



Modern Apprenticeship in Aquaculture Production

Overview

This apprenticeship is designed to support the development of apprentices working in aquaculture, in senior technician and supervisor roles, looking to specialise in the areas of finfish or shellfish.

There are several aquaculture senior technician and supervisor roles available including marine, or freshwater assistant aquaculture site/farm manager, senior technician, workboat skipper. These roles cover monitoring the health and welfare of stock, monitoring the maintenance of facilities both on-shore and off-shore, monitoring the use and maintenance of equipment, monitoring site health and safety and biosecurity, monitoring the quality of products, and monitoring work activities of colleagues. These roles may also include monitoring hatchery operations, monitoring the stocking of aquaculture stock, and allocating resources. The goal of the apprenticeship is to enable apprentices to develop the knowledge, skills and behaviours to be able to competently operate in aquaculture, in senior production roles.

Duration

This apprenticeship is expected to take up to 24 months to complete.

Level

SCQF Level 7. More information on SCQF can be found [here](#).

Qualification achieved

Diploma in Aquaculture Production at SCQF Level 7 (GV5D 47)

Apprenticeships aim to provide mixture of on-the-job (in the workplace) and off-the-job (through day or block release) learning to enable people to develop the knowledge, skills and expertise required by businesses today.

Designed by employers to attract new talent, tackle critical skills shortages and develop existing workforces, apprenticeships can both help people to enter the world of work and develop the skills of those already in work

About Scottish Apprenticeships

Scottish Apprenticeships are for everyone and reflect the Government's commitment to promoting a world-class, inclusive, work-based learning system. They are administered by **Skills Development Scotland**, the National Skills Agency. Skills Development Scotland has a remit to contribute to the nation's economic growth and it does this by supporting individuals and businesses alike to develop and apply their skills in the workplace.

The Scottish Apprenticeship system focuses on three specific key elements:

- the **learning outcomes** aligned to the specific work situations of an apprentice's job;
- the **knowledge, skills and behaviours** that will be developed by apprentices, enabling them to work competently and confidently;
and
- the **meta-skills** that will be developed by apprentices to help them to manage themselves, collaborate with others and interact with change.

Throughout their apprenticeship, apprentices will be supported and guided by their employer, mentor and learning provider, and will have their growing competence measured by an assessor to ensure they can perform their job to the standard required. On successful completion, apprentices will be awarded nationally recognised competence-based and/or professional qualifications in their chosen field.

About this standard and framework document

Working in partnership with businesses and stakeholders, this standard and framework document has been written to provide apprentices and employers with an overview of the key features of this apprenticeship. Please read this alongside the occupation profiles for [finfish senior technician](#) or [supervisor](#) and [shellfish senior technician or supervisor](#).

Find further information on apprenticeships [here!](#)

Role of the apprentice

This apprenticeship is designed to support aquaculture senior technician and supervisor roles adopted across different sectors including fish and shellfish production, and associated hatchery operations.

The apprenticeship will provide apprentices with the skills and knowledge required to become competent in their chosen job role and includes a balance of technical, business, and interpersonal skills areas, designed to ensure apprentices have an appropriate set of skills to operate competently in today's senior level technician and supervisor aquaculture job roles.

This Scottish apprenticeship has been designed for use to support aquaculture senior technician and supervisor roles across fish and shellfish, including monitoring aquaculture stock health and welfare, monitoring aquaculture production, monitoring hatchery operations, monitoring harvesting, monitoring facility and equipment maintenance.

Apprentices will be expected to achieve the following learning outcomes by the end of their apprenticeship.

- To maintain the health and welfare of aquaculture stock to meet the requirements of production plans in line with site operating procedures
- To monitor aquaculture facilities and equipment in a good state of cleanliness and repair in line with site operating procedures
- To monitor quality within your area of responsibility to deliver quality products and services.
- To understand, create and maintain positive and effective working relationships with stakeholders to enable their expectations to be met in line with organisational requirements
- To monitor site hygiene and biosecurity to minimise risk of contamination and disease in line with organisation procedures
- To monitor health, safety and security in line with legislative and organisation procedures to protect yourself and others from the risk of harm and injury
- To understand good environmental practices, the importance of sustainability and how to apply them within your area of responsibility
- To develop meta-skills and personal professionalism through reflective practice, goal setting and active learning to improve own performance in line with organisational requirements

Role of the apprentice

In addition, the apprentice will be expected to achieve a minimum of three of the following optional learning outcomes:

- To support the development of individuals through identification of the skills, knowledge and competencies required to achieve objectives and goals, and supporting individuals to fulfil their potential
- To establish shellfish purification to produce shellfish for human consumption that meet legislative requirements, in accordance with the consented purification procedures, site operating procedures and production requirements. To maintain budgets to monitor and control performance in own areas of responsibility
- To monitor feeding regimes to support the production of aquaculture stock in line with site operating procedures
- To monitor day-to-day aquaculture hatchery operations to produce juvenile stock for sale, transfer and growing on, to meet production plans in line with site operating procedures
- To monitor and maintain the production of aquaculture stock to meet the requirements of production plans in line with site operating procedures
- To monitor recirculation systems to produce quality farmed aquaculture stock in line with site operating procedures
- To monitor the collection, sorting and storage of shellfish seed or young shellfish ('spat') from the natural environment to meet production requirements in line with site operating procedures
- To monitor the stocking of aquaculture stock into relevant holding units to meet production requirements and in line with current legislative requirements and site operating procedures
- To monitor work in your area of responsibility to ensure the quality and quantity of work achieves the required outcomes within required timescales
- To operate workboats and support craft in line with legal requirements and site operating procedures while maintaining the safety of yourself, others and the vessel
- To transfer live aquaculture stock to meet production requirements in line with site operating procedures

Defining Knowledge, Skills and Behaviours

This apprenticeship is designed to develop apprentices' careers by developing their knowledge and understanding of their role, by increasing their skills and by enhancing their behaviours.

Employers from a variety of sectors have helped to identify the key knowledge, skills and behaviours that apprentices working in aquaculture need to develop. Throughout their apprenticeship, apprentices should be regularly assessed to ensure they can demonstrate both know-how and ability in the apprenticeship; a high-level summary is provided below.

A full list of the knowledge, skills and behaviours can be found in the associated occupation profiles for *finfish senior technician or supervisor* and *shellfish senior technician or supervisor*.

Knowledge

- Relevant legal and site requirements for health, safety and security associated with aquaculture production environments
- The importance of hygiene and biosecurity measures in aquaculture facilities
- Aquaculture site and holding unit characteristics and stocking capacity for the aquaculture stock being farmed
- Methods and equipment used to monitor the condition of aquaculture facilities
- The requirements of relevant animal health and welfare standards, industry codes of practice and site health plans for the health and welfare of aquaculture stock
- The importance of maintaining communication with all those involved in maintaining aquaculture stock health and welfare
- Health and welfare requirements for the species being farmed and how these are maintained within holding units
- The handling methods used to minimise stress in the aquaculture stock and how to recognise stress
- The anatomy of a healthy fish or shellfish
- The common diseases and parasites of the aquaculture species being farmed and how to recognise them

Defining Knowledge, Skills and Behaviours

A full list of the knowledge, skills and behaviours can be found in the associated occupation profiles for *finfish senior technician or supervisor* and *shellfish senior technician or supervisor*.

Skills

- Monitoring the maintenance of aquaculture facilities and equipment to ensure their effective operation in line with site operating procedures
- Monitoring and confirming regular checks are carried out on aquaculture facilities to determine their condition and identify the need for maintenance or repair in line with site operating procedures
- Monitoring and confirming hygiene and bio-security measures are followed to minimise risk of contamination
- Monitoring and confirming work is carried out in accordance with relevant health and safety legislation affecting sites, equipment and staff
- Maintaining communication with all those involved in maintaining aquaculture stock health and welfare using relevant communication methods
- Maintaining hygiene and biosecurity in line with site operating procedures
- Using handling methods which minimise stress in the aquaculture stock

Behaviours

- Ensuring a safety mindset for self, colleagues and others
- Considering sustainability within own work
- Solving problems and making effective decisions
- Taking responsibility for own actions
- Having a flexible, positive attitude to work
- Operating effectively within teams and supporting colleagues
- Communicating clearly and effectively with others

Defining Meta-skills

Meta-skills sit alongside and complement technical knowledge, skills and behaviours. As technology, society and the way we work change at an ever-increasing pace, so meta-skills are the overarching and future-focused attributes that enable other skills to be developed through consideration, reflection and implementation.

Meta-skills support improved performance and productivity, greater adaptability and resilience to change. For apprentices, meta-skills are a critical asset, supporting their ability to cope and excel in the face of change, to solve problems, to collaborate with others and to create successful futures. There are three categories, each with four meta-skills.

Managing yourself - focus, integrity, adaptability and initiative

Connecting with others - communication, feeling, collaboration and leadership

Interacting with change - curiosity, creativity, sense-making and critical thinking

Developing meta-skills in Aquaculture Production

Supported by their employer, mentor and learning provider, apprentices should consider, practise and reflect on their use of meta-skills during their apprenticeship, building those skills to enhance their personal effectiveness in their present role and their future careers.

Managing yourself

A clear **focus** is required to maintain hygiene and biosecurity of the aquaculture site, stock and staff; **integrity** is essential when work with external and internal colleagues, ensuring no data protection rules are broken; **adaptability** is key to monitoring aquaculture production to deal with disruptions in production; and using **initiative** is critical to maintaining aquaculture stock health and welfare especially when unforeseen health and welfare situations impact on production.

Connecting with others

Clear and effective **communication** with internal and external stakeholders is one of the most significant aspects of this type of role; **feeling** is needed to manage work activities through contributing to the identification of the skills required by the workforce; skills in **collaboration** are vital when monitoring the aquaculture facilities ensuring all staff understand their role; and strong **leadership** qualities are required when contributing to the development of the workforce, ensuring they have the right skills to compete the job.

Interacting with change

A keen sense of **curiosity** is a critical asset when improving your own skills and knowledge; **creativity** is fundamental to monitoring aquaculture production by thinking creatively to mitigate disruption; **sense-making** comes into play within health and safety, through understanding the relevant legislation and how they impact on yourself, workforce and others; and **critical thinking** is key when monitoring stock health and welfare, to deal with and mitigate disruptions to the production targets.

Key Roles and Responsibilities

A number of different parties will be involved in the delivery, management and assessment of a successful apprenticeship. As well as the apprentice, key roles include employer, mentor, learning provider and assessor. Each has a specific set of responsibilities during the apprenticeship.

Apprentice Responsibilities

In their day-to-day roles, apprentices have the same responsibilities to their employer as any other employee but they have additional and specific responsibilities for their own learning and development too.

- Agreeing a learning/ development plan with all parties involved and following it through
- Committing to learning throughout the duration of apprenticeship
- Participating in progress meetings with employer and learning provider representatives
- Participating in off-the-job learning where required
- Reflecting on performance and on development of skills, knowledge and behaviours required of the role
- Agreeing new goals to progress learning with all parties involved

Employer Responsibilities

- Providing apprentices with a contract of employment, a job description and an induction Programme
- Paying apprentices in line with company policy, current legislation, fair work principles, and equality and diversity expectations
- Ensuring a working environment that is free from discrimination, bullying and harassment

- Agreeing learning needs and a learning and development plan with the learning provider and apprentices including
 - agreeing when off-the-job learning will be required and releasing apprentices for this as required
 - making on-the-job learning arrangements
 - identifying additional support requirements and agreeing actions to implement these
- Providing a quality work-based learning environment for apprentices, including the facilities and training necessary to demonstrate competence and succeed in the apprenticeship
- Providing the support of a mentor, who has relevant industry experience and is familiar with the employer's business, to support apprentices' development
- Contributing to the ongoing assessment of occupational competence, including observing performance, verifying evidence and profiling meta-skills
- Meeting with apprentices and learning providers to review apprentices' progress and set future goals
- Providing an environment that supports apprentices to take responsibility for their own learning and development
- Supporting and encouraging apprentices during their apprenticeship
- Recognising the achievements of apprentices in career management and progression
- Providing constructive feedback to the learning provider on the quality of their service delivery to inform continuous improvement of both the Scottish Apprenticeships system and apprentices themselves

Key Roles and Responsibilities



Mentor Responsibilities

- Helping new apprentices orientate into the workplace
- Providing information, advice and guidance relating to the learning and assessment aspects of the apprenticeship
- Supporting apprentices to define meta-skills in their shared work context
- Working with apprentices, employers and learning providers to ensure problems are resolved quickly
- Acting as an expert witness for apprentices
- Providing support to apprentices as they adjust to the workplace and progress in their career



Learning Provider Responsibilities

- Providing an appropriate apprenticeship programme for apprentices and employers
- Agreeing the learning needs of the apprentices with both the apprentice and the employer
- Agreeing when off-the-job learning will be required and defining roles and responsibilities for this with relevant parties
- Ensuring apprentices have access to the best quality learning opportunities available
- Ensuring apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering apprentices through MA Online and with relevant awarding bodies, sector skills organisations and Skills Development Scotland as appropriate

- Compiling and agreeing learning and development plans and assessment plans with apprentices and employers
- Completing assessment records and submitting records and evidence for verification/moderation
- Reviewing apprentices' progress at regular intervals with the employer
- Supporting apprentices to develop their reflective practice
- Advising apprentices who to approach for support, advice and encouragement both within and outwith the workplace
- Seeking and providing feedback from and to employers and apprentices to inform continuous improvement of the Scottish Apprenticeships system and apprentices themselves



Assessor Responsibilities

- Meeting with apprentices, mentors and employers to plan learning and review progress
- Monitoring apprentices' progress against learning and development plans
- Observing and assessing apprentices in the workplace and judging whether their work meets the competence requirements set by the qualification awarding body
- Assessing different types of evidence from apprentices
- Providing constructive feedback on performance and offering suggestions for improvement
- Maintaining current knowledge of industry standards and seeking innovative new methods of work-based learning delivery

Before the apprenticeship starts

The recruitment of apprentices is primarily the responsibility of the employer and, before an apprenticeship starts, consideration should be given to entry requirements and also to ensuring that the workplace adheres to fair work, inclusion and diversity principles.

The recommended entry requirements for this apprenticeship are:

Apprentices must already hold the Modern Apprenticeship in Aquaculture at SCQF 5, SVQ 2 Aquaculture at SCQF Level 5 or an equivalent qualification or must have substantial experience before starting the Modern Apprenticeship in Aquaculture Production at SCQF 7.

Potential apprentices are expected to demonstrate that they are:

- Committed to a career in the aquaculture industry
- Prepared to attend off-the-job training
- Able to acquire the broad range of skills, knowledge and understanding required in the apprenticeship

Some key characteristics of an apprentice would be:

- Have a positive attitude towards learning and able to take responsibility for their own learning and development
- Have good practical and information and communication technology skills
- Ability to be creative and inventive
- Good communication skills to explain technical issues
- Can work without supervision and in a team
- Enjoy diagnosing and solving problems

Employers can also consider existing workplace skills and experiences, where apprentices are either changing careers or upskilling. Being open to alternative assessment methods and relevant experience, instead of qualifications, can help to broaden the pool of potential applicants.



Recognition of Prior Learning

Individuals applying for an apprenticeship will undergo selection based on the employer's existing HR processes. Learning providers should take account of this and liaise with employers to provide advice and guidance on any RPL and experience that will be accepted for entry onto the programme.

It is recommended that a flexible approach to RPL is adopted, on a case-by-case basis, with all relevant experience as well as any previous qualifications considered. Learning providers should always consider how they can best recognise apprentices' prior learning to minimise repetition of content.

You can find more information on RPL [here](#).

Before the apprenticeship starts

Fair work, inclusion and diversity

The Scottish Apprenticeships system aims to embed fair work principles. Fair Work First is the Scottish Government's flagship policy for driving high quality and fair work across the labour market in Scotland by applying fair work criteria to grants, other funding and contracts being awarded by and across the public sector, where it is relevant to do so. Through this approach the Scottish Government is asking employers to adopt fair working practices, specifically:

- appropriate channels for effective voice, such as trade union recognition;
- investment in workforce development;
- no inappropriate use of zero hours contracts;
- action to tackle the gender pay gap and create a more diverse and inclusive workplace; and
- payment of at least the minimum Living Wage.

Further guidance on Fair Work First is available [here](#).

The design and development of Scottish Apprenticeships aims to embed these principles in practical ways by including opportunities for feedback from apprentices as well as the availability of clear pathways into future opportunities beyond the apprenticeship itself.

Protected characteristics

The Equality Act 2010 includes nine protected characteristics, which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sex and sexual orientation. It is against the law to discriminate based on these protected characteristics. Skills Development Scotland is a Corporate Parent and, to that end, includes 'care experienced' in a similar way to protected characteristics in all its funded programmes and services.

Attracting the best people into apprenticeships involves ensuring that barriers are removed. Receiving the right support at the right time unlocks the potential of people who could otherwise be denied the opportunity to go on and become valued employees. Supporting people to feel confident about disclosing their protected characteristics in a safe and respectful way allows employers and learning providers to put the right conditions in place to unlock that potential; the right time for this is often at the start of an apprenticeship or even at the recruitment stage. In practice, it might involve ensuring that reasonable adjustments are made to accommodate apprentices, where that is possible and to help them make the most of their apprenticeship journey. Examples might include (but are not limited to) supporting people with sensory impairments, supporting people for whom English is not their first language and supporting people who are care experienced (for example, through fostering, adoption or residential care).

Before the apprenticeship starts

Diversity in Aquaculture Production

Evidence from research undertaken by Highlands and Islands Enterprise and SAIC, shows that women tend to be under-represented within the Aquaculture sector. Groups such as Women in Scottish Aquaculture (WiSA) are making moves to try and mitigate this under-representation and promote the sector to women through the utilisation of advocates promoting the sector to women and girls and providing support for women working in the sector through their mentoring scheme. The sector supports this initiative to attract more women and provide family friendly working policies for both men and women. For more information on WiSA and collaborative work please click [here](#).

Some groups are more likely to face barriers to employment, such as those from the LGBTQ+ community, disabled people with only 13% participating in apprenticeships, care experienced people, people from ethnic minority groups with only 2.7% participating in apprenticeships, and/or people with care responsibilities. Recruitment and delivery of this framework should consider the need to be flexible and adapt to support the various needs of different types of learners. Things which should be considered include eligibility requirements and progression, how the apprenticeships are marketed, as well as how it is delivered and assessed. Aquaculture also needs to become more transparent and visible to the public to help promote the industry to new entrants, career changers and those who wish to progress within the industry.

Apprenticeship agreement and employment status

All post-school apprentices must hold a contract of employment for the period of the apprenticeship.

In addition, an apprenticeship agreement, confirming the commitment of the employer, the apprentice and the learning provider to the agreed apprenticeship must be signed by all parties. This agreement forms part of the individual employment arrangements between the apprentice and the employer; and of the learning arrangements between the learning provider, the employer and the apprentice.

Registration and certification

Registration and certification of apprenticeships is undertaken through [Modern Apprenticeship Online](#).

It is the responsibility of the learning provider to ensure that the registration of apprentices is completed within four weeks of the start of their apprenticeship.

Before the apprenticeship starts

Once the apprenticeship starts, there are a number of key considerations, tasks and milestones that apprentices, employers, learning providers, mentors and assessors should undertake to optimise a successful outcome for all parties.

Work-based Learning

Work-based learning – aligned to and assessed against both the **learning outcomes** and the **knowledge, skills and behaviours** of the apprenticeship – is the central and most significant component of an apprenticeship and is based on apprentices' real-life experiences in the workplace. Work-based learning is a partnership between apprentice, employer and learning provider and all apprentices must have the support of a mentor in the workplace.

Get more information on work-based learning [here](#).

Meta-skills Development

This apprenticeship includes a learning outcome that provides opportunities to develop meta-skills. To effectively develop the meta-skills outlined earlier, apprentices must first understand what they are and how they might apply them in their role. To help with this, a simple exercise to define what meta-skills mean in their role (in language that both apprentice and employer are comfortable with) should be used. This will allow apprentices to consider their own meta-skills profile and which meta-skills they might need to develop or apply in order to perform effectively at work.

Setting development goals, action planning and regularly reflecting on progress will help apprentices to develop their meta-skills and it is vital to provide the time and space for reflections to take place. Naturally occurring opportunities to discuss and reflect on meta-skills might include inductions or performance management, career development and performance review sessions.

Delivery of Training

The split between workplace and classroom will depend on different employer requirements, or apprentice role, and where exactly the apprentice is on their journey. Off the job training may take place early on in the apprenticeship as apprentices become equipped with the knowledge they need to undertake their role. The off the job training for this apprenticeship could take up to 186 hours. Block release may be preferred to day release, to consolidate learning and support focus. Some employers will prefer delivery of classroom learning upfront, however again this will vary between employers.

A learning and development plan and an assessment plan should be developed to identify any additional needs and provide apprentices with the appropriate support or adaptations required to successfully complete their apprenticeship.

Approaches to Assessment

Apprentices are expected to provide evidence of meeting the learning outcomes and the knowledge, skills and behaviours required of this apprenticeship; also, evidence to demonstrate that they are competent in the workplace. It is important for apprentices to recognise how they have developed skills and understanding along the way, and where these still need to be developed.

During the apprenticeship

Assessment methods	Guidance
Case studies	For portfolio
Professional discussion	Should not be restrictive - any aspect of the apprenticeship should be open to discussion. Particularly useful for situations that are more nuanced.
Presentations	Present on projects, budgets, staff development, production etc.
Personal statements	Evidence of an apprentice's activities and progress, could be demonstrated via online blog which is kept up to date during the apprenticeship
Witness testimony	From line managers
Observations via physical or virtual tests	Practical assessment and any oral reasoning. Virtual visits can help with evidencing infrequent or unseasonal activities
Portfolio of evidence	Photographs, videos, case studies
Evidence of prior learning	Previous course/qualification assessment and certification should be made available
Multiple choice/short answer questions - online or paper-based	Completed at a centre or remotely. If delivered remotely online invigilation must be in place
Realistic simulation via scenarios/questionnaires	On site simulation, real work simulation only where allowed

Holistic Assessment

The holistic approach allows larger pieces of work to evidence a number of learning outcomes, rather than a piecemeal process of finding separate evidence for each outcome and/or its associated knowledge, skills and behaviours. Work-based projects or problem-based activities often provide the richest opportunities for holistic assessment. Assessment of the common learning outcomes will be done in parallel with assessment of technical skills.

Assessment should be undertaken both in a controlled environment and through work related activity depending on what is being assessed, however most assessment should take place in the workplace.

Quality assurance

Skills Development Scotland is responsible for making sure all funded learning is of high quality and benefits the apprentice. A quality assurance framework is in place to cover the delivery of work-based learning in an apprenticeship and is designed to demonstrate how effectively learning providers and employers support this by ensuring apprentices:

- Receive appropriate support and guidance to enable them to become successful apprentices and confident individuals;
- Receive quality learning and develop their skills to achieve their learning goals;
- Are treated with dignity and respect in a way that promotes equality and inclusion; and
- Work towards successful outcomes, leading to future employment or further appropriate career progression.

The relevant awarding and accreditation bodies will undertake the quality assurance of the assessment of competence-based and professional qualifications.

Qualification Requirements

Diploma in Aquaculture Production at SCQF Level 7 (GV5D 47)

Through their apprenticeship, apprentices must complete the above competence-based qualification. This brings together the development and assessment of all the learning outcomes and knowledge, skills and behaviours required of senior aquaculture technicians and supervisors. It includes the development and assessment of meta-skills, which are integrated with the development and assessment of technical skills.

Core Skills

Core Skills are broad transferable skills, which can be used in addition to Meta-skills, to help apprentices learn how to manage and adapt how they respond to a changing society.

The five Core Skills are: Communication, Numeracy, Information and Communication Technology, Problem Solving and Working with Others.

All Core Skills are embedded within this framework at SCQF Level 6, therefore, no separate certification is necessary.

During the apprenticeship

Other awards, qualifications or training programmes

In addition to achieving the competence-based qualification noted above, apprentices should complete one of the following additional awards, qualifications or training programmes. This is not an exhaustive list. If providers, employers, or apprentices wish to complete an alternative option, please contact Lantra's Apprenticeship Team prior to commencement of the alternative award, qualification or training programme. The Lantra Apprenticeship Team will check and confirm if they are an acceptable alternative to those listed below Apprenticeships@Lantra.co.uk.

Type	Title	Level
Qualification	Emergency First Aid at Work	SCQF Level 6, 1 credit
Qualification	Award in Manual Handling Principles and Practice	SCQF Level 5, 1 credit
Training	REHIS Elementary Food Hygiene course (e-learning) Elementary Food Hygiene by e learning REHIS	SCQF Level 5, 1 credit
Training	RTITB accredited Forklift Truck Course Lift truck / forklift training courses (rtitb.com) Lantra Awards Counterbalance or Rough Terrain Lift Trucks - Lantra	Beginner three days. Experienced but untrained two days. Two days
Training	RYA First Aid Course RYA first aid course	One day
Training	RYA Powerboat handling RYA Powerboat Training Courses for beginners and professionals	Level 2, Two days
Training	RYA Basic Sea Survival Certificate	One day
Training	MCA Certificate of Proficiency in Elementary First Aid at Sea	One day
Training	STCW Basic Fire Prevention and Firefighting Basic Fire Prevention and Firefighting & Update Courses (stcw-training-uk.com)	Two days

During the apprenticeship

Type	Title	Level
Training	RTITB accredited Ship Mounted Crane	Three days
	Lantra Awards Crane Training (Boat / Pier Mounted)	Three days
Training	Lantra Awards General Winching Theory and Practice + Aquaculture	One day
Training	RTITB Capstan Winch Training Course	One day
	Lantra Awards Safe Use of Marine Capstan Winch (Skills Card)	One day
Training	Lantra Awards Slinger/Signaller	One day
Training	Fish Vaccination UHI Short Courses	Half day
Training	Samudra Plankton Management e-learning	Flexible
Training	Water quality awareness in Recirculating Aquaculture Systems (RAS) UHI Short courses	Half day
Training	Diesel Engine Course MCA	Five days
Training	VHF (GMDSS SRC) RYA Course	Two days
Training	PHARMAQ Plankton Sampling and Identification	One day

At the end of the apprenticeship

Pathways and Progression

A successfully completed apprenticeship, including the achievement of competence-based and professional qualifications, opens the door to a number of opportunities for progression in both work and further learning.

Career advancement

Successful apprentices may progress to roles such as Aquaculture Site Manager.

Further study

Options for those wishing to pursue further professional learning and development include:

Apprenticeships

- Technical Apprenticeship in Aquaculture Management at SCQF Level 9

Qualifications

- SVQ in Aquaculture Management at SCQF Level 9

Amendments

Version Number	Date	Description
1.0.0	01/25	Framework live