SCOTTISH HIGHER LEVEL APPRENTICESHIPS

A

TECHNICAL APPRENTICESHIP

IN

SUPPLY CHAIN MANAGEMENT

AT

SCQF Level 8

FRAMEWORK DOCUMENT
FOR SCOTLAND

Skills for Logistics

Approved 18 December 2014
Operational from: 01 February 2015

Skills for Logistics
12 Warren Yard
Warren Park
Milton Keynes
MK12 5NW

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 Apprenticeship are given in the next section.

Technical Apprenticeship in Supply Chain Management

The logistics sector and in particular the supply chain underpins many sectors within the Scottish economy. Supply chain management is the process of linking each element of the manufacturing and supply process from raw materials through to the end user, encompassing several organizational boundaries. Supply chain management has been a major component of competitive strategy to enhance organizational productivity and profitability requiring simultaneous improvements in both customer service levels and internal operating efficiencies of the companies in the supply chain. .

Without logistics and the supply chain it would be impossible for organisations in areas such as manufacturing, chemicals and petroleum and food and drink production to gain raw materials, move products or to even export their products. Many other sectors such as construction, pharmaceutical and healthcare, automotive, electronics and electrical and tourism are also sectors heavily reliant on materials been brought to sites or products been moved by logistics companies. All of these functions rely on a competent workforce to ensure those within the supply chain get materials and products to the right place at the right time.

Businesses operating in supply chain management vary in size from major multi-national organisations, where employment reaches a four-figure sum, to small SMEs with just a few employees. Although a number of manufacturing companies are moving their operation to low cost overseas sites it is still important that these companies are encouraged to keep the control and management of the supply chain in Scotland.

The Logistics Sector in Scotland employs 115,000 people[1] across 12,400 companies. The sector is dominated (81%) by workplaces employing 10 or fewer people. Including those who work in logistics occupations in other sectors, the actual size of the sector is 126,000 people which equates to 5% of Scotland's workforce[2].

ONS Labour market statistics[3] shows that in the quarter to June 2012 there were 54,000 buyers and procurement professionals and 156,000 managers / directors in the UK transport and logistics sector and indicates a 4% increase in employment in transport and logistics in employment in the UK over the year ending March 2013. Although it is difficult to extract the supply chain management employment figures directly it gives an indication of the size and trend within the logistics sector.

The revised Scottish Technical Apprenticeship in Supply Chain Management will provide a progression route and skills development for both new and existing employees ensuring Scottish businesses have the workforce to be competitive and succeed within the UK, nationally and globally.

Supply chain management is a dynamic function that has seen many changes in work practices over the last 20 years. This trend continues and while many of the larger organizations are drivers of this change, it is important that they, and the SMEs who supply them, have employees with the necessary qualifications and skills to maintain their position in the market place.

Across the UK the logistics sector has an ageing workforce. This is particularly so in Scotland, with 45% of the workforce over 45 compared to 35% for all sectors in Scotland. Coupled with this age profile, the sector experiences great difficulty in attracting young people. Young people are simply not aware of the careers opportunities it can offer them. Indeed, for

---

[1] [JOBS06: Workforce jobs revisions triangle (published on 12 June 2013) (Excel sheet 352Kb)](#)
Workforce jobs revisions triangle. Workforce jobs tables are usually updated in March, June, September and December.

[2] Understanding skills and challenges in the logistics sector. 2014 UKCES

[3] ONS (2012) EMP16 Employment by occupation. All in employment by status, occupation & sex. Quarter 2: Apr-Jun 2012. [Online] http://www.ons.gov.uk/ons/publications/re-referencetables. html?newquery=*&newoffset=25&pageSize=25&edition=tcm%3A77-269229)

most people logistics and the supply chain is the invisible industry. The gap between industry experience and a university degree is substantial[4]; suggesting supply chain organisations would rather build their teams with qualified employees taken from competitors rather than build from scratch.

Drivers of change and skills gaps
The supply chain operation has a number of other factors which also impact on how the profession operates and the skills required.

Global sourcing and supply chains have expanded massively in recent years which increases supply chain complexity (Skills for Logistics 2013). This requires individuals to have knowledge of operating globally working with suppliers and customers worldwide. They also need to be able to understand their markets and have the ability to make informed decision as to suitable locations for their operations.

Sustainability has become a new area of competitiveness within supply chain management with organisations needing to be more environmentally responsible in areas such as carbon footprints, energy and fuel usage as well as social responsibility. There is a lack of resources in terms of knowledge and expertise project management as well as change management.

The cost of raw materials such as fuel continues to rise and again those involved in the supply chain will need to consider alternative and more efficient ways of transporting goods.

Customer service is key to gaining competitive advantage and strong customer service can be seen as a way of improving customer loyalty in the supply chain. Therefore improving skills in customer service are key for those working in the sector.

Technology continues to develop and therefore those working in supply chain management will need to develop an awareness of, and expertise in, technological processes.

The revised technical apprenticeship framework will address skills needs and gaps in supply chain management for Scottish employers, whilst providing an alternative to full or part time-study leading to HNC/D and degree programmes. It will also provide opportunities for businesses to grow their own providing progression opportunities from the Modern Apprenticeship through to the Professional Apprenticeship.

Suitable candidates for the technical apprenticeship may be new to the sector or may already be in employment and are looking to further their career. There are no set entry requirements broadening access and ensuring learners from a variety of backgrounds can participate in the programme. However, those undertaking this technical apprenticeship should be in a relevant role in supply chain management and have the support of their employer. Some may have progressed from the Modern Apprenticeship in Supply Chain Management or Procurement at SCQF level 7.

ONS (2012) EMP16 Employment by occupation. All in employment by status, occupation & sex. Quarter 2: Apr-Jun 2012. [Online] http://www.ons.gov.uk/ons/publications/re-referencetables. html?newquery=*&newoffset=25&pageSize=25&edition=tcm%3A77-269229)

---

[4] Occupational Craft Skills Report: *Supply Chain Management*, Skills for Logistics. August 2013

Summary of Framework

Diagram showing the contents of the Technical Apprenticeship in Supply Chain Management

Duration

| The estimated minimum time to gain competence is 12 months |

Mandatory outcomes

SVQ/ CBQ/ HN Qualification/ Professional Qualification

- *The following must be achieved:*

- GK1A 24 SVQ 4 Supply Chain Management at SCQF Level 8 (54-105 credits)

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

- Employer and individual to select the appropriate Career Skills units within the agreed threshold as follows:
  - Technical Apprenticeships must include Career Skills Units at SCQF 7 or above and achieve a minimum threshold of 15 Credits

---

Optional Outcomes

Additional SVQ Units/Qualifications/Training

The sector suggests that in order to enhance employability and progression one of the following should be undertaken in addition to the career skills. The units identified in the career skills list can be used.

- Project Management
- Time Management
- Lean (Continuous Improvement)
- Improving Purchasing Performance
- Health & Safety for Purchasing & Stores
- Effective Stock Control
- CIPS Diploma in Procurement and Supply

The Framework

The mandatory and optional content of the technical Apprenticeship in Supply Chain Management is as follows:

Duration

It is expected that apprentices following this framework will take a minimum of 12 months to complete. This includes 20% of the time for off-the-job training.

Mandatory Outcomes

SVQ(s)/ CBQs/ Other Qualifications

Each apprentice is required to achieve the following Qualification:

- GK1A 24 SVQ 4 Supply Chain Management at SCQF Level 8 (54-105 credits)

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

No enhancements are required for the SCQF level 8 Supply Chain Management Apprenticeship

Optional Outcomes

Additional SVQ Units/Qualifications/Training
The sector suggests that in order to enhance employability and progression one of the following should be undertaken in addition to the career skills units. The units in the career skills can be used where available.

- Project Management
- Time Management
- Lean (Continuous Improvement)
- Improving Purchasing Performance
- Health & Safety for Purchasing & Stores
- Effective Stock Control
- CIPS Diploma in Procurement and Supply

The above list is not exhaustive. There is flexibility to allow for additions to the list by agreement between the employer, the training provider and the learner at the beginning of the apprenticeship.

Where a certificate has an expiry date, it must be current at the time of completion of the Technical Apprenticeship.

Registration and certification

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

Skills for Logistics
12 Warren Yard
Warren Park
Milton Keynes
MK12 5NW
Tel: 01908 313360
Email: info@skillsforlogistics.org
Web: www.skillsforlogistics.org

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

Training Providers need to be registered as a Modern Apprenticeship Centre (MAC) on MA Online. To do this go to www.modernapprenticeships.org .Once registered training providers must register each modern apprentice on MA Online within 4 weeks of starting their apprenticeship. There is a £10 registration fee for each apprentice. Once each apprentice has competed the framework training providers must upload the appropriate evidence to MA Online in order to request a Modern Apprentices certificate. This evidence will be checked by Skills for Logistics, who will issue the Modern Apprenticeship certificate at a cost of £30 each.

In the case of Technical and Professional 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 and Professional 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 on www.modernapprenticeships.org.

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 and Professional Apprentices is primarily the responsibility of the employer. However, the following guidance is given:

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

- The Technical and Professional 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 and Professional 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 the learner must be employed in a suitable role within supply chain management in order to gain the experience and knowledge required for the SVQ in addition to:
>
> - Be prepared to undertake off-the-job training
> - Be able to acquire the broad range of skills, knowledge and understanding required in the technical apprenticeship
> - Be competent to complete the Level 4 SVQ
> - Have a positive attitude towards learning
> - Show initiative
> - Be able to communicate with a variety of people

Equal opportunities

Technical and Professional 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 Modern, Technical or Professional Apprentices supported by Skills Development Scotland must conform to any contractual requirements on equal opportunities. All employers of Modern, Technical or Professional 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 and Professional Apprenticeship programme:

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

2. SSC Training Agreement - this agreement outlines the basis of the Technical and Professional 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 and Professional Apprentices

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

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.

Terms and conditions of employment

In order to compete with other sectors offering Technical and Professional Apprenticeships, attractive packages will need to be developed by employers in the sector. The terms and conditions of employment for individual Technical and Professional 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 and Professional 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.

The list below shows the providers who have either shown an interest in delivering the technical apprenticeship or are currently registered with SQA Awarding to deliver the Supply Chain Management SVQ and Modern Apprenticeship.

- City of Glasgow College
- Fife College
- JB Management – Ayr but deliver Scotland wide
- Orion Group - Glasgow
- Pitchblue – Dunfermline
- Polaris Learning Ltd
- Training Matters (Scotland) Limited
- AD Services Scotland – Lanarkshire but deliver Scotland wide
- Learn Direct
- Perth College

There may be new centres which have come on board recently therefore contact Skills for Logistics or SQA Awarding for an up to date list of training providers.

Delivery of Training for the Technical Apprenticeship in Supply Chain Management

Work-based training

Delivery and assessment method

Assessments should be carried out in the work place with the use of portfolios to provide evidence. These should, where appropriate, be supported by mentor / supervisor statements or other appropriate methods.

Regular reviews should take place with the apprentice as well as their employer/ mentor / supervisor (whichever is appropriate) to discuss progress.

Skills required by training providers delivering the training

Any of the following should be held by those undertaking delivery

- A1/V1
- L&D9DI
- PTLLS
- CLLS

Those involved in delivery of SVQs are advised to check with the SQA guidance on assessor and verifier competence requirements and the note issued September 2013.   Assessors and verifiers who currently hold D or A and V Units are still considered to be qualified assessors and internal verifiers/external verifiers and are not required to undertake the new Units. However, they must be working to the current NOS and undertaking appropriate continuous professional development. **Any new assessors and verifiers, who do not currently hold any of these qualifications, should undertake the qualifications based on the current Learning and Development (L & D) NOS.**

The relationship between the current L & D Units and previous Assessor and Verifier qualifications can be found on the attached link.

http://www.sqa.org.uk/sqa/files_ccc/Assessor%20and%20Verifier%20Competence%20FINAL.pdf

Assessors should also check the Assessment Strategy for SVQs in Supply Chain Management and Procurement

Occupational competence is required for the specified qualification secured from previous experience

It is good practice to be able to show staff involved in delivery maintain:
- their industry knowledge through CPD activities
- participate in in-house or awarding body training and workshops / standardisation sessions.

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

Learners will achieve the SVQ which contains underpinning knowledge and will be developed and assessed through methods such as:
- on-going training with their assessor and/or employer.
- question and answer sessions
- written and oral tasks involving research
- study and in house development
- task based work activity
- on line learning
- off line tutorials

Off-the-job training

Details of off-the-job training

Most of the delivery takes place on the job and where it does take place off the job then it should be relevant to the technical apprenticeship and the role of the individual. It is suggested that this may be around 20% of the total time of the framework.

Delivery and assessment method

The time taken to complete will vary and be dependent on the award chosen
Delivery will also be something agreed between the apprentice, employer and provider to suit the needs of the business but may include:
- Attending day /block release
- Distance learning
- Using on line tutorials
- Completion of work based projects

Exemptions
- Are any groups exempt from completing the off-the-job component? (e.g. older workforce with the required knowledge as demonstrated through RPL/ APL)

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 or Professional 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 and Professional 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 and Professional 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 feedback was sought in February 2014 from employers and providers on the suitability of and continuation of the SVQs levels 2-5 in supply chain management and the modern apprenticeships. The results of which were used to inform the main review of the SVQ levels 3, 4 and 5. Feedback supported withdrawing the level 2 SVQ in supply chain management due to no uptake. The current SVQs level 3-5 were due to expire in December 2014.

During July and August 2014 consultations were undertaken on the revised structure of the SVQs 3 – 5 and the content of the Apprenticeship frameworks. This included an electronic survey which was circulated to a range of businesses as well as providers. It was circulated through the main Trade Associations Scottish offices of Freight Transport Association and Road Haulage Association as well as the Trade Union. The Scottish representative for Unite was contacted through the MAG representative for Scottish Union Learning and asked for feedback. A meeting was also held with Unite in England and the modern apprenticeship framework was passed on to his colleague in Scotland. During this consultation SQA awarding and accreditation, SDS and Scottish Government were involved in the process.

Questions were specifically included in the consultation on the entry requirements, types of progression and additional enhancements which should be included in each of the apprenticeship frameworks.

The on-line consultation included the views of a broad range of private and public sector employers, as well as trade bodies and training organisations. Although over 100 businesses were contacted there were only 22 who responded on line and a further 5 telephone conversations were undertaken. 30% of responses were from private organisations and 12% from public organisations and included self-employed, micro businesses, SMEs and large organisations, 13% of respondents employed less than 5 and 28% employed over 250 . 52% of the total responses were from Scottish employers with 48% from the training and provider network.

Although the responses are predominately from the central area of Scotland this is reflective of where most logistics supply chain operations are based. Once the revised frameworks are approved then further communication will be undertaken to ensure wider coverage and awareness across Scotland is achieved. Some of the providers responding do work across Scotland and therefore Skills for Logistics will work with these to engage in wider coverage.

All feedback was collated, analysed and the results reviewed to ensure it was relevant and incorporated where appropriate. Organisations who supported the review included: IBM UK Ltd, Diageo, WeeSolutions, IBM, Stevenson Bros, J Russell, Morrison Plc, DHL Supply Chain, Fife Council, Scottish Trade Union. A number of organisations chose not to leave their details.

The providers who responded to the on-line consultation included: RT Resources Ltd, Orion PS Ltd, Fife College, Glasgow City College, Training Matters, Pitchblue, Commercial Skills Ltd, Qube Development, XL Training, Nithcree Training and Intec Business Colleges

The responses to the consultation were positive and provided useful feedback confirming the need for a supply chain management SVQ in addition to the new SVQ level 3 procurement at SCQF level 6 Modern Apprenticeship. It was requested that to reflect the flexible nature of jobs in the sector the mandatory units are kept to a minimum with flexibility to choose from any of the optional units in the SVQs. A number of additional imported NOS have also been identified from SkillsCFA for inclusion in the SVQs, which was seen as positive.

Of those who responded to the question as to whether they would use the Apprenticeship frameworks 69% said they either currently used or intended to put employees through the apprenticeship in supply chain management.

Career progression

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

Progression into the Technical Apprenticeship in Supply Chain Management may be from a number of routes due to the varying backgrounds and past academic and work related experiences of apprentices.

Learners may enter straight from post-secondary education or they may have previously completed the Modern Apprenticeship in Supply Chain Management or Procurement at level 3 or the CIPS Advanced Certificate in Procurement and Supply.

Some learners may have completed the HNC/D in Supply Chain Management which will provide valuable underpinning knowledge for progression onto the technical apprenticeship.

Those learners who have no formal qualifications wishing to progress onto the technical apprenticeship will be expected to have experience in the role of supply chain management.

Learners completing the Technical Apprenticeship in Supply Chain Management will be able to progress onto the Professional Apprenticeship and have the potential to also move onto Higher Education (HE). Some courses could include:

- Level 5 Professional Apprenticeship in Supply Chain Management
- Level 5 Professional Apprenticeship in Management
- Chartered Institute of Logistics and Transport qualifications
- Institute of Operations Management qualifications
- CIPS Level 4 Diploma in Procurement and Supply
- CIPS Level 5 Advanced Diploma in Procurement and Supply
- Degree such as, Supply Chain Management, International Operations and Supply Chain Management
- Graduate recruitment schemes

A useful website to visit regarding higher education is www.ucas.co.uk. Information about courses, providers and further information on specific entry requirements can also be found on this website. Apprentices may also wish to continue their professional development through industry specific training or relevant professional development awards such as those offered by CIPS, CILT or IOM.

The types of jobs Technical Apprentices can secure include:

Related jobs	Brief description
Warehouse Team Leader	Working under the Supervisor or warehouse manager Responsible for a team and their work Responsible ensuring dispatch and receipt documentation for goods are checked correctly, stock is struck off account or brought to account and replacement stock is ordered Checking the work of those you are responsible for and allocating tasks Liaising with agencies and other colleagues
Team Leader	Working under the Supply Chain Specialist Lead all supply chain activity within a specified area Responsible for inventory control, purchasing and inter-logistics Responsibility for forecasting, production planning, materials requirement and maintenance of ERP system data, stock accuracy and optimisation Excellent communication, numeracy, ICT and organisational skills are required
Supply Chain	Manage the day-to-day ordering and delivery of goods and provision of services

Manager	Complying with contracts from suppliers
	Monitoring and evaluation the performance of suppliers against the service level agreement
	Able to work on own or as part of a team
	Knowledge of national and international legislation
	Good communication, numeracy, ICT and organisational skills are required
Supply Chain Specialist	Negotiate for supplies
	Propose and implement improvements in the supply chain
	Develop and maintain relationships in the supply chain
	Evaluate in formation on the supply chain and the procurement of supplies
	Manage a team identifying skills gaps
	Knowledge of supply tools and techniques
	Excellent communication, numeracy, ICT and organisational skills are required

My World of Work is also a useful website for careers www.myworldofwork.co.uk

Appendices

APPENDIX 1

Stakeholder Responsibilities

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

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

Role of the Sector Skills Councils

SSCs are responsible for developing Modern, Technical and Professional 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 Alliance of Sector Skills Councils' website http://www.sscalliance.org

Role of Skills Development Scotland (SDS)

Modern, Technical and Professional 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 Modern, Technical and Professional 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 Modern, Technical and Professional 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 Modern, Technical and Professional 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 and Professional 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 Modern, Technical or Professional 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 Modern, Technical or Professional 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 Modern, Technical or Professional 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 Modern, Technical or Professional 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:* **Page 22**

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 for Logistics
12 Warren Yard
Warren Park
Milton Keynes
MK12 5NW
Tel: 01908 313360
Email: info@skillsforlogistics.org

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.

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.