



# Modern Apprenticeship in Aquaculture Production

## Overview

This apprenticeship is designed to support the development of apprentices working in aquaculture operative and junior technician roles in either finfish or shellfish.

There are several aquaculture operative and junior technician roles available e.g., marine, or freshwater operative/technician, yardperson, harvest operatives, fish, or shellfish farm assistants. These roles cover maintaining health and welfare of stock, maintaining facilities both on-shore and off-shore, using and maintaining equipment and maintaining site health and safety and biosecurity. These roles may also include operating a workboat or support craft, maintaining a hatchery, harvesting stock and taking deliveries. The goal of the apprenticeship is to enable apprentices to develop the knowledge, skills and behaviours to be able to competently operate in operative and junior technician aquaculture production roles.

## Duration

This apprenticeship is expected to take up to 18 months to complete.

## Level

SCQF Level 5. More information on SCQF can be found [here](#).

## Qualification achieved

Diploma in Aquaculture at SCQF Level 5 (GV5E 45)

**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 operatives](#) and [shellfish operatives](#).

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

# Role of the apprentice

**This apprenticeship is designed to support aquaculture operative and junior technician 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 operative and junior technician aquaculture job roles.

This Scottish apprenticeship has been designed for use to support aquaculture operative and junior technician roles across fish and shellfish, including maintaining stock health and welfare and maintaining facility and equipment.

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

- To maintain aquaculture facilities and equipment in a good state of cleanliness and repair in line with site operating procedures
- To maintain the health and welfare of aquaculture stock to meet the requirements of production plans in line with site operating procedures
- To maintain site hygiene and biosecurity to minimise risk of contamination and disease in line with site operating procedures
- To maintain health, safety and security in line with legislative and organisational procedures to protect yourself and others from the risk of harm and injury
- To use equipment and machinery in accordance with manufacturer's instructions, regulatory requirements and site operating procedures to maintain the safety of yourself and others
- To maintain equipment and machinery in a good state of cleanliness and repair and confirm safety and security in line with site operating procedures and manufacturer's instructions
- To understand good environmental practices, the importance of sustainability and how to apply them within your area of responsibility
- 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 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 gather live aquaculture stock in holding units in preparation for other operations, in line with production requirements and site operating procedures
- To grade live aquaculture stock for production in line with site operating procedures
- To harvest aquaculture stock to meet production requirements, maintaining quality in line with site operating procedures
- To operate workboats and support craft in line with legal requirements and site operating procedures and to maintain the safety of yourself and others
- To collect, sort and store shellfish seed and young shellfish ('spat') from the natural environment to meet production requirements in line with site operating procedures
- To carry out shellfish purification to ensure the safety of shellfish for human consumption in line with site operating procedures
- To pack live shellfish for human consumption to meet production requirements and in line with site operating procedures
- To prepare and pack fish to meet production requirements and in line with site operating procedures
- To produce quality fertilised fish eggs to meet production targets in line with site operating procedures
- To produce quality juvenile aquaculture stock for sale, transfer and growing on, to meet production plans and in line with site operating procedures
- To provide the required amount of feed to aquaculture stock to meet production targets in line with specified feeding regimes and site operating procedures
- To transfer live aquaculture stock to meet production requirements in line with site operating procedures
- To stock farmed aquaculture stock into relevant holding units to meet production requirements and in line with site operating procedures
- To receive goods and supplies in line with site operating procedures, maintaining the safety and security of the goods

# 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 operatives* and *shellfish operatives*.

## Knowledge

- Relevant health and safety procedures, how to identify hazards and assess risks, safe systems of work and the personal protective equipment (PPE) required for aquaculture work
- 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
- 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
- Notifiable diseases and the actions to take if their presence is suspected
- The environmental conditions and water quality requirements for the aquaculture stock being farmed and how these are maintained
- Site procedures for maintaining hygiene and biosecurity and the importance of this to the health and welfare of aquaculture stock
- The importance of carrying out regular checks on aquaculture facilities and the methods and equipment that can be used to assist with this
- The importance of routine maintenance and repair to aquaculture facilities and the health and safety requirements for the use of equipment used to carry out maintenance

# Defining Knowledge, Skills and Behaviours

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

## Skills

- Conducting regular checks of aquaculture stock health and welfare, including cleaner fish where used, in line with site operating procedures
- Using handling methods which minimise stress in the aquaculture stock
- Carrying out regular checks on aquaculture facilities to determine their condition and identify the need for maintenance or repair in line with site operating procedures
- Cleaning aquaculture facilities and equipment in line with site operating procedures
- Carrying out routine maintenance and repairs on aquaculture facilities in line with site operating procedures
- Maintaining hygiene and biosecurity in line with site operating procedures
- Maintaining environmental conditions and water quality to support the health and welfare of the aquaculture stock
- Recording and reporting aquaculture facilities maintenance information in line with site requirements

## Behaviours

- Prioritising Health and Safety
- Considering sustainability within own role
- Acting with honesty and integrity
- Taking responsibility for own actions
- Adapting to change
- Operating effectively within teams
- Seeking learning and development opportunities

# 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 health, safety and security, for example when using equipment and machinery; **integrity** is essential when engaging with the public and communicating with colleagues across an aquaculture site; **adapting** is key to using technology to support your role to work differently and support improvements; and using **initiative** is critical to improving your own skills and knowledge to allow you to think independently and respond to challenges.

### **Connecting with others**

Clear and effective **communication** with colleagues, customers and the general public ('key stakeholders') is one of the most significant aspects of this type of role, especially when on board a boat or on an aquaculture site; **feeling** is required to understand the needs of colleagues and key stakeholders, to have empathy and tailor communication accordingly, skills in **collaboration** are vital when developing and maintaining effective working relationships to work with others on a common goal and help one another to achieve the task and **leading** at this level is to lead by example and being a role model.

### **Interacting with change**

A keen sense of **curiosity** is a critical asset to help us to learn and question when improving your own skills and knowledge; **creativity** is something required to help us to improve working practices through sharing ideas; **sense-making** involves piecing information together to understand the bigger picture in terms of the aims of the organisation; and **critical thinking** is key when suggesting improvement to working practices for hygiene and security, and aquaculture stock health and welfare.

# 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:

There are no formal entry requirements; however, the apprentice must be employed in a suitable job role to gain the experience and knowledge required for the Modern apprenticeship in Aquaculture Production at SCQF level 5, and the associated SCQF level 5 Aquaculture Production qualification.

In addition, an apprentice should:

- Be prepared to attend off-the-job training
- Be able to acquire the broad range of skills, knowledge and understanding required in the apprenticeship
- Be able to complete the SCQF Level 5 Aquaculture Production qualification
- Enjoy working with machinery
- Have a positive attitude towards learning

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.

# During the apprenticeship

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 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 215 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
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.

# During the apprenticeship

## 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 at SCQF Level 5 (GV5E 45)**

Through their apprenticeship, apprentices must complete the above competence-based qualification. This qualification brings together the development and assessment of all the learning outcomes and knowledge, skills and behaviours required of the aquaculture operatives and junior technicians. 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 4, 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 Health and Safety in the Workplace	SCQF Level 5, 1 credit
Qualification	Award in Manual Handling Principles and Practice	SCQF Level 5, 1 credit
Qualification	QA Award in Principles COSHH	RQF Level 2 half day
Training	REHIS Elementary Food Hygiene course (e-learning) <a href="#">Elementary Food Hygiene by e learning   REHIS</a>	SCQF Level 5, 1 credit
Training	RTITB accredited Forklift Truck Course <a href="#">Lift truck / forklift training courses (rtitb.com)</a> Lantra Awards Counterbalance or Rough Terrain <a href="#">Lift Trucks - Lantra</a>	Beginner three days. Experienced but untrained two days. Two days
Training	RYA First Aid Course <a href="#">RYA first aid course</a>	One day
Training	RYA Start Powerboating <a href="#">RYA Powerboat Training   Courses for beginners and professionals</a>	One day
Training	RYA Powerboat handling <a href="#">RYA Powerboat Training   Courses for beginners and professionals</a>	Two days
Training	<a href="#">RYA Basic Sea Survival Certificate</a>	One day

# During the apprenticeship

Type	Title	Level
Training	MCA <a href="#">Certificate of Proficiency in Elementary First Aid at Sea</a>	One day
Training	STCW <a href="#">Basic Fire Prevention and Firefighting Basic Fire Prevention and Firefighting &amp; Update Courses (stcw-training-uk.com)</a>	Two days
Training	RTITB accredited <a href="#">Ship Mounted Crane</a>	Three days
	Lantra Awards <a href="#">Crane Training</a> (Boat / Pier Mounted)	Three days
Training	Lantra Awards <a href="#">General Winching Theory and Practice + Aquaculture</a>	One day
Training	RTITB <a href="#">Capstan Winch Training Course</a>	One day
	Lantra Awards <a href="#">Safe Use of Marine Capstan Winch</a> (Skills Card)	
Training	Lantra Awards <a href="#">Slinger/Signaller</a>	One day
Training	Sea Lice Identification and Recording <a href="#">UHI Short courses</a>	Half day
Training	Introductory Fish Farm Containment <a href="#">UHI Short courses</a>	Half day
Training	Water quality awareness in Recirculating Aquaculture Systems (RAS) <a href="#">UHI Short courses</a>	Half day

## 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

- Apprenticeship in Aquaculture Production at SCQF Level 7

#### Qualifications

- SVQ in Aquaculture at SCQF Level 7
- Aquaculture Production at SCQF Level 7

# Amendments

Version Number	Date	Description
1.0.0	01/25	Framework live