

**START  
TOMORROW  
TODAY**

# **MODERN APPRENTICESHIP EMPLOYER HANDBOOK**



University of the  
Highlands and Islands  
Inverness College

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## WELCOME TO INVERNESS COLLEGE UHI

Thank you for choosing Inverness College UHI as a training provider to support your Modern Apprenticeship programme. As one of the largest providers of training and development programmes in the Highlands and Islands, we have a strong track record of delivering high quality training to business.

As a tertiary education institution, we offer the broadest possible range of training and education, including Modern Apprenticeships, Further, Higher and Post graduate programmes, as well as customised flexible short courses, aimed at giving businesses a competitive edge.

The education sector, like many others, uses terminology and acronyms that are not familiar to those outside of the industry. We have tried to keep these to a minimum but new terms have been emboldened and are explained in the glossary at the back of this handbook.

There is a summary table at the end of each section for quick reference.

As a customer of Inverness College UHI, you will have a dedicated Account Manager who will work with you to provide a single point of contact through which to access services across the college and the university.

Our Modern Apprenticeship programmes are developed and delivered as part of the UHI regional apprenticeship hub. This enables us to be increasingly responsive to employer demand.

We hope you find this handbook helpful. If you have any suggestions as to how we could improve it, or our services to you, please do not hesitate to contact us.

If you would like to join other employers in shaping the services that we provide to you and the industry sector within which you operate, please call the Business Solutions Team on 01463 273666 or speak to your Account Manager about our Curriculum Advisory Groups.

Georgina Parker  
Director of External Relations



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## MODERN APPRENTICESHIP PROGRAMMES

The aim of Modern Apprenticeship programmes is to produce adaptable, multi-skilled staff who can meet the needs of your business in the present and the future.

Employing a Modern Apprentice means making a commitment to invest in their learning and personal development. In return, the Apprentice makes a commitment to work for the benefit of your organisation. This is formalised in an Individual Training Plan, which is signed by all parties.

## APPRENTICESHIP LEVY

Since April 2017, employers operating within the UK who have an annual payroll exceeding £3 million have been required to pay an Apprenticeship Levy. From time to time, funding initiatives resulting from the levy are available from Government. Your Account Manager will keep you up to date with opportunities to access funding.

## SKILLS DEVELOPMENT SCOTLAND

Each year, over 30,000 people start a Modern Apprenticeship combining a qualification with on-the-job training.

Skills Development Scotland contributes towards the costs of Modern Apprenticeship training through Inverness College UHI, as an accredited training provider.

The Scottish Government is committed to increasing the number of Modern Apprentices. The Scottish Government website for Apprenticeships provides up to date information regarding taking on a Modern Apprentice at: <https://www.apprenticeships.scot>



## MODERN APPRENTICESHIP 'FRAMEWORKS'

The content of an Apprenticeship is documented in a **framework**, produced by the relevant **Sector Skills Council** in consultation with industry.

As a tertiary institution, we can add additional learning and qualifications to the framework but must adhere to the requirements of the framework as a minimum. The length of time required to complete the framework depends upon the skill area, the individual abilities of the candidate and the on-the-job experience that the employer provides.

The framework will often include industry-specific requirements, together with optional units, which enable us to tailor the learning programme to the Apprentice's job role. An **Assessor**, with experience in your industry sector, will help to establish which Modern Apprenticeship Framework is most relevant to your skill requirements and job roles.

## THE APPRENTICESHIP "FAMILY" - FOUNDATION AND GRADUATE APPRENTICESHIPS

Foundation and Graduate Apprenticeships are additions to the Apprenticeship "family". Foundation Apprenticeships are undertaken, often alongside Highers or other qualifications, by school pupils in their final years of secondary education.

Foundation Apprenticeships often cover the first year of a Modern Apprenticeship framework, providing the employer with the opportunity to employ a Modern Apprentice who already has relevant skills, offering an earlier return on investment to the business.

Graduate Apprenticeships provide an opportunity to undertake qualifications up to and including degrees, whilst working for an employer as an Apprentice.

The College has a growing range of Foundation and Graduate Apprenticeships available and is keen to work with employers. Please ask your account manager for more information.

## SCOTTISH VOCATIONAL QUALIFICATIONS (SVQ)

Modern Apprenticeships are based on **SVQ** levels 2, level 3 and in some frameworks, level 4. All **Modern Apprenticeship frameworks** include an SVQ, **core skills** and some include **taught qualifications** and **enhancements**. SVQ levels have been replaced in Scotland by SCQF levels. A chart showing the new levels and their comparators is provided on page 19.

SVQs are national standards for work-based qualifications, which define what candidates should do and what they should know to be qualified as competent at the specified level of performance.

As an employer, it is essential that you provide Modern Apprentices with an opportunity to put their skills into practice.

Modern Apprentices collect evidence of their work in a portfolio (either paper based or electronic) as proof of competence, which is assessed against the requirements of the SVQ standards by one of our assessors, usually in the workplace. All assessors are occupationally competent in the vocational areas in which they assess.

## KNOWLEDGE AND UNDERSTANDING

The formal knowledge and understanding (theory) that the Modern Apprentice needs to complete the SVQ and become competent in their job role is usually provided through off-the-job training by Inverness College UHI.

Knowledge and understanding are increasingly being delivered through taught qualifications, for instance National Certificates or Higher National Certificates, at one of our campuses or training centres, usually on a day or block release basis.

The qualifications required are specified in the Modern Apprenticeship Framework document and include a range of nationally recognised qualifications which vary in length according to their technical content. It may be possible for theory qualifications to be delivered on your premises if this is economically viable. Your dedicated Account Manager or Assessor will be happy to provide details of delivery times and models available in your sector.

## CORE SKILLS

The inclusion of core skills in frameworks adds value to the programmes through the training, assessment and certification of transferable skills. Core Skills help people to develop a range of skills that employers have identified as being essential within the workplace. Each framework identifies the appropriate level of Core Skills for your industry.

The five core skills are: Communication, Numeracy, Information Computer Technology, Working with Others and Problem Solving.

Core Skills are an integral part of the framework and must be completed before certification can be requested. Your Modern Apprentice will be required to attend Core Skills sessions either as part of their off the job training or as infill into an existing class. A few frameworks have the Core Skills embedded into the SVQ units and are delivered in an appropriate vocational context. We would ask that you encourage your Modern Apprentice to give Core Skills their full attention and support them in any project work.

Your assessor or Account Manager will be able to provide further information about any aspect of the Apprenticeship framework.

## ELIGIBILITY

To enrol on Modern Apprenticeship programmes, people must be:

- over 16 years of age
- in paid employment
- not in full-time education

You may already have an employee who is eligible for a funded Modern Apprenticeship programme. Please contact your Assessor or Account Manager if you would like further information.

Other eligibility rules apply and can be changed from time to time by Skills Development Scotland. The eligibility rules that apply at the time of going to press are shown in the glossary on **pages 14-15**.



## KEEPING INVERNESS COLLEGE UHI INFORMED

Although apprentices are your employees, Inverness College UHI retains some responsibility for their learning due to the Government-funded nature of Modern Apprenticeship Programmes. This means that we need you to keep us informed of any changes in a Modern Apprentice's details. In order that we can complete the required paperwork, please advise Inverness College UHI if any Modern Apprentice:

- Takes an authorised absence of more than 21 calendar days or unauthorised absence of more than 10 consecutive working days
- Changes their name or address
- Declares their intention to leave the programme or is going through a Disciplinary Procedure
- Is injured at work – in order that we can arrange to complete the relevant Health and Safety forms
- Wishes to change their programme of study

## SUMMARY

Employer Commitment	Your Account Manager or Assessor Will:
Provide the college with relevant information about a potential Modern Apprentice's employment and job role.	Advise on the framework which is most suitable for the required job role.
Provide opportunities for the Modern Apprentice to gather work based evidence to support the completion of their qualifications.	Plan and implement training and assessment, in accordance with awarding body quality standards.
Enable Modern Apprentices to attend relevant skills development and training sessions as agreed.	Advise you of non-attendance of your Modern Apprentice at any agreed training or assessment session.
Keep Inverness College UHI informed of changes to Modern Apprentices' circumstances.	Keep you informed of any changes to training delivery arrangements.



# RECRUITMENT & SELECTION OF MODERN APPRENTICES

There will be a number of processes that you will carry out when any new employee joins your company. This section concentrates on the additional processes that are necessary for young people starting employment with you on the Modern Apprenticeship programme.

## SUPPORTING RECRUITMENT

Finding the right person can be challenging. In addition to your own recruitment activities, we can help you in the following ways:

- Advising on eligibility for accessing Modern Apprentice funding for each sector.
- Advertising your vacancies through:
  - The national online Vacancy Matching portal
  - SDS
  - The College website and notice boards,
  - Events and other media
- Conducting or supporting pre-recruitment activity including:
  - initial long-listing, short-listing,
  - interviews and assessment days
- We have access to a range of online sector specific aptitude tests and skills level tests:
  - SelectAhead (Online sector-specific skills and aptitude tests)
  - BKSB (Literacy, Numeracy and ICT skills testing)

Please ask your Account Manager if you would like further details of this service.

## INITIAL ASSESSMENT

**Initial Assessment** is a process that we use to help ascertain each apprentice's level of Core Skills, assess prior learning and establish individual learning needs. The planning of relevant learning, development and assessment of the apprentice depends upon an accurate analysis of their individual needs.

Assessors carry out a thorough assessment of apprentices and their proposed job role prior to commencement of an apprenticeship, so that the programme can be tailored to reflect individual needs. These are documented in the Individual Training Plan. The college can access additional funding if the initial assessment identifies any additional learning needs that a young person may have, which can be used to provide specialist learning support to assist the successful completion of the apprenticeship framework. See **Additional Support** for more information.

## EMPLOYING A MODERN APPRENTICE

As an employee of your company, an apprentice has all of the usual employee entitlements under law. Apprentices must be paid in accordance with the national minimum wage regulations in relation to apprentices which can be found at: <https://www.gov.uk/national-minimum-wage-rates>

Work patterns for 16-18 year olds are also subject to legislative restrictions, for instance regarding night working.

From 6 April 2016, if you employ an apprentice you may not need to pay employer **Class 1 National Insurance contributions (NICs)** on their earnings below defined level per week. There is also legislation for employers regarding National Insurance contributions which can be found at: <https://www.gov.uk/government/publications/national-insurance-contributions-for-under-25s-employer-guide>



# INDUCTION

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## COLLEGE INDUCTION

When young people first start on an apprenticeship programme, it is important that they know about their learning and what to expect. The college will undertake an induction with each learner upon commencement of the programme where they will be introduced to the VLE (Virtual Learning Environment) which holds all the information on:

- Introduction to Inverness College UHI
- Basic housekeeping procedures, fire drills protocol etc.
- A description of apprenticeships, what the framework covers and what to expect
- Equal opportunities awareness training to enable apprentices to identify discrimination, bullying and harassment and promote positive attitudes towards others
- Advice regarding support mechanisms e.g. progress reviews, support and mentoring
- An overview of relevant college procedures, including equal opportunities considerations
- The completion of statutory paperwork relating to the funding of apprentices

## EMPLOYER INDUCTION

Employers will usually provide a workplace induction to all new staff. We have highlighted below, for your information, some of the topics which you should cover in the induction of your Modern Apprentices:

- Terms and conditions of employment; these should be in writing
- Health and Safety at work, including emergency and accident reporting procedures
- Introduction to the workplace and colleagues
- Company procedures, rules and regulations – including complaints procedures
- Equality of Opportunity, including Bullying and Harassment policies

## INDIVIDUAL TRAINING PLAN

All Modern Apprentices are given an Individual Training Plan, this is personal to each individual apprentice, including any specific support needs they have. It will include the following details:

- Personal details of the apprentice including start date, expected end date and planned attendance
- A brief statement of the Modern Apprentice's employment or career objectives
- Details of the full framework content to be achieved and any additional in-house/off-the-job learning they will receive
- Any accreditation of prior learning identified
- Methods of delivery for training and assessment
- Targets for the completion of the SVQ and Core Skills
- Planned progress review dates
- Any identified support arrangements for the learner

The Modern Apprentice's progress against the Individual Training Plan is reviewed in a Learner Progress Review which is explained in the next section.

Employers, Modern Apprentices and Inverness College UHI are required to sign the learning plan to confirm the commitment of all parties to the successful completion of the Apprenticeship programme. It is important that all parties involved in the process read and agree to the statements contained therein.



## SUMMARY

Employer Commitment	Inverness College UHI Commitment
To recruit Modern Apprentices in compliance with their Equal Opportunities policy and current legislation.	To support the recruitment of Modern Apprentices in a variety of ways.
To provide a working environment that is free from discrimination.	To review learner understanding of Equal Opportunities and alert the employer to any offensive or discriminatory behaviour.
To provide a workplace induction to Modern Apprentices.	To provide a full induction to the Modern Apprenticeship programme.
To review the Individual Training Plan and commit to supporting activities identified.	To conduct Initial and Core Skills assessments in accordance with quality procedures.
To review and sign documentation relating to the Modern Apprenticeship programme.	To provide a completed Training Plan for each learner for signature by the employer.



## REVIEWING LEARNER PROGRESS

### REVIEWING THE MODERN APPRENTICE'S PROGRESS

Learner Progress Reviews are carried out by the assessor. The first review is completed after the induction period and then at least every thirteen weeks, in accordance with programme rules set out by Skills Development Scotland (SDS), to ensure that the learner is making good progress.

The Review is a chance for the line manager or supervisor, the Modern Apprentice and the assessor to discuss the learner's progress through their programme. Reviews are fundamental to the development of the learner as they provide feedback on their progress to date and identify targets for the learner to work towards. The Progress Review will form a basis for establishing what support the learner requires. For example:

- The induction they received, training courses, on/off-the-job learning, mentoring systems and whether additional support is required
- Checking how any off-the-job learning is transferred into the workplace
- Reviewing progress against the Training Plan against original or revised targets
- Setting and reviewing SMART targets for the learner (Specific, Measurable, Achievable, Realistic, Time-bound)
- Discussing how the company's Equal Opportunities policy affects the learner
- Picking up any Health and Safety issues, including PPE (Personal Protective Equipment) or further training requirements

A copy of our Learner Progress Review Form is available from your assessor or the Business Solutions team. A copy of each completed review will be given to the Apprentice and the employer. The final copy will be attached to the Training Plan and retained by Inverness College UHI in the Apprentice's file.

In the event that problems arise, the frequency of Learner Progress Reviews can be increased by prior agreement with your organisation and your apprentice.

### ADDITIONAL SUPPORT

Some Modern Apprentices may require additional learning support in order to complete their qualification/ learning programme. We will endeavour to identify any additional learning needs through our rigorous Initial Assessment process and provide support from the start of the programme. In some cases, additional needs are identified once the programme has commenced. If such a need arises, additional support will be arranged by the college. This support could take a number of forms and be provided either one to one or through group support as appropriate.

### SUMMARY

Employer Commitment	Inverness College UHI Commitment
To take part in the Learner Progress Reviews with the learner and their Assessor at least every 13 weeks.	To conduct a Learner Progress Review at least every 13 weeks with the learner and their Line Manager or Supervisor.
Be available to take part in reviews and provide the information requested.	Schedule visits to meet employers' availability and provide timely feedback.
Ensure learners are available for reviews, together with their portfolios.	Seek constructive outcomes and continuous improvement.

## CONTINUOUS IMPROVEMENT

### EMPLOYER REVIEW MEETINGS

Inverness College UHI is committed to continuously improving the quality of its learning programmes. As part of our quality assurance process, your Account Manager will visit or call their main contact in your organisation at mutually agreed intervals to:

- Discuss learner progress, providing support and advice on any aspect of learning delivery
- Discuss whether the agreed training programmes or interventions are having the desired impact upon your business
- Resolve any issues or queries which may arise
- Consider any ways in which learning delivery and management might be improved
- Support your organisation in identifying development activities

Your Account Manager or a member of the Business Solutions team will arrange visits at a mutually convenient time and date, advising you in advance of any particular matters they wish to discuss at the meeting. Any identified actions will be recorded and monitored.

The college undertakes a team evaluation process on an annual basis. During this process, we will assess the quality of our recruitment and training programmes against the Education Scotland Quality Framework. The Education Scotland Quality Framework is a set of standards against which the quality of government funded training programmes is measured through Self Evaluation. Every four years or so, the college is inspected against Education

Scotland Framework standards. Inspectors may wish to visit or contact employers and learners involved in our programmes in order to get a full picture of the quality of our services. Any such visits would be agreed with you in advance.

### CURRICULUM ADVISORY GROUPS

A range of Curriculum Advisory Groups have been set up to gain sector specific feedback regarding employment trends and skills gaps from employers, to guide current and future curriculum development. Participation in these groups is welcome, as is any contribution that employers are willing to make to the development of our students and staff.

### EMPLOYER AND APPRENTICE SURVEYS

From time to time, we will wish to evaluate our services to yourself and your staff by conducting employer and apprentice surveys, either by post, over the telephone or electronically.

Your comments and opinions would be very welcome and form an important part of our quality assurance process. Outcomes from the surveys and resulting actions will be communicated to employers, so you will see a direct return for the time that you invested in taking part. You will also be offered the opportunity to be given individual feedback regarding your responses.

### SUMMARY

Employer Commitment	Inverness College UHI Commitment
Meet with your account manager at agreed intervals to review college delivery and assess impact.	Schedule visits to meet employers' availability and provide timely feedback.
Provide quality on-the-job learning opportunities.	Provide advice and support on linking on and off-the-job learning
Take part in employer surveys to provide a constructive appraisal of services.	Ensure actions arising from feedback are communicated to all parties.
Consider attending Curriculum Advisory Groups.	Provide information about relevant sector Curriculum advisory groups.



## SERVICES TO BUSINESS

### TRAINING AND QUALIFICATIONS

The college offers a wide variety of services to business and individuals including:

- Education and training programmes from basic to post graduate level.
- Modern Apprenticeships: recruitment, selection, training and assessment.
- Work Based Learning and vocational qualifications, including: bespoke training and SVQ.
- Scheduled and bespoke short courses, including professional and licence related courses.
- Pre-recruitment training programmes to equip unemployed people with the specific skills that your business needs.
- Work experience and graduate placements.
- Access to innovation funding and Knowledge Transfer Partnerships (KTPs).
- Access to our iconic building and equipment for events and meetings.

Your Account Manager will be able to provide you with more information on any of the above and arrange for a subject expert to meet with you if you wish.

### ADVERTISING GENERAL VACANCIES TO STUDENTS

The college is happy to advertise any vacancies to our students. Our students range from young people undertaking their first formal qualifications, right through to those completing Doctorates and beyond.

Further information about our full range of recruitment services can be provided by the Business Solutions Team or by emailing: [business.ic@uhi.ac.uk](mailto:business.ic@uhi.ac.uk)

### WORK-EXPERIENCE AND INTERNSHIPS

Research shows that high quality work experience and internship placements can increase students employability skills.

The college is always looking for work experience opportunities for its students. Please speak to your account manager if you require any further information.



# EQUALITY ACT GUIDANCE FOR EMPLOYERS

## PROMOTING EQUAL OPPORTUNITIES AND DIVERSITY

Inverness College UHI is committed to supporting Equal Opportunities and Diversity within your workplace and in our business.

The Equality Act came into force from October 2010 providing a modern, single legal framework with clear law to better tackle disadvantage and discrimination.

- Under the Equality Act 2010, no learner/employee should suffer on the basis of protected characteristics
- Protected characteristics under the Equality Act 2010 are defined as: race, age, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, disability, sexual orientation or sex.
- Organisations that value and encourage diversity of their employees, suppliers and customers will have a competitive advantage over others.
- Diversity means recognising the potential of and differences between groups and between individuals. Organisations who embrace variety will ultimately become successful organisations, recognising that individual and group differences are an opportunity to harness creativity and build continuous improvement which will, in turn, benefit your business.

A key part of our service is to support and encourage you to embrace diversity, from ensuring you have a robust Equal Opportunities policy in place, to determining how you ensure that it is promoted in all aspects of your business.

## CHARACTERISTICS OF AN EFFECTIVE EQUAL OPPORTUNITIES POLICY

Commitment:

- A written EO policy clearly linked to your organisation's strategic plan and in accordance with relevant legislation
- A learner/staff committee with overall responsibility for Equal Opportunities
- A senior manager and director having overall responsibility for implementing the policy
- An action or implementation plan

Your policy should show how you ensure Equal Opportunities has a high profile:

- Regular communication to ensure awareness of the policy and action plan among apprentices, staff, people applying to be apprentices or staff, suppliers of goods and services, recognised consultative forums, partners, customers and the public.
- Frequent opportunities for apprentices, staff, external clients and stakeholders to discuss, evaluate, review and influence the policy.
- On-going staff induction and staff development opportunities that promote ownership and awareness and that enhance or embed good practice.

## FOR FURTHER INFORMATION:

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

or phone: 0808 800 0082



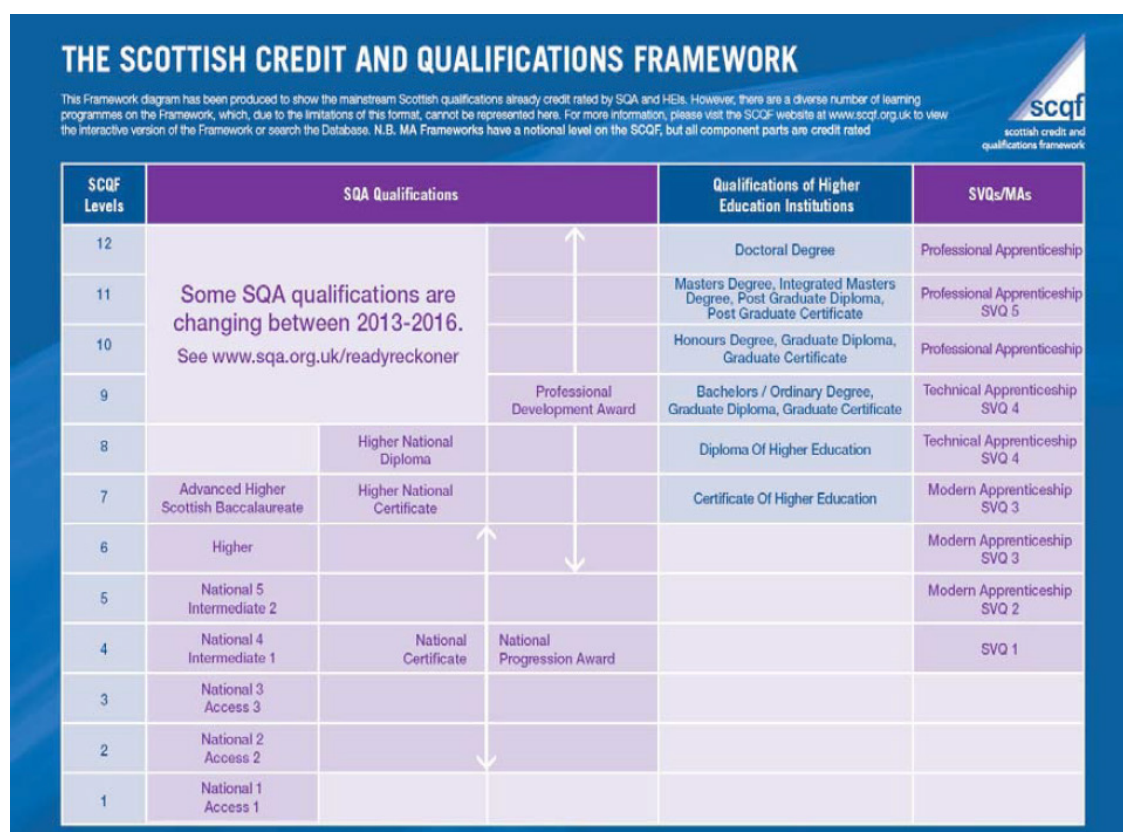
## GLOSSARY OF TERMS

Apprenticeship Levy	The Apprenticeship Levy is a charge imposed by the UK Government on UK business who have a payroll exceeding £3 million per annum.
Assessor	An individual who is approved by Industry Awarding Bodies as occupationally competent in a particular vocational area and qualified to gauge competence against occupational standards.
Core Skills	<p>Core Skills are qualifications which relate to a person's ability to apply literacy, numeracy and other skills.</p> <ul style="list-style-type: none"> <li>• Communication – written and spoken English</li> <li>• Numeracy– using numbers and graphical information</li> <li>• Working with Others – team working</li> <li>• Using Information Technology</li> <li>• Problem Solving – identifying and solving business problems</li> </ul>
Eligibility	<p><u>Modern Apprenticeships</u> A person is eligible to start a funded apprenticeship if he/she:</p> <ol style="list-style-type: none"> <li>1. is in paid employment.</li> <li>2. is at least 16 years of age</li> <li>3. has completed school year 11 at the end of the academic year and has indicated an intention not to return to full-time education after the summer vacation, or has left compulsory full-time education following the school leaving date;</li> <li>4. is not attending school or college as a full-time student;</li> <li>5. is not in higher education including vacation periods unless an intention not to return to higher education has been expressed;</li> <li>6. is not an overseas national who is subject to employment or learning restrictions and/or to a time limit on his/her stay (other than as a refugee, asylum seeker or EC national);</li> <li>7. is not in custody as a prisoner or on remand in custody.</li> </ol>
Foundation Apprenticeships	Foundation Apprenticeships can be undertaken by young people in the senior phase of their compulsory education at school. Students continue to undertake qualifications, such as Highers alongside attending College and undertaking work experience. Employers are vital to the development and delivery of Foundation Apprenticeships, to ensure that learning is relevant to industry and provide experience of working in the sector.
Framework	A framework is the name given to the group of qualifications that make up each Modern Apprenticeship. Sector Skills Councils, employers and the Government have agreed the technical and skills requirements for Modern Apprenticeships in each industry sector. These requirements are laid down in a 'framework'. The framework usually consists of some optional qualifications or units, to enable the Modern Apprenticeship to be tailored to different job roles.
Graduate Apprenticeship	Graduate Apprenticeships provide an opportunity for individuals who are currently employed to study to degree level. This level of work based learning supports employees to achieve higher levels of academic learning and industry accreditation helping them progress as professionals.
Initial Assessment	A systematic process of assessing the skills, job role, experience and knowledge of potential apprentices. This is used to identify the areas where specific learning is required, together with any additional learning needs. The process includes a combination of interview and testing.
Modern Apprenticeship Agreement	A Modern Apprenticeship Agreement is a Government requirement which sets out the contractual basis for the relationship between the apprentice and the Employer and the Training Provider.



## GLOSSARY OF TERMS AND QUALIFICATIONS FRAMEWORK

Modern Apprenticeship	A government-sponsored initiative, funded through Skills Development Scotland which provides people with vocationally-relevant sector framework at SVQ Level 2 and above.
Modern Apprenticeship Certificate	A certificate approved by the Sector Skills Council and issued by The Federation for Industry Sector Skills & Standards (FISSS), to confirm achievement of the minimum requirements of the framework.
Organisational Needs Analysis	Analysis undertaken by Inverness College UHI's Business Solutions team together with an employer representative, to explore the recruitment and workforce development needs of the organisation and identify appropriate courses or training interventions.
Sector Skills Councils	Sector Skills Councils (SSCs) are independent, UK wide organisations developed by groups of influential employers in industry or business sectors. SSCs are employer-led and actively involve trade unions, professional bodies and other stakeholders in the sector. SSCs are licensed by the Secretary of State for Education and Skills, to tackle the skills and productivity needs of their sector throughout the UK.
Skills Development Scotland	The body responsible for providing government funding to support the college's learning programmes. You may, from time to time, be visited or contacted by their representatives.
Taught Qualifications / Enhancements	A knowledge-based vocationally related qualification, which provides much of the knowledge and understanding required to support the learner's job role and completion of the SVQ. The qualification is usually delivered through 'off-the-job' training, mainly within college or a training centre, usually on a day or block release basis.



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