



Modern Apprenticeship Toolkit

A Resource for Union
Negotiators and Reps



Modern Apprenticeship Project



Photo by Louis Flood



Foreword

from the STUC General Secretary

'Modern Apprenticeships' are a powerful method of providing Scotland's young people with high-quality training which leads to industry-recognised qualifications and meaningful employment. Good quality and robust Modern Apprenticeships can equip young people with the skills that can lead to good long-term employment.

Further, Modern Apprenticeships are increasingly open to older workers to help them build a new set of skills to aid their progress into sustainable, high quality employment.

Union engagement with the Modern Apprenticeship programme is vital. Unions can not only ensure high quality learning experiences, we can establish good terms

and conditions, decent pay rates, and a safe working environment. We can also ensure that Modern Apprenticeship programmes respect equality and diversity and we offer a source of support for apprentices, many of whom are new to the workplace.

For many Modern Apprentices this will be their first interaction with the trade union movement. A positive first experience can help build the next generation of trade union members, and activists.

This toolkit provides an overview of Modern Apprenticeships and outlines how unions can successfully engage with the programme. I am sure you will find this toolkit useful.

Grahame Smith
STUC General Secretary



Introduction

Apprenticeships have existed for hundreds of years but had fallen into decline until a decade ago when this method of work-based education underwent a resurgence. The number of people starting apprenticeships has risen from 8,100 in 1998 to over 20,000 in 2010. In March 2011, there were over 33,000 people undertaking a Modern Apprenticeship in Scotland. The Scottish Government has pledged 25,000 Modern Apprenticeship starts each year between April 2011 and March 2016.

The diversity in the programmes available today means that there will be apprenticeships in the sectors covered by most unions. While more traditional apprenticeships continue, the largest area of expansion has been in the service sector – comprising half of the 10 most popular apprenticeships.

The STUC has supported the Scottish Government's commitment to raise the number and quality of apprenticeships and broadly welcomes the continued growth of the Modern Apprenticeship programme. However, more could be done to increase employers' engagement with high-quality apprenticeships.

In the sustainable economy of the future, apprentices must have the opportunity to develop transferable skills, as well as the opportunity for progression. The expansion of Modern Apprenticeships must be backed by increased efforts to ensure that all programmes are of a high quality, lead to good jobs, and have tackling inequality and improving diversity as a key factor.

Union negotiators and reps – including union learning reps, equality reps and safety reps – have a key role to play through collective bargaining in encouraging more employers

MODERN APPRENTICESHIPS

to set up quality Modern Apprenticeships, allowing under-represented groups to access them and ensuring that all apprentices receive good training, decent pay and a safe working environment.

Apprenticeships provide an ideal opportunity for unions to organise young workers who are currently under-represented at all levels in the union movement. This 'Modern Apprenticeship Toolkit' aims to help union negotiators and reps to get apprenticeships on the bargaining agenda, to support and organise apprentices and to build equality and diversity.

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Background

What are Modern Apprenticeships?

Modern Apprenticeships provide the opportunity to gain job-related skills and qualifications through on-the-job and off-the-job training. An apprentice learns by working alongside more experienced employees and by being shown how to do specific work tasks, with support from a workplace mentor and/or union rep.

Time away from the job is given to help an apprentice build the knowledge and understanding that underpins the role and gather evidence to demonstrate that knowledge and understanding. This off-the-job training is delivered by an approved training provider in most cases, although some large employers have accredited on-site training.

There are many different types of apprenticeships on offer across a wide range of industrial sectors, from retail to nuclear power. The Modern Apprenticeship programmes are generally aimed at 16 to 24-year-olds, but there are an increasing number of opportunities for older workers.

Industry-led sector skills councils develop apprenticeships for their specific sectors. In Scotland, many apprenticeships are funded through Skills Development Scotland.

Each apprenticeship has a framework that sets out the qualifications an apprentice is expected to achieve. The elements of Modern Apprenticeships can include:

- ✘ Scottish Vocational Qualification (SVQ) – the sector/industry-based vocational element or industry equivalent;
- ✘ A technical certificate to show apprentices understand the underpinning theory or knowledge, where appropriate;
- ✘ Core Skills - including Communication, Numeracy, IT, Problem Solving and Working with Others, plus wider key and business skills as required by the sector.

Some apprenticeships require other specific qualifications important to the work area, such as food hygiene.



Modern Apprentices at CLYDEUNION Pumps in Glasgow.



Negotiating and Bargaining

on Modern Apprenticeships

It is crucial that negotiators and reps put Modern Apprenticeships on the bargaining agenda. Modern Apprenticeships span all areas of union activity, from recruitment and organising to pay bargaining, learning and skills, equality and diversity and health and safety. Unions may have their own approaches to bargaining: some will include Modern Apprenticeships in learning agreements, some will draw up specific Modern Apprenticeship agreements, and some will treat apprentices like any other category of worker.

Reps and negotiators may find the following points useful when entering into negotiations that include apprentices:

- ✘ **No job substitution:** It is vital that unions negotiate to ensure that apprentices are not used for job substitution, and that they are recruited to fill genuine skills shortages to plan for future skills gaps.
- ✘ **Contract of employment:** All Modern Apprentices are employed and are therefore covered by the terms and conditions contained in their contract of employment and any relevant employment legislation.
- ✘ **Training and study:** Union negotiators will want to ensure that Modern Apprenticeship programmes in their workplace identify a clear programme of training, including sufficient time spent off the job, such as in college, in dedicated training centres at the workplace, or in private study.
- ✘ **Mentoring:** There should be a clear system for supervision, support and mentoring, ideally with union involvement.
- ✘ **Access to a trade union:** Modern Apprentices are often young people with little experience of the world of work or of trade unions. Union reps should negotiate with employers to make sure that the union has the opportunity to speak to apprentices when they start work. Reps should also encourage other union members to speak to apprentices about why it is important for them to join the union.
- ✘ **Pay:** Modern Apprentice rates of pay should reflect the job done. If Modern Apprentices do a full job they should be paid for it, or quickly progress incrementally to that point. If percentage rates are negotiated, they should start as high as possible and progress by time served, milestones or competencies achieved, rather than by age. In industries such as construction, with nationally agreed apprentice pay rates, there will be a need to ensure the local employer complies.
- ✘ **Union Learning Reps:** ULRs have statutory rights to promote learning or training with their colleagues and to work with employers and local providers to ensure all of the workforce can take up opportunities. ULRs should work closely with the senior steward in a workplace. It may be appropriate for a ULR to undertake a mentoring role within the Modern Apprenticeship system.
- ✘ **Equality and diversity:** A good Modern Apprenticeship programme should include strategies to ensure that Modern Apprenticeships are accessible to the widest possible demographic spread of people.



The Business Case

for offering Modern Apprenticeships

All the evidence shows that organisations offering Modern Apprenticeships are seen as good places to work. Taking on an apprentice is cost effective because people can learn while they are on the job and the Government contributes to the costs of learning.

Modern Apprenticeships make good business sense. Modern Apprenticeships can help businesses in all industries by offering a route to harness fresh talent. By training people with the right skills for the job they can do a wider range of tasks and take on new responsibilities. This can help to reduce skill shortages, minimise staff turnover and workplace accidents, and increase productivity.

“Having started as an Engineering Apprentice in 1989, I fully understand the benefits that Modern Apprenticeships can and do bring to the workplace. We are committed to delivering an excellent training and development programme and that is what we are doing with our Modern Apprenticeships. The union has historically been very good at encouraging people to develop themselves.”

Steve Brodie
Apprenticeship Development
Leader
Rolls-Royce

The Facts

Cambridge Policy Consultants (CPC) was commissioned by Scottish Enterprise in 2006 to evaluate Modern Apprenticeship programmes. This included surveying employers on the benefits of recruiting Modern Apprentices. Of those surveyed:

- ❖ Overall, 69% of employers felt that the trainees who had taken part in the programme are more skilled and have received accreditation for their new skills.
- ❖ Around 80% of employers felt that staff understood their jobs better as a result of participating.
- ❖ 80% of employers felt that those undertaking a Modern Apprenticeship were most likely to increase efficiency as a result of participation.
- ❖ Modern Apprentice employers were positive about the increased quality of work, increased levels of staff innovation, motivation and the ability of staff to identify their own learning needs.
- ❖ Over three quarters of employers pointed to increased interest of their staff in career progression and further training as a result of participation.

The Business Case (Continued)

Costs and Benefits

Taking on an apprentice is cost-effective because people can learn while they're on the job and the Scottish Government often contributes to the costs of learning.

There are clear financial benefits to employers and their investment in Modern Apprenticeships is repaid many times over.

A recent study by the University of Warwick's Institute of Employment Research found that the costs of apprenticeship training are recouped relatively quickly – in some cases, within one year – and that where the investment is nurtured, the returns are significant.

The report found that “the evidence points to employers obtaining a range of qualitative benefits from the apprenticeship training in which they invest, but importantly that investment is recouped in monetary terms within two to three years in most instances.”*

Case Study

Modern Apprenticeships with Unite and Spirit Aerosystems

Spirit Aerosystems is a global firm based in Prestwick. The company has a Modern Apprenticeship programme across three disciplines: Craft Engineering, Technical Engineering and Supply Chain. There are currently 19 Modern Apprentices in employment at the plant. Unite is involved with the support of the apprentices throughout its programme and has a role in the Apprenticeship Forum.

The four-year Modern Apprenticeship programme has a clear pay progression pathway and pay increments are reached on an annual basis. Other motivating aspects of the programme include the Apprentice Engineering Competition, an Annual Awards Ceremony and the Team Spirit Initiative. The Team Spirit Initiative provides the



Apprentices with the opportunity to work with community groups and local schools.

Amanda Henderson, Spirit Aerosystems Capability Development Advisor, said, “We take the Modern Apprenticeships very seriously. It is a big investment from the employer and the apprentices. We strive to ensure that the apprentices are equipped with the skills required for the industry and for them to be able to progress their careers here.”



Frameworks and Levels

Frameworks

Modern Apprenticeship frameworks are developed by Sector Skills Councils and approved by the Modern Apprenticeship Group. There are more than 100 frameworks on offer. The number is constantly growing as new frameworks are developed in different sectors. There are many job roles available for Modern Apprentices, ranging from accountancy to plumbing, business administration to engineering and wind turbine maintenance.

The Top 10 Popular Frameworks are:

- ✘ Construction
- ✘ Engineering
- ✘ Health and Social Care
- ✘ Electrotechnical
- ✘ Hospitality
- ✘ Customer Services
- ✘ Vehicle Maintenance and Repair
- ✘ Retail
- ✘ Management
- ✘ Business & Administration

Levels

Employers should be clear about what level of Modern Apprenticeship is being offered at and what prospects for progression may be available. Modern Apprenticeships levels are measured against the Scottish Vocational Qualification standards.

Modern Apprenticeships are available from SVQ Level 2 through to SVQ Level 5, although most are set at SVQ Level 3. Depending on the industry, there may be a requirement to undertake an industry-related technical certificate. Additionally, other qualifications may be undertaken during the Modern Apprenticeship Programme.

All Modern Apprenticeships include training around core skills. These cover Communication, Numeracy, IT, Problem Solving and Working with Others.

A Closer Look: SCQF

Through the Scottish Credit and Qualifications Framework (SCQF), apprentices can gain a better understanding of qualifications in Scotland and plan future learning. The Framework supports learners, learning providers and employers.

The Framework helps you understand and compare the various Scottish qualifications by using two measures: the level of a qualification or learning programme and the number of Credit Points awarded. The level of a qualification indicates the level of difficulty and the number of credit points

indicates the length of time it takes to complete. One SCQF credit point represents an average of 10 hours of learning time.

The Framework can:

- ✘ help to better understand the courses and programmes that lead to qualifications;
- ✘ help to plan learning and develop 'progression routes' to follow;
- ✘ help to make the most of the opportunities to transfer credit points between qualifications, thus avoiding repetition of learning.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

scottish credit and qualifications framework



SCQF Levels	SQA Qualifications	Qualifications of Higher Education Institutions	Scottish Vocational Qualifications
12		DOCTORAL DEGREE	
11		INTEGRATED MASTERS DEGREE / MASTERS DEGREE POST GRADUATE DIPLOMA POST GRADUATE CERTIFICATE	SVQ5
10		HONOURS DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	
9		BACHELORS / ORDINARY DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	SVQ4
8	HIGHER NATIONAL DIPLOMA		
7	ADVANCED HIGHER SCOTTISH BACCALAUREATE		
6	HIGHER		
5	INTERMEDIATE 2 CREDIT STANDARD GRADE		
4	INTERMEDIATE 1 GENERAL STANDARD GRADE		
3	ACCESS 3 FOUNDATION STANDARD GRADE		
2	ACCESS 2		
1	ACCESS 1		

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and Higher Education Institutions, however, there may be other qualifications that are not included in this diagram. For more information on other credit rated provision, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the database.



Everyday Skills

for Modern Apprentices

Everyday Skills support includes help with literacy, numeracy, basic IT skills and English language provision for those who do not have English as a first language. This can be arranged through Scottish Union Learning in collaboration with your trade union. Recent research indicates that over a quarter (26.7%) of the Scottish population face challenges and constrained opportunities because of Everyday Skills difficulties and that 3.6% of this group will face serious challenges in their literacies practices.

“Improving adults’ literacies capabilities is crucial to securing a competitive economy with more highly skilled and better paid jobs and higher productivity.” (ALIS 2020, Scottish Government, 2010)

Everyday Skills can have a major impact in the workplace for both employees and employers. They help employees to develop vocational and wider employability skills, and they also contribute to economic success. Employers value good literacy skills, particularly the ability to communicate clearly both verbally and in writing. Everyday Skills are important for everyone in the workplace, but particularly so for those undertaking a Modern Apprenticeship. Many workers do not welcome the idea of learning, particularly those who are not long out of school education, and it is important to promote a positive image of learning, to build on the skills and interests they already have, and to help them grow confidence.

What are the benefits of improving Everyday Skills?

Benefits to learners:

- ✘ Improvement in skills and knowledge required to function both in the workplace and society.
- ✘ Increased job security and enhanced employment prospects.
- ✘ Improved confidence and self-esteem.

Benefits to employers:

- ✘ Improvements in productivity, efficiency and customer care.
- ✘ Fewer health and safety incidents.
- ✘ Fewer absences / sick leave.
- ✘ Overall, a greater contribution to economic activity.

Benefits to unions

- ✘ Members able to become more active in union activities.
- ✘ Increase in membership – those who see the learning opportunities available want to join.

How trade unions can help

Unions have a crucial role to play in raising awareness of Everyday Skills and supporting members who may have issues with Everyday Skills. If you know anyone who would benefit from this kind of support it is important to reassure them that they are not alone, and to let them know that learning programmes can be designed to meet their needs, whether they want to improve their reading, writing, numeracy or IT skills. There are various local and national initiatives that can help. Scottish Union Learning can assist in finding out what learning opportunities are available, and what support you can provide in the workplace.



Pay

for Modern Apprentices

There are clear legal, moral and business reasons for employers to pay apprentices a decent wage.

Apprentices who are paid a fair wage are more likely to complete their Modern Apprenticeship and stay on with their employer afterwards.

Very low rates of pay are leading to a much bigger earnings deficit for women, ethnic minority and disabled apprentices than in the workforce as a whole. The EHRC has demonstrated that women, disabled and ethnic minority apprentices dominate the low paid, poorer quality Apprenticeships because of occupational segregation.

National Minimum Wage

There is a National Minimum Wage (NMW) in Britain, although unions generally negotiate pay rates well above that.

On 1st October 2010, an Apprenticeship National Minimum Wage was introduced. This is revised on an annual basis. For up-to-date information, visit www.scottishunionlearning.com/apprenticeships/pay.

This Apprenticeship NMW applies to those aged 16-18 and those aged 19 or over in the first year of their Apprenticeship.

Those aged 19 and over who have been on their Modern Apprenticeship for more than 12 months are entitled to the relevant NMW for their age.



Kirsty Thomson is a Prospect member and a Modern Apprentice at Babcock in Rosyth.

Why paying more pays off

The STUC believes there is both a statistical and anecdotal link between Modern Apprentice completion rates and pay. Reasonable pay which is properly structured throughout the apprenticeship reduces the risk that apprentices will be tempted into other forms of work with better pay but fewer prospects, and also increases the likelihood of the apprentice staying on with her/his employer after the qualification is achieved. Modern Apprentices should be paid a wage which reflects the job done.

Checklist for negotiators:

- ☑ Apprentice rates should reflect the job done – if an apprentice does a full job they should be paid for it, or quickly progress to that point.
- ☑ If percentage rates are negotiated, they should start as high as possible and progress by time served or milestones reached, rather than by age.
- ☑ In industries such as construction with nationally agreed apprentice pay, ensure the local employer is complying with that agreement.



Working Time

and Time Off for Study

The amount of time spent in college varies from one Modern Apprenticeship framework to another and from one employer to another. Workers under the age of 18 must not work for more than eight hours per day or 40 hours per week.

A Closer Look: Flexible Time for Learning with Community and RSBi Blindcraft



Michael Anderson is in the third year of his Level 3 Wood Machinist Modern

Apprenticeship at RSBi Blindcraft in Springburn. A member of Community, he enquired as to how he could become an apprentice.

Michael said, "I was really keen to be a Modern Apprentice and my union helped get me started on it. Community has really supported me throughout the programme and any problems I have encountered were resolved quickly."

George Gaffney, Head of Manufacturing, said, "Michael started as a Work Step employee and has overcome his disability to get onto this Modern Apprenticeship. The closest training provider we could find for the apprenticeship was Falkirk College. When Michael said he was willing and able to travel to Falkirk for the training, we knew that he was determined to succeed. We then decided to match his level of commitment by paying his travel expenses."

Some frameworks typically involve one day's release per week to attend college, others as little as half a day per fortnight. Some colleges send tutors to the workplace so much of the learning takes place at work.

Consider the following points of best practice:

- ❖ "Off workstation" should mean either an apprentice is college-based or has access to a quiet area to work in the workplace that is away from the distractions and demands of the job.
- ❖ The provider should be consulted about the amount of time that the apprentice will be required to spend in college as well as the time recommended for study in the workplace.
- ❖ The employer should give consideration to allowing time off for both the apprentice and their mentor to meet up for mentoring sessions and informal discussions.
- ❖ Employers should be aware that workers under the age of 18 must not work for more than eight hours per day or 40 hours per week. Young workers should have a rest break of 30 minutes every four and a half hours and a rest period of 12 consecutive hours' daily rest as well as 48 hours' rest every seven days.
- ❖ Under the Working Time Regulations, young workers (under 18) should not work between 10pm and 6am (except in very specific circumstances).*

* For more details, visit www.direct.gov.uk/en/YoungPeople.



Equality and Diversity

Review recruitment and selection criteria to ensure they do not exclude or discourage under-represented groups.

In 2011, Skills Development Scotland, published the 'Skills Development Scotland Equality Toolkit' which stated, "Promoting equal opportunities is of crucial importance to the labour market in Scotland. New and changing equality legislation, European Directives relating to equality, the changing composition of the labour market, the skills gap in Scotland and greater international competition mean we must develop the potential of all our citizens to be able to contribute to developing a stronger economy".

In April 2011, Skills Development Scotland published the 'National Training Programmes: Equality Impact Assessment & Action Plan' which stated, "Over the past few years monitoring data has shown continuing low participation rates in the National Training Programmes by individuals in the BME group, those with disabilities and women particularly in the MA programme. The data also shows the programmes are characterised by gender segregation mirroring the gender segregation of the wider labour market".

Of those undertaking a Modern Apprenticeship in 2010, in the 16-25 age group, 27% were female, 0.6% were disabled and 0.9% were from the BME group. These statistics indicate that Modern Apprenticeships are not being accessed by all sectors of society. It is essential that all work around the development, delivery and marketing of Modern Apprenticeships should not reinforce stereotypes.

A good Modern Apprenticeship programme should include strategies to ensure that Modern Apprenticeships are accessible to the widest possible demographic spread of people. Recruitment and retention policies should not discriminate against anyone.

To ensure that equality is integrated, equality issues must be at the core of all union activity. Union reps play a central and unique role in promoting equality because of the trust and confidence attached to the position. They are the first point of contact when members want to make a complaint or sometimes just to talk something over that is worrying them at work. It is important for unions to also support their members in discrimination complaints.

Trade unions can work with employers to ensure equalities issues are addressed in the workplace. This toolkit contains some suggestions on how to take this important issue forward.



Equality and Diversity

Continued

Points you might suggest to your employer:

- ✘ Consider what reasonable adjustments they could make and what support services they could make available in order to make their Modern Apprenticeship programmes accessible to disabled people.
- ✘ Encourage applications for Modern Apprenticeships from under-represented groups – consider how marketing and recruitment strategies could reach a wider audience.
- ✘ Review recruitment and selection criteria to ensure they don't exclude or discourage under-represented groups.
- ✘ Consider giving all atypical applicants who meet the minimum selection criteria an interview, and consider using positive action to address under-representation.
- ✘ Carry out equality and diversity training for managers and others involved in recruitment.
- ✘ Offer work experience to local schools, including gender-specific open days.
- ✘ Ask current apprentices and employees from under-represented groups to act as role models or champions.
- ✘ Target particular groups by holding recruitment days at community events.
- ✘ Look for training providers who are actively involved in training atypical apprentices, and have incorporated their views in the design, development, review and delivery of Modern Apprenticeships.
- ✘ Target information at parents of young people from disadvantaged groups in order to help to address their under-representation.

Occupational Segregation

Source: National Training Programmes Performance Report: April - June 2010
Modern Apprentices 16-19 Years, Skills Development Scotland

	Male	%	Female	%	Total
Engineering	2,945	98	58	2	3,003
Plumbing	1,068	98	20	2	1,088
Vehicle Repair	1,892	98	26	2	1,918
Early Years	17	2	923	98	940



Health and Safety

for Modern Apprentices

Health and safety is relevant to everyone in the workplace but young people are particularly vulnerable to accidents at work as they do not have as much experience or training as older workers.

Are supervisors trained and competent to supervise a young person and are they given enough time to do so?

According to the Health and Safety Executive (HSE), young men aged 16–25 face a 40% higher relative risk of all workplace injury than men aged 45–54.

The Law

Under the Health and Safety at Work Act 1974 young workers should receive at least the same protection as other workers. However, there are some legal provisions which apply specifically to workers aged under 18. More information can be found at www.hse.gov.uk/youngpeople/index.htm.



(L to R) Stephanie MacPherson, Apprentice Fabricator, Charlie Murphy, Senior Training Officer, and David Crawford, Apprentice Welder, at BAE Systems Surface in Govan.

Checklist

When talking to an employer about taking on apprentices, you should make sure you cover the following points:

Risk assessment

- Has the employer done a full risk assessment on all aspects of the apprentice's job before they start, taking into account the apprentice's lack of experience?

Induction training

- Is health and safety covered in the induction training and is it appropriate to the kind of work that the apprentice will be doing?

Supervision

- Are supervisors trained and competent to supervise a young person and are they given enough time to do so?

Training

- Is health and safety an integral part of the training that the young person receives?

Equipment

- Is the apprentice issued with appropriate protective clothing and equipment?

Monitoring

- Is the Modern Apprenticeship training and any injuries relating to apprentices being monitored by the employer?



Mentoring

Mentoring is an effective way of helping people to progress in their careers and it is becoming increasingly popular. It is a partnership between two people (mentor and apprentice) normally working in a similar field or sharing similar experiences.

Mentors rely upon having had similar experiences to gain an empathy with the apprentice and an understanding of their issues.

A mentor is a guide who can help the apprentice to find the right direction and who can help them to develop solutions to career issues. Mentors rely upon having had similar experiences to gain an empathy with the apprentice and an understanding of their issues. Mentoring provides the apprentice with an opportunity to think about career options and progress.

Mentoring is particularly important for apprentices as they are often young people entering the workplace for the first time. The mentor relationship provides additional support, guidance and pastoral care removed from the apprentice's direct line management chain.

A mentor should be someone from outside the apprentice's reporting hierarchy at work. A ULR or workplace rep is often well placed to mentor apprentices.

It is also essential that issues between mentor and apprentice are confidential.

An employer considering taking on Modern Apprentices should give consideration to allowing for training and time off for mentors within the company. Ideally a mentor should be a member of the union or union rep. Union reps often have training and experience of mentoring type skills through their union role.

For example, many will already have experience of the following mentoring skills:

- ✘ active listening
- ✘ questioning
- ✘ building rapport
- ✘ offering constructive feedback
- ✘ setting targets
- ✘ offering support and guidance
- ✘ signposting
- ✘ acting as a role model.

In addition to a workplace mentor, several organisations offer specialist mentoring support that may be useful to certain groups of workers. For example, the UK Resource Centre for Women in Science and Technology (UKRC) offers mentoring for women in science, engineering and technology. See the Contacts factsheet for further information.

TUC Education

TUC Education offers the 'Mentoring Modern Apprentices' two-day course for all union reps, especially ULRs, covering supporting apprentices in the workplace in the workplace, training and development, and equal opportunities issues.

For more details about these courses, contact TUC Education in Scotland on 0141 221 8545 or at hcunningham@tuc.org.uk.



Next Steps

Advertising a Vacancy

If your employer decides to start a Modern Apprenticeship programme, there is a lot of support available to get the recruitment process up and running. It is crucial that employers think about issues such as how they can actively recruit to address inequalities in the workplace.

Modern Apprenticeships provide the chance to 'earn and learn' in a wide range of jobs and sectors and give you the chance to develop skills, experience and qualifications. Modern Apprenticeships are open to people of all ages and are a way of gaining skills and qualifications that will help to start a career without having to study full-time. There are many job roles available for Modern Apprentices, ranging from accountancy to plumbing, business administration to engineering and wind turbine maintenance.

Women and men who aspire to work in occupations more common to the opposite sex often feel discouraged from doing so. Organisations that amend their recruitment processes to encourage applications from the widest possible pool are more likely to attract and retain the workers they need.*

Step Forward Scotland is an initiative from the Scottish Government, the European Social Fund and Skills Development Scotland that helps Scottish businesses and young people. Step Forward Scotland has a free employer helpline on 0800 783 6000.

Next Steps for union reps

- ☑ Obtain lists of new apprentices from your employer and make sure that all are asked to join the union.
- ☑ Negotiate a slot in apprentice induction sessions.
- ☑ Try to get a union positive statement from the employer in induction packs.
- ☑ Ensure that the union is aware of and welcoming to apprentices and has a high profile in the workplace.
- ☑ Encourage union reps or members to become mentors to apprentices.
- ☑ Ensure that apprentice pay rates reflect the job done.
- ☑ Negotiate with your employer to ensure that apprentices receive adequate and paid time off the job for training and additional study time.
- ☑ Health and safety reps should ensure that the health and safety of young workers should be a standing and separate agenda item for safety committee meetings.
- ☑ Safety reps should be involved in the planning of programmes for young people at the earliest possible stage. Safety reps have a legal right to be consulted on the health and safety content of training programmes for young people.
- ☑ Ensure that apprentices receive adequate health and safety inductions.



Next Steps

Continued

Steps for union training

TUC Education is offering courses across the UK to support the project. The courses are aimed at all union reps, including ULRs. There are two courses:

- ❖ Modern Apprenticeship Awareness – a three-day course for all union reps, covering negotiating terms and conditions; working with employers on apprenticeship schemes; and equal opportunities issues.

- ❖ Mentoring Modern Apprentices – a two-day course for all union reps, especially ULRs, covering supporting apprentices in the workplace; training and development; and equal opportunities issues.

For more details about these courses, contact TUC Education in Scotland on 0141 221 8545 or at hcunningham@tuc.org.uk.

Case Study

UCATT / Unite / GMB / Prospect in Babcock, Rosyth

The tradition of apprentices building ships in Fife has been sustained by Babcock through the employment of Modern Apprentices. The Modern Apprentices are supported by all of the unions on site and are included in the collective bargaining agreements.

This Modern Apprenticeship Programme recruits across a wide age range from college leavers to older workers who already have experience within the industry. Currently there are approximately 170 Modern Apprenticeships at SVQ Level 3 across a number of skill sets including welding, electrical fitters, IT and Project Management.

The unions are involved in the induction of the apprentices and successfully bring them into the union relevant to the trade that they are learning. A cross-union apprenticeship



forum has been set up to provide the apprentices with an opportunity to discuss the work-based issues that are relevant to them.

Satnam Ner, Convenor, Prospect, said, "Modern Apprenticeships are bringing new people into the workplace and the industry across a wide range of skill sets. This is a positive method of tackling the skills gap and providing workers with an opportunity to build or change the route of their careers".



Contacts

and further sources of information

Scottish Union Learning Contact Information

Scottish Union Learning
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Useful Scottish Union Learning publications
Your Rights as a Modern Apprentice, Scottish
Union Learning 2011

Useful websites

www.scottishunionlearning.com
[www.scottishunionlearning.com/
apprenticeships](http://www.scottishunionlearning.com/apprenticeships)
www.stuc.org.uk
www.skillsdevelopmentscotland.co.uk
www.unionlearn.org.uk/scotland
www.closesthegap.org.uk
www.equalityhumanrights.com
www.ukrc.org
www.bgateway.com



Special Thanks to:



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