource-strained organisations now require Project Managers to handle several projects and project teams across varied geographic regions. Project Managers must therefore be skilled at managing remote or virtual teams, overcoming challenges related to time zones, and navigating cultural and political sensitivities. As a result, these professionals have become more valuable and versatile by developing new skill sets and gaining experience which falls outside the traditional project role.

Project Managers are expected to do more with less, using fewer resources while getting projects done with improved organisation and planning. They are also under increasing pressure to deliver products and services more quickly to keep up with rapid market changes and more stringent customer expectations.

The proposed apprenticeship framework will address skills needs and skills gaps in Project Management for Scottish employers, whilst also providing an alternative to full- or part-time study leading to HNC/HND and degree qualifications.

This framework is aimed at those working as Project Managers, Project Coordinators, Project Executives and Project Support Officers. It will help employers to attract bright individuals who may not want to go to university but want to develop a career in a business-related profession. The apprenticeship will also support the development of higher-level skills among existing staff. The framework will also offer a new route to Associate Membership of APM.

Suitable candidates for the proposed apprenticeship may be new to the profession or, alternatively, may have some project experience which they are seeking to further (e.g. Project Coordinator, Project Support). It is expected that learners will be aged 18+, due to the level of maturity required to work in Project Management. However, there will be no set entry requirements, broadening access and ensuring that learners from a variety of backgrounds can participate in the programme. Learners beginning the apprenticeship may not have completed any formal qualifications beyond secondary education, or, alternatively, they may progress onto the apprenticeship following completion of a project related unit or qualification. Those who have previous project experience (whether work-based or qualification-based) may have some knowledge of Project Management. However, the apprenticeship would seek to enable an individual to

move from a Project Support role to a Project Manager role.

The creation of the Level 4 Diploma in Project Management and the Technical Apprenticeship framework will offer a structured approach to the development, attainment and recognition of skills based upon a regulated set of national standards. They will also assist in promoting the professionalization of the occupation by setting a benchmark for practice and ensuring that a minimum set of standards are being met. Furthermore, the provision of a nationally-recognised qualification will not only support the up-skilling of Project professionals, but will also serve as a demonstrable sign of their proficiency. This apprenticeship offers learners a holistic view of the Project Management function, allowing them to take a more structured and professional approach to their job. The blend of academic understanding, applied knowledge and competence development will assist in developing staff's skills within the context of the organisation and provide opportunities for the development of specific work-based skills.

The objectives of this framework are to:

- Build a competent Project Management workforce in Scotland, providing organisations of all sizes across all sectors with the staff needed to increase productivity and efficiency
- Tap into the skills and talents of a diverse population by providing flexible entry routes into a career in Project Management
- Equip individuals with the skills, knowledge and experience needed to undertake Project Management roles in a range of business settings
- Provide apprentices with an opportunity to develop the skills, knowledge and experience they will need to progress to higher level roles with additional responsibilities and onto further and higher education, if they wish to do so

The Project Management apprenticeship will address two fundamental barriers to the provision of competent Project professionals to the employment market.

Firstly, the need for improved competence in Project Management and secondly, the need to view Project Management as a career of first choice.

Summary of Framework

Diagram showing the contents of the Technical Apprenticeship in Project Management

Duration

- *The Project Management Technical Apprenticeship should take an average of 24 months to complete and demonstrate competency.*

Mandatory outcomes

SVQ/ CBQ/ HN Qualification/ Professional Qualification
- *The following must be achieved:*

- EAL Diploma in Project Management at SCQF level 8 (R470 04)

Career Skills *(see Appendix 4 for full list)*

- Employer and individual to select the appropriate Career Skills units within the agreed thresholds

Enhancements

This is either:
- One unit from an SVQ 3 or above relevant to the apprentice's job role
  OR
- One additional unit from the Project Management SCQF Level 8 Diploma

Optional Outcomes

Additional SVQ Units/Qualifications/Training

No other awards, qualifications or training programmes are required.

NOTES:

The SSC should include a relevant SVQ/CBQ/ HN, Professional qualification or other qualification based on NOS

Please remove any boxes that are not required.

Mandatory Component
All Scottish Technical and Professional Apprenticeship Frameworks must contain a relevant SVQ, equivalent CBQ, Higher National, Professional Qualification or other qualification based on NOS.

Career Skills
All Scottish Technical and Professional Frameworks must contain Career Skills. The Career Skills units selected should NOT be the same as any of the mandatory components.

Two to five units should be selected from any of the categories, to meet the following thresholds:

- *Technical Apprenticeships must include Career Skills Units at SCQF 7 or above and achieve a minimum threshold of 15 Credits*

- *Professional Apprenticeships must include Career Skills Units at SCQF 8 or above and achieve a minimum threshold of 20 credits.*

Enhancements
The Scottish Government is keen to see language qualifications included in all Frameworks and SSCs are encouraged to include these where appropriate.

If no `enhancements' are required, remove this box.

All sectors should encourage the achievement of additional awards, qualifications and training.

The Framework

The mandatory and optional content of the Technical Apprenticeship in Project Management is as follows:

Duration

It is expected that apprentices following this framework will take 24 months to complete. This includes 204 hours for off-the-job training.

Mandatory Outcomes

SVQ(s)/ CBQs/ Other Qualifications

Each apprentice is required to achieve the following Qualification:

- **Diploma in Project Management at SCQF Level 8**

All Scottish Technical and Professional Apprenticeships must contain a relevant SVQ, equivalent competency based qualifications, HN qualification, Professional qualification or other qualification based on NOS.

Scottish Vocational Qualifications (SVQs) and Competency Based Qualifications (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 kinds of activities of a job. SVQs and CBQs are available at a range of levels – although most are at SCQF Levels 5, 6 and 7 (SVQ Level 2 and 3). When someone has achieved an SVQ or CBQ, there is a guarantee that they have the skills and knowledge needed to do their job.

Career Skills

Career Skills for Technical and Professional Apprenticeships were developed in response to employer demand that "core skills" at a higher level must reflect the work-based requirements of jobs within the workplace. A 'pick and mix' approach has been introduced to ensure that candidates gain the right mix of Career Skills (see Appendix 4).

A wide range of pan-sector SVQ units at SCQF 7 and above has been identified and these have been listed in Appendix 4 of the Guidance document). Candidates and employers should select between two and five of the units from the Career Skills list (from any section), within the following parameters:

- A threshold of 15 SCQF credits for Technical Apprenticeships and 20 SCQF credits for Professional Apprenticeships must be achieved
- Technical Apprenticeships must include Career Skills Units at SCQF 7 or above and Professional Apprenticeships must include Career Skills Units at SCQF 8 or above.

Note: The Career Skills units selected should NOT be the same as any of the units in the mandatory qualification.

Enhancements

ONE mandatory enhancement must be achieved.
This is either:
- One unit from an SVQ 3 or above relevant to the apprentice's job role
  OR
- One additional unit from the Diploma in Project Management at SCQF Level 8

Optional Outcomes

No other awards, qualifications or training programmes are required.

Registration and certification

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

Skills CFA
Unit 110, Linton House
164-180 Union Street
London
SE1 0LH
info@skillscfa.org
Tel: 020 7091 9620

The SSC will register all Scottish Technical Apprentices undertaking this Framework. **All Apprentices must be registered with the SSC within 4 weeks of starting their apprenticeship.**

In the case of Technical Apprenticeships 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 Training Plan.

The SSC will issue an Apprenticeship Certificate of Completion to those Technical Apprentices who have completed the mandatory outcomes of the Framework. Before a certificate is issued, training providers must submit evidence to the SSC that the mandatory outcomes have been achieved. This will normally be in the form of photocopies of certificates from awarding bodies.

Requests for registration and certification should be made to the SSC at the address above.

SSC Service level

The SSC undertakes to confirm the registration of candidates in writing within 4 weeks of receipt of the relevant Training Plan and Training Agreement. Each candidate will be issued with a unique registration number.

The SSC also undertakes to issue Certificates of Completion within 4 weeks of receipt of the appropriate evidence that a candidate has completed the outcomes as stated in the Training Plan.

Recruitment and selection

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

- Employees may enter a Technical Apprenticeship from the age of 16. There is no upper age limit.

- The Technical 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 Technical Apprenticeship because of a lack of formal educational qualifications. As well as traditional qualifications such as Standard Grades and Highers, employers should also be aware of newer vocational qualifications or vocational activity undertaken outwith an academic institutions, such as volunteering activity.

- The following factors may also influence the selection process:

    - performance during a formal interview process
    - references
    - relevant work experience
    - trial observation period.

- Employers should be aware of the nature, relevance and quality of foreign qualifications and make appropriate allowances concerning entry requirements.

- In order to promote and maintain the high status of the Apprenticeship Programme 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 formal entry requirements. However, whatever qualifications and attributes are used to determine an applicant's suitability, Skills CFA regards it of the utmost importance that all apprentices recruited have both the ability and the commitment to achieve all of the outcomes of the apprenticeship. In addition, due to the complex nature of the qualification and the need to gather valid evidence of competency during Project management activities this qualification is restricted to learner's who are over 18 years of age.

Equal opportunities

Technical 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 Technical and Professional Apprenticeship.

All Technical Apprentices supported by Skills Development Scotland must conform to any contractual requirements on equal opportunities. All employers of Technical 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 Technical and Professional Apprenticeship Framework and all statutory requirements be adhered to.

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

All Technical and Professional 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 Technical Apprenticeship programme:

1. Contract of employment signed by the employer and the Technical Apprentice.

2. SSC Training Agreement - this agreement outlines the basis of the Technical 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 a SDS area office, the SDS Training Plan will be sufficient on condition that it contains all relevant information as set out in the 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 Technical Apprentices

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

All Technical Apprentices 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.

Terms and conditions of employment

In order to compete with other sectors offering Technical Apprenticeships, attractive packages will need to be developed by employers in the sector. The terms and conditions of employment for individual Technical 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 Technical Apprenticeship system. Some organisations may become approved 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 Career Skills where appropriate.

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The qualification is, at present, being awarded by EAL:

 EAL Diploma in Project Management at SCQF level 8 (R470 04)

Currently QA is in the process of registering to deliver the Technical Apprenticeship in Project Management. There are a number of centres who have expressed an interest in providing delivery.

A list of organisations approved to deliver the Scottish Technical Apprenticeship in Project Management can be obtained by contacting Skills CFA.

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Delivery of Training for the Technical Apprenticeship in Project Management

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.

Performance evidence must be the primary form of evidence gathered for the assessment of the competence units. In order to demonstrate consistent, competent performance for a competence unit, it is expected that 3 different types of evidence are provided, one of which must be performance evidence. Units must be covered by 3 forms of evidence holistically wherever possible. These forms of evidence can be from one or more projects. Each performance criteria (PC) must be covered by at least one piece of evidence.

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 sued.

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.

Competent performance is more than just carrying out a series of individual set tasks. Many of the competence units contain statements that require the learner to provide evidence that proves they are capable of combining the various features and techniques and will not, therefore, be acceptable as demonstrating competent performance.

Skills required by training providers delivering the training

Staff Conducting Tuition/Instruction – Knowledge Unit
Tuition/instruction staff must:
- Have or be working towards an appropriate teaching/training qualification (e.g. Cert Ed or Learning & Development trainer units
  OR
  Be qualified in Project Management or a cognate discipline to at least Level 4 (or equivalent); those without such qualifications will need to provide evidence of significant personal practice across Project Management areas in a range of project roles in complex projects.
- Have knowledge and understanding of the structure and content of this qualification

Staff Conducting Quality Assurance – All Units
Quality assurance staff must:
- Have experience in quality assurance/internal verification
  AND
  Hold or be working towards an appropriate qualification
- Have familiarity of the occupation covered by the qualification
- Have knowledge and understanding of the qualification's structure and content

Staff Invigilating Examinations – Knowledge Unit
These personnel must:
- Have experience in conducting and controlling exam sessions
  OR
- Be supervised, conducting this function, by an individual experienced in conducting and controlling exam sessions.

Note: A tutor/assessor who has prepared the learners for the subject of the exam must not be the sole Supervisor at any time during an exam of that subject(s).

Assessors – Competence Units
Assessment must be carried out by qualified Assessors:
- Who hold, or are working towards a nationally recognised Assessor qualification as a minimum and as appropriate to the assessment being carried out.

Assessor Technical Requirements
Assessors must be:
- Able to demonstrate that they have verifiable and sufficient technical competence to evaluate and judge the performance and knowledge evidence requirements as set out in the relevant QCF unit learning outcomes and associated assessment criteria
- Qualified in Project Management or a related discipline to at least Level 4 (or equivalent); those without such qualifications will need to provide evidence of significant personal practice in all areas of Project Management across a range of complex projects

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

Evidence of occupational competence should largely be generated and collected through performance under workplace conditions typical to the candidate's normal place of work.

Knowledge will be assessed through a robust test of extended response questioning and closed book multiple choice, multiple answer questions. This knowledge component can be gained through use of APM's *Project Management Body of Knowledge (BOK),* which covers all material that cannot be learned on the job.

Off-the-job training

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

The work-based component is complemented by a knowledge unit, *Principles of Project Management*. This unit sits within the combined Diploma in Project Management at SCQF Level 8. This component is not separately certificated, but certificated as a part of this combined qualification.

Delivery and assessment method

It is recommended that the APM Body of Knowledge 6th edition is referred to when delivering this learning outcome, particularly sections 3.1 – 3.7.

The knowledge unit, *Principles of Project Management*, is assessed by an externally set and marked examination. There are

two written examinations for the unit and both are of three hours duration.

Exemptions

N/A

The SSC training plan

The plan is required to identify:

1   The selected Framework outcomes

2   The selected Career Skills units

3   A summary of the Technical Apprentices' accredited prior learning

4   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 Technical 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 Technical Apprentices funded by SDS it is sufficient to submit the SDS Training Plan on condition that it covers the same information required in the Training Plan.

Consultation Process

Initial research was undertaken by Skills CFA to identify which type of qualification is favoured by employers and training providers. The results of the research showed that:

- 48.3 per cent of Scottish organisations had no preference regarding the type of qualification developed
- 42.3 per cent stated than an SVQ was not their preferred qualification type and would prefer to use an existing diploma
- 9.5 per cent preferred an SVQ

As such Skills CFA propose using the existing Project Management qualification currently in the English and Wales apprenticeship frameworks. This qualification is entitled the Level 4 Diploma in Project Management. The Level 4 Diploma in Project Management is a combined competence and knowledge-based qualification, which cover the Project Management process, in terms of both technical knowledge and applied skill.

In 2013, Skills CFA conducted a survey with employers and key stakeholders in Scotland to establish demand and support for the Technical Apprenticeship in Project Management at SCQF Level 8. The survey, which gathered feedback on the proposed apprenticeship, took place online.

250 people responded to the survey. The majority of respondents who answered a question regarding organisation size were from Large organisations (250+ employees) (79.6 per cent), whilst 9.2 per cent of respondents were Micro organisations (1-5 employees), and 7.0 per cent of respondents were from Small organisations (6-50 employees); and 4.2 per cent were from Medium organisations (51-249 employees). Respondents operated in a number of sectors including:

Local Government	Forestry, Paper and Energy
Academia/Industry	Health Care
Aviation/Transport	Hospitality, Tourism Marketing, Retail, Management
Building Consultancy	Infrastructure
Chemical	Land, Dimensional Control & Offshore Surveying
Construction	Nuclear, Railway and Oil and Gas
Defence	Oil and Gas
Education	PM Training across sectors
Energy	Project Management Consultants
Engineering	Public
Finance	Utlities
Financial Services	Telecoms

Respondents also came from a number of different types of organisations: 69.5 per cent came from Private sector organisations, 18.8 per cent from Public sector organisations, 6.3 per cent from government body/agency, 4.7 per cent from universities, 2.3 per cent from training providers and 1.6 per cent from not-for-profit organisations.

In addition to the large number of employers and providers being consulted, we sought feedback on the proposal via Unison and also STUC were asked to engage with other Unions to find whether they were supportive or crucially whether they had any objections. At the time of submission, we had not received any additional feedback however we believe this to mean that the Unions are supportive (have no reason to raise any objections).

97.9 per cent of respondents' organisations were represented in Scotland.

Of the 250 responses received, 155 respondents stated that a Project Management apprenticeship would be of value to the Scottish economy. 236 stated that a competence-based Project Management qualification would be of value to the Scottish economy. While 180 respondents stated that they would be interested in using a competency-based

qualification to develop their staffs' skills.

To summarise, 79.9 per cent of respondents to the consultation stated that they supported the development of a new Technical Apprenticeship in Project Management, while 94.4 per cent of respondents believe that the new framework will also be of value to the Scottish economy.

Further consultation work was carried out in February 2015 and summer 2015. The survey carried out in February 2015 asked respondents their opinions on any mandatory enhancements to be included within the framework. 72.2 per cent responded that candidates should complete one mandatory enhancement as part of the framework. Respondents were also asked concerning what choice of mandatory enhancements should be included in the framework. The following were identified as possible enhancements for the framework:

- A unit from an SVQ at SCQF Level 8 or above relevant to the apprentice's job role (62.5 per cent of respondents)

- An additional unit from the Project Management qualification at SCQF Level 8 (100 per cent of respondents)

- An additional unit from a Management SVQ at SCQF Level 8 or above (75 per cent of respondents)

In summer 2015 the consultation work was of a more focused and specific nature. This consultation had two distinct aspects.

Firstly, a focused interview with a particular employer and then subsequent conversations with additional employers. A telephone interview was carried out with the Change Department at Lloyds Banking that focused on the nature of the role of a Project Manager. Further conversations were held with an additional five employers based in Scotland, facilitated through the Association of Project Managers. Within these conversations the question as to the nature of the job role was posed as well as looking more specifically at the issue of the mandatory enhancement. The following organisations were involved: Rubric Europe Ltd., Oceaneering, Scottish Water, Technip and The University of Edinburgh.

Dialogue with the further five employers as identified further reinforced the principle of Project Management as a disambiguated job role: all but one of the employers with whom discussions were held felt that Project Management was an occupation in itself. In terms of mandatory enhancements, four of the five employers with whom discussions were held felt that there should be a mandatory enhancement included within the framework. Suggestions were made for the enhancements to come from Customer Service, Management and ICT.

While the consultations have taken place through a variety of mediums over the last two years, most recently in summer 2015, Skills CFA believes that the results are still valid. While the majority of consultations were carried out in the period up to February 2015, there has been ongoing discussion with EAL and QA whose employer customers are eager to use the qualification. As a pan-sector qualification, Project Management is not affected in the same way as sector-specific qualifications which are affected by industry change. Instead, Project Management tends to be affected by trends and beliefs, but the principles themselves are less likely to change.

Career progression

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

The following progression routes could be considered horizontal:
- Management Modern Apprenticeship at SCQF Level 7
- APM Introductory Certificate in Project Management (SCQF Level 7)
- Standalone Management SVQ at SCQF Level 7
- Standalone S/NVQ Level 4 Qualification in a cognate subject area
- Management Modern Apprenticeship at SCQF Level 9

The following progression routes could be considered vertical:
- Management Modern Apprenticeship at SCQF Level 11

- Standalone Management SVQ at SCQF Level 11
- Postgraduate degree in Project Management (e.g. MSc in Project Management), subject to meeting the admitting institution's entry requirements
- Business-related undergraduate degrees, postgraduate degrees and further education qualifications
- Project-related professional qualifications, such as Managing Successful Programmes (MSP), Project Management Professional (PMP), APMP for PRINCE2 Practitioners
- Business-related professional qualifications

The list is indicative of the routes an apprentice could follow, and there will be other sector-specific progression routes available.

The main professional body that serves the needs of Project Managers is the Association of Project Managers (APM). Upon completion of this Technical Apprenticeship will be able to gain Associate Membership of APM.

Following completion of the apprenticeship candidates are expected to be able to achieve positions including:

- Senior Project Manager
- Project Lead
- Portfolio Manager
- Programme Manager

Appendices

APPENDIX 1

Stakeholder Responsibilities

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

- Awarding Bodies
- Employers
- Technical Apprentices
- Modern Apprenticeship Group (MAG)
- Sector Skills Councils (SSCs)
- Skills Development Scotland
- Training Providers

Role of the Sector Skills Councils

SSCs are responsible for developing Technical 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.

Details of your SSC can be found on the FISSS website http://fisss.org/sector-skills-council-body/directory-of-sscs/

Role of Skills Development Scotland (SDS)

Technical 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

Technical Apprenticeship Frameworks will be eligible for funding support from SDS who should be contacted to establish the availability and level of support for each Framework.

Skills Development Scotland provides advice and guidance to individuals on the range of Technical 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 Technical Apprenticeship routes on the Skills Development Scotland website

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

Role of the Awarding Bodies

A significant proportion of the Technical Apprenticeship is based on the assessment of the apprentice against SVQs/ CBQs/ HN Units or SVQ units. These qualifications are accredited by the SQA Accreditation and the Office of the Qualifications and Examinations Regulator (Ofqual) and are offered by Awarding Bodies.

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

Role of the Training Provider

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

Role of the Modern Apprenticeship Group (MAG)

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

MAG is responsible for:

- Approval and re-approval of Modern, Technical and Professional Apprenticeship Frameworks
- De-approval of Modern, Technical and Professional Apprenticeship Frameworks
- Encouraging best practice across Modern, Technical and Professional Apprenticeship Frameworks and sectors

Role of the Employer

Employers' responsibilities include:

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

Role of the Modern, Technical or Professional Apprentice

Modern, Technical or Professional 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, Technical or Professional Apprentices' responsibilities include:

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

APPENDIX 2

Modern Apprenticeship Centres (MACs)

Modern, Technical and Professional Apprentices may only be registered through organisations approved by the SSC to deliver this Framework. Such approved organisations are called Modern Apprenticeship Centres (MACs)

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

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

Either

1 be approved by an appropriate Awarding Body as a centre for the assessment of the relevant qualification and Career Skills Units

or

2 be capable of demonstrating a contractual relationship with another approved centre for the assessment of those units for which the MAC does not have approval from an appropriate Awarding Body.

In addition

The SSC will maintain a database of MACs for the delivery of the Framework within Scotland, which will be available to employers and others.

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

Organisations wishing to be accredited with SQMS (or other appropriate quality system) should contact Skills Development Scotland.

In addition to the assessment of the Modern, Technical or Professional 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 Apprentice
- Registering Modern, Technical and Professional Apprentices as candidates for the relevant qualification and other selected units with the appropriate Awarding Body
- Registering Modern, Technical and Professional Apprentices with the SSC
- Applying for the final `Certificate of Completion' on behalf of Modern, Technical and Professional Apprentices
- Informing the SSC of any material alterations to Modern, Technical and Professional Apprentices' training plans or desired changes to the selected Framework outcomes.

APPENDIX 3: TECHNICAL/ PROFESSIONAL SAMPLE TRAINING AGREEMENT

This Training Agreement is entered into by:

Name of Employer:	
Name of Technical/ Professional Apprentice:	
Name of Modern Apprenticeship Centre:	

The **Employer's responsibilities** 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 meets National Minimum Wage criteria, 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 apprentice; and

7   operate an Equal Opportunities policy which meets all legal requirements.

The **Technical/ Professional 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 apprentice's personal training plan as confirming that the selected Framework 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 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:*
Technical/ Professional Apprentice		*Date:*
Modern Apprenticeship Centre		*Date:*

MODERN APPRENTICESHIPS

TECHNICAL/ PROFESSIONAL APPRENTICESHIP TRAINING PLAN

The Modern Apprenticeship Centre

Name:
Address:
Telephone:
Contact:

The Technical or Professional Apprentice

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

The Employer

Name:
Address:
Telephone:
Contact:

Skills Development Scotland office

Name:
Address:
Telephone:
Contact:

Framework selected outcomes
Mandatory outcomes

Qualification Level *(please identify level)* (List mandatory and optional units)	Tick units being undertaken	SCQF Level	SCQF Credit Points
Qualification level *(please identify level)* (List mandatory and optional units)			
Enhancements			

Career Skills (Include details of the minimum level required)	Tick units being undertaken	SCQF Level	SCQF Credit Points
1 (full name and code)			
2 (full name and code)			
3 (full name and code)			
4 (full name and code)			
5 (full name and code)			

Optional outcomes

Additional units (if any) These are optional and should reflect the individual training needs of the Apprentice	Tick units being undertaken	SCQF Level	SCQF Credit Points
(specify unit)			
(specify unit)			
(specify unit)			
(specify unit)			

Summary of Technical/ Professional Apprentice's accredited prior learning:

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

Skills CFA
Unit 110, Linton House
164-180 Union Street
London
SE1 0LH
info@skillscfa.org
Tel: 020 7091 9620

APPENDIX 4: Career Skills Units for Technical and Professional Apprenticeships

Technical Apprentices should complete Career Skills units at SCQF Level 7 or above and achieve a minimum of 15 Credits in total. Professional Apprenticeships should complete Career Skills units at SCQF Level 8 or above and achieve a minimum of 20 Credits in total.

The Career Skills units selected must not duplicate any of the units undertaken as part of the mandatory qualification.

Business Administration			
Either Implement, monitor and review change	9	6	CFABAA116
Or Implement Change (Management Unit)	(see below)		
Either Plan change across teams	9	6	CFABAA115
Or Plan change (Management Unit)	(see below)		
Chair meetings	8	4	CFABAA413
Evaluate and solve business problems	8	6	CFABAG128
Implement and evaluate innovation in a business environment	8	6	CFABAA113
Manage and evaluate information systems	8	6	CFABAD122
Either Monitor and evaluate contracts	8	6	CFABAF121
Or Monitor and evaluate the performance of contractors	8	6	CFABAF121
Negotiate in a business environment	8	7	CFABAG123
Either Plan, run and evaluate projects	8	10	CFABAA152
Or Manage projects (Management Unit)	(see below)		
Prepare, co-ordinate and monitor operational plans	8	6	CFABAA1110
Manage an office facility	7	6	CFABAA118
Either Manage budgets	7	5	CFABAA532
Or Manage budgets (Management Unit)	(see below)		
Manage communications in a business environment	7	3	CFABAA616
Supervise a team in a business environment	7	6	CFABAG1212
Management			
Either Build and sustain collaborative relationships with other organisations	11	6	CFAMLD17
Or Develop and sustain collaborative relationships with other organisations	11	6	CFAM&LDD4
Either Develop a strategic business plan for your organisation	11	14	CFAMLB3
Or Develop strategic business plans	11	14	CFAM&LBA6
Either Ensure an effective organisational approach to health and safety	11	12	CFAMLE7
Or Provide healthy, safe, secure and productive working environments and practices	7	7	CFAM&LEB1
Either Improve organisational performance	11	11	CFAMLF12
Or Manage continuous improvement	11	11	CFAM&LFE5
Either Manage risk	11	12	CFAMLB10
Or Manage risks to your organisation	11	11	CFAM&LBB1
Either Promote equality of opportunity, diversity and inclusion in your organisation	11	12	CFAMLB12
Or Promote equality of opportunity, diversity and inclusion	8	9	CFAM&LBA7
Either Promote knowledge management in your organisation	11	7	CFAMLE13
Or Promote knowledge management and sharing	11	7	CFAM&LEC1
Either Promote the use of technology within your organisation	11	12	CFAMLE4

Or	Optimise effective use of technology		11	12	CFAM&LEB5
Either	Provide leadership for your organisation		11	13	CFAMLB7
Or	Lead your organisation		11	13	CFAM&LBA1
Either	Manage the development and marketing of products/services in your area of responsibility		10	9	CFAMLF16
Or	Manage the marketing of products and services		11	6	CFAM&LFB5
Put the strategic business plan into action			10	9	CFAMLB4
Either	Develop and implement marketing plans for your area of responsibility		9	5	CFAMLF4
Or	Develop marketing plans		9	5	CFAM&LFB2
And/Or	Implement marketing plans		9	5	CFAM&LFB3
Encourage innovation in your area of responsibility			9	12	CFAMLC2
Lead change			9	15	CFAMLC4
Manage business processes			9	15	CFAMLF3
Either	Manage knowledge in your area of responsibility		9	4	CFAMLE12
Or	Develop knowledge and make it available		9	4	CFAM&LEC3
Plan change			9	15	CFAM&LCA2
Either	Recruit, select and keep colleagues		9	12	CFAMLD3
Or	Recruit, select and retain people		9	14	CFAM&LDA2
Either	Develop and implement operational plans for your area of responsibility		8	11	CFAMLB1
Or	Develop operational plans		8	11	CFAM&LBA9
Manage projects			8	11	CFAMLFA5
Implement change			8	11	CFAMLC6
Either	Manage finance for your area of responsibility		8	14	CFAMLE2
Or	Manage the use of financial resources		8	14	CFAM&LEA3
Either	Manage physical resources		8	9	CFAMLE8
Or	Manage physical resources		8	5	CFAM&LEB3
Either	Manage the environmental impact of your work		8	4	CFAMLE9
Or	Manage the environmental and social impacts of your work		8	4	CFAM&LEB4
Promote equality of opportunity, diversity and inclusion in your area of responsibility			8	10	CFAMLB11
Provide leadership in your area of responsibility			8	9	CFAMLB6
Either	Allocate and monitor the progress and quality of work in your area of responsibility		7	14	CFAMLD6
Or	Manage people's performance at work		7	14	CFAM&LDB4
Either	Build and manage teams		7	8	CFAMLD9
Or	Build Teams		9	8	CFAM&LDB1
Communicate information and knowledge			7	3	CFAMLE11
Ensure health and safety requirements are met in your area of responsibility			7	11	CFAMLE6
Manage budgets			7	11	CFAM&LEA4
Either	Manage your own resources and professional development		7	8	CFAMLA2
Or	Develop your knowledge, skills and competence		7	6	CFAM&LAA2
Either	Provide leadership for your team		7	9	CFAMLB5
Or	Lead your team		7	9	CFAM&LBA3
(Business Continuity Management)					
Develop a Business Continuity Management (BCM) strategy			10	10	CFABCM201
Design Business Continuity Management (BCM) procedures			8	8	CFABCM101

Manage incident response teams	8	5	CFABCM301
Assist in the design of Business Continuity Management (BCM) procedures	7	4	CFABCM102
Assist with the development of an organisational Business Continuity Management (BCM) strategy	7	5	CFABCM202
Lead a response team	7	4	CFABCM302
Operate incident response procedures	7	4	CFABCM303
Communicating during an incident	7	5	CFABCM401
(Governance)			
Define the responsibilities, powers and tasks of the governing body	12	13	CFA 501
Define the organisation's strategy and structure	12	13	CFA 502
Determine the organisation's purpose, vision, values and ethical behaviour	12	13	CFA 503
Ensure effective functioning and performance of the governing body	12	14	CFA 504
Ensure effective governing body decision making and delegation	12	14	CFA 505
Evaluate organisational and managerial performance to ensure effective compliance and control systems	12	15	CFA 506
Exercise accountability and engage effectively with key stakeholders	12	12	CFA 507
Customer Service			
Apply technology or other resources to improve customer service	8	11	CFACSD18
Build and maintain effective customer relations	8	8	CFACSB15
Champion customer service	8	10	CFACSA17
Develop a customer service strategy for a part of an organisation	8	11	CFACSD16
Follow organisational rules, legislation and external regulations when managing customer service	8	10	CFACSF6
Plan and organise the development of customer service staff	8	9	CFACSD15
Plan, organise and control customer service operations	8	10	CFACSB13
Review the quality of customer service	8	8	CFACSB14
Apply risk assessment to customer service	7	10	CFACSC6
Either Build a customer service knowledge set	7	7	CFACSA16
Or Build a customer service knowledge base	7	7	CFACSA16
Either Demonstrate understanding of customer service	7	6	CFACSF3
Or Show understanding of customer service	7	6	CFACSF3
Gather, analyse and interpret customer feedback	7	10	CFACSD12
Manage customer service performance	7	7	CFACSD20
Promote continuous improvement	7	7	CFACSD9
Use customer service as a competitive tool	7	8	CFACSA14
Enterprise			
Evaluate an existing business opportunity	9	6	CFABD9
Get support for a creative idea	9	9	CFABD10
Explore overseas markets	9	14	CFAWB6
Carry out a review of the business	8	8	CFABD4
Make deals to take your business forward	8	6	CFAEE3
Find innovative ways to improve your business	8	8	CFAEE4
Plan how to let your customers know about your products and services	8	8	CFAWB2
Advertise your products and services	8	5	CFAWB4
Sell your products or services	8	7	CFAWB5

Bid for work	8	5	CFAWB9
Win and keep customers	7	7	CFAEE2
Manage cash flow	7	3	CFAMN4
Review the skills the business needs	7	4	CFAOP1
Check what your customers need from the business	7	5	CFAWB1
Plan how you will sell your products or services	7	4	CFAWB3
Make presentations about your business	7	4	CFAWB10
Delegate work to others	7	4	CFAYS6

- Note 1: Either/Or choice indicates that a unit has been revised.

- Note 2: Not all units are accredited. SSCs should consult Awarding Bodies for availability.