



# MODERN APPRENTICESHIP IN DRIVING GOODS VEHICLES

## Overview

This apprenticeship is designed to support the development of apprentices working in the road haulage sector and driving the following goods vehicles; **C1 LGV**, **CRigid**, **CEArticulated**. This apprenticeship includes gaining a licence in one of these goods vehicle categories.

## Duration

The expected completion time for this apprenticeship is up to 12 months. It is anticipated that experienced employees, would be able to complete the Modern Apprenticeship in a shorter timeframe.

## Level

SCQF Level 6. More information on SCQF can be found [here](#).

## Qualification achieved

The apprentice will achieve a qualification specific to their occupation.

- Diploma in Driving Goods Vehicles at SCQF Level 6, GV59 46.

**INTRODUCTION**

**THE APPRENTICESHIP**

**META-SKILLS**

**ROLES AND RESPONSIBILITIES**

**BEFORE THE APPRENTICESHIP**

**AVAILABLE SUPPORT FOR APPRENTICES**

**DURING THE APPRENTICESHIP**

**AT THE END OF THE APPRENTICESHIP**



**This is an interactive document.**

Click on the section you would like to view or scroll through the pages.

The home button in the top right corner of the page will bring you back here!

**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 [Driving Goods Vehicles Occupation Profile](#).

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

This apprenticeship has been designed for use to support those in goods vehicle roles requiring the movement of freight. This apprenticeship is designed to support entry level goods vehicle roles within the road haulage sector.

There are three goods vehicle roles available at this level C1 LGV, C Rigid or CE Articulated. This apprenticeship will provide apprentices with the skills and knowledge required to become competent using any of the three vehicle types outlined. This includes a balance of technical, business, and interpersonal skills areas, designed to ensure apprentices have an appropriate set of skills to operate in today's road haulage industry.

Apprentices will be expected to achieve the following **mandatory and optional outcomes** relevant to their specific role.

## Mandatory Outcomes

- Preparing goods vehicles for driving
- Driving goods vehicles
- Collecting and delivering loads
- Developing meta-skills and personal practice
- Maintaining health, safety and security
- Developing and maintaining working relationships
- Apply the use of technology in logistics operations

Apprentices will be expected to complete a minimum of one **optional outcome** relevant to their role.

## Optional Outcomes

- Loading vehicles
- Unloading vehicles
- Coupling and uncoupling goods vehicle trailers

**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 the road haulage sector have helped to identify the key knowledge, skills and behaviours that apprentices driving goods vehicles need to develop. Throughout their apprenticeship, apprentices should be regularly assessed to ensure they can demonstrate both know-how and ability in each of these areas; a high-level summary is provided below.

A full list of the **knowledge, skills and behaviours** can be found in the associated [Driving Goods Vehicles Occupational Profile](#).

## Knowledge

- Following company, regulatory and legislative procedures
- Following Safe and Fuel-Efficient Driving (SAFED) guidelines
- Adhering to driver responsibilities
- Awareness of your own physical and mental wellbeing
- Knowledge of new technology and net zero requirements

## Skills

- Carrying out and recording vehicle checks
- Reporting vehicle faults and defects
- Driving goods vehicles safely and efficiently
- Able to work with others and on your own

## Behaviours

- Communicating, including listening to instructions
- Maintaining working relationships
- Adapting to risks and unexpected situations
- Attention to detail

**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 Driving Goods Vehicles

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 work carefully and correctly and to avoid distraction, this is a fundamental requirement due to the nature of the role, especially when preparing a goods vehicle for driving or driving the vehicle; **integrity** is essential when being true to your work and company values, this includes being open and honest and having a desire to learn; **adaptability** is key to effectively responding to risks or unexpected situations; and using **initiative** is critical when thinking for yourself and solving problems, working proactively within the limits of your own responsibility and competence.



### Connecting with others

Clear and concise **communication** is crucial to the safe and effective delivery of goods, being able to share information but also listening and relationship building with colleagues and stakeholders is one of the most important aspects of this role; **feeling** is needed to show empathy and be respectful of others; skills in **collaboration** are vital when working effectively with colleagues to get the job done on time and maintain work standards and company image, particularly when faced risks or unexpected situations; and strong **leadership** qualities are developed through setting a good example and helping others where appropriate.



### Interacting with change

A keen sense of **curiosity** is a critical asset when asking questions and solving problems; **creativity** may be required when responding to challenges but given the nature of the role is procedure focused, there is less scope for creativity; **sense-making** comes into play when interpreting instructions, it allows the breakdown of tasks to simpler, manageable steps; and **critical thinking** is key in diagnostics and coming up with solutions to problems or unexpected situations and requires self-awareness and reflection.

**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



## 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



**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

- A valid car licence
- Ability to acquire the broad range of skills, knowledge and understanding required in this apprenticeship
- Be able to complete the relevant SCQF Level 6 qualification
- Have a positive attitude towards learning
- Keen to work in a road haulage environment

## 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](#).

## 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.

## 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 the real living wage

Further guidance on Fair Work First is available from <https://www.gov.scot/publications/fair-work-first-guidance-support-implementation/>

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).

## Diversity in Driving Goods Vehicles Statement

Evidence shows women are under-represented in the road haulage sector, but this varies by job role. In early 2021, the [Women in Transport Scotland hub](#) launched with the aim of engaging a wide range of organisations to identify barriers to success, showcase regional talent, success stories and best practice. The hub is committed to encouraging collaboration, equipping Scotland's transport workforce with the ability to design the transport solutions of tomorrow in a way that is inclusive and sustainable. We also know that some groups are more likely to face barriers to employment, for example, disabled people, care experienced people, people from ethnic minority groups or people with caring responsibilities. Evidence shows an underrepresentation of disabled people and people who are care experienced in the road haulage sector. In particular, [Trans info published an article](#) on the adaption of a large goods vehicle to make it possible for disabled drivers to use them. The vehicles now are equipped with a lifting platform so a wheelchair using driver can easily access the cabin and controls are fitted on and around the steering wheel. Recruitment and delivery of this framework should take into account the need to be flexible and adapt to support the different needs of learners. These guides contain practical steps to make sure [recruitment is more inclusive](#).

Everyone needs support from time to time. There are a number of readily available resources that can be accessed during the apprenticeship.

## Mental wellbeing support for apprentices

Work can contribute positively to mental wellbeing by providing things such as friendships, meaningful activity and learning opportunities. However, sometimes work brings pressures which can either create or add to problems with mental health. When experiencing difficulties with mental health, work can sometimes feel like an additional pressure even if there are no direct issues at work. When working towards an apprenticeship, the challenges of combining studying for a qualification alongside work may at times add to those pressures. Skills Development Scotland, working in partnership with Penumbra, have developed a number of resources that aim to support apprentices in seeking help for mental health difficulties. More information is available from <https://www.apprenticeships.scot/become-an-apprentice/mental-health-resource>.

## Fair working conditions

Working conditions should always be fair. Fair work is work that offers all individuals an effective voice, opportunity, security, fulfillment and respect. Find out more about fair work while you're working as an apprentice in Scotland from <https://www.apprenticeships.scot/support-during-apprenticeship/fair-working>.

## Disability support

The Equality Act 2010 protects disabled people. Employers, colleges, universities or learning providers:

- Cannot treat an apprentice less favourably than others for any reason connected to a disability
- Must make reasonable adjustments to make sure apprentices are not seriously disadvantaged during the course

More information on the sources of disability support that is available to apprentices is available from <https://www.apprenticeships.scot/support-during-apprenticeship/disability-support>.

## Money and funding

Apprenticeships allow an apprentice to work for an employer and earn a wage. More information on money or funding is available at <https://www.apprenticeships.scot/support-during-apprenticeship/money-and-funding>.

## Support for care-experienced apprentices

Support is available for care-experienced apprentices. More information including insights from apprentices who have experience of the care system is available from <https://www.apprenticeships.scot/support-during-apprenticeship/care-experienced>.

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 **mandatory and optional 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

Consultation indicated that learning for this apprenticeship should take place within the workplace by aligning work activities to the apprenticeship outcomes. This is a real working environment that reflects typical occupational conditions that are relevant to the work activities being assessed.

A learning and development plan and 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.

Assessment Methods	Direct observation of work	Professional discussion	Questioning	Scenarios	Simulation	Work products	Practical examples	Product evidence	Expert witness
Preparing goods vehicles for driving	✓	✓	✓			✓			
Driving goods vehicles	✓		✓			✓			
Collecting and delivering loads	✓	✓	✓	✓	✓	✓			
Maintaining, health, safety and security	✓	✓	✓			✓			
Apply the use of technology in logistics operations	✓		✓			✓			
Developing and maintaining working relationships	✓					✓	✓	✓	✓
Loading goods vehicles	✓	✓	✓			✓			
Unloading goods vehicles	✓	✓	✓			✓			
Coupling and uncoupling goods vehicle trailers	✓		✓			✓			

## 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 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

### Competence-based qualification

During their apprenticeship, apprentices must complete the competence-based qualification, **Diploma in Driving Goods Vehicles at SCQF Level 6, GV59 46**. This qualification brings together the development and assessment of all the **mandatory and optional outcomes and knowledge, skills and behaviours** including meta-skills and core skills required of the apprenticeship.

### Other awards, qualifications, or training programmes

In order to complete this apprenticeship, the **candidate must acquire one** of the following mandatory licences:

- C1 LGV
- C Rigid
- CE Articulated

## 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.
- Core Skills are embedded within this Framework at SCQF Level 5 therefore no separate certification is necessary.

## 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

Completing the apprenticeship and acquiring one of the mandatory licences will allow the learner to progress into roles that align to their qualification e.g. progressing from van driving and delivery to articulated lorry driving. Beyond this further career progression could include HGV Driving Instruction, Dangerous Goods Safety Adviser or Transport Manager.

### Further study

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

- SVQ in Logistics Operations at SCQF Level 7
- SVQ in Supply Chain Management at SCQF Level 7

### Technical (higher level) apprenticeships

- Not applicable

### Graduate apprenticeships

- Not applicable

## Professional Registration

This apprenticeship may support professional recognition as it includes learning and skills outcomes common to a number of the introductory professional qualifications relevant to Driving Goods Vehicles.

The apprentice, employer and learning provider will determine the most appropriate professional pathway in light of the apprentice's specific work role and the learning provider will guide each successful apprentice on the professional registration process they should follow.



Version Number	Date	Description