



Modern Apprenticeship Toolkit

A Resource for Union Reps
April 2014



Modern Apprenticeship Project



Foreword

by the STUC General Secretary

Modern Apprenticeships play an important role in equipping Scotland's young workers with employment, skills and experience as they start their working lives. It is essential that Modern Apprenticeships are of a high-quality and lead to industry-recognised qualifications.

Although the Modern Apprenticeship programme targets young people, in 2012-2013, 23% of those workers starting a Modern Apprenticeship were over the age of 25. The programme provides an important opportunity to support older workers in developing new skills which can assist their career progression and job security.

Trade union engagement with the programme is vital. Unions play an important role in the development and review of Modern Apprenticeship frameworks. They encourage employers to engage with high-quality Modern Apprenticeships and to offer good terms and conditions, decent pay rates and a safe working environment for apprentices.

Unions also ensure that Modern Apprenticeship programmes respect equality and diversity and 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 helps build the next generation of trade union members, and activists.



Photo by Louis Flood

This is the second edition of the Modern Apprenticeship Toolkit. It has been refreshed to reflect changes in the programme and has a greater focus on equalities. BME and disabled workers continue to be under-represented in the Modern Apprenticeship programme. In addition, many programmes suffer from gender stereotyping with consequent implications for the equal pay gap and the role of women at work. This toolkit demonstrates that unions can and do play an important role in tackling these equality issues. The toolkit provides an overview of Modern Apprenticeships and outlines how unions can successfully engage with the programme. I am sure you will find it useful.

Grahame Smith
STUC General Secretary



Introduction

Apprenticeships have existed for hundreds of years but had fallen into decline until the late 1990s 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 26,000 in 2012. In March 2013, there were over 35,000 people undertaking a Modern Apprenticeship in Scotland. The Scottish Government has pledged that 25,000 Modern Apprenticeships will start each year between April 2011 and March 2016.

The diversity in the frameworks 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.

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 reps - including union learning reps, equality reps and safety reps - have a key role to play through collective bargaining in encouraging more employers 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 trade union movement. This 'Modern Apprenticeship Toolkit' aims to help union reps to get apprenticeships on the bargaining agenda, to support and organise apprentices and to build equality and diversity.

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Scottish Union Learning thanks all those who contributed to this publication.



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.



(L to R) David Milne, Works Manager, Hannah Ross, Carpentry and Joinery Modern Apprentice (UCATT), and Ritchie Haldane, UCATT ULR at Historic Scotland in Edinburgh.

Industry-led sector skills councils develop apprenticeships for their specific sectors. In Scotland, apprenticeships are managed and 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 (at Levels 2 and 3):

- ✘ Scottish Vocational Qualification (or alternative Competency Based Qualification) - the sector/industry based vocational element;
- ✘ Core Skills - Communication, Numeracy, ICT, Problem Solving and Working with others;
- ✘ Industry Specific Training - this can be on the job or off the job (at college or a training centre). Examples include food hygiene certificate, additional SVQ units, etc.;
- ✘ Some sectors also require a technical certificate, etc.

The elements for higher level apprenticeships (known as Technical and Professional Apprenticeships) are slightly different, to reflect the work skills necessary at this level.

- ✘ The mandatory qualification can be an SVQ, CBQ, HND, Professional Qualification or other qualification based on NOS at SCQF Level 8+;
- ✘ Career Skills - units which better reflect the workplace requirements at higher levels;
- ✘ Industry Specific training (as above).

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



Negotiating and Bargaining

on Modern Apprenticeships

It is crucial that union 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 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. Skills shortages are still one of the biggest threats to Scottish businesses. 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

The ‘Modern Apprenticeship Employer Survey 2012’ report published by Skills Development Scotland demonstrated that most employers were satisfied with the relevance and quality of training and that Modern Apprenticeships had delivered tangible benefits.

Among those surveyed, the majority of employers who currently employ a Modern Apprentice also said they plan to do so again in the future.

The survey, which was undertaken by IFF Ltd and commissioned by Skills Development Scotland, was conducted with 2,500 employers who have had experience of employing a Modern Apprentice in the past three years. Of those surveyed:

- ❖ 96% of employers reported that completers were better able to do their job as a result of the Modern Apprenticeship.
- ❖ 92% of employers reported that completers were better able to work with others as a result of their Modern Apprenticeship.
- ❖ 68% of employers reported improved productivity, 67% reported improved product or service quality, and 66% reported improved staff morale as a result of offering a Modern Apprenticeship.
- ❖ 85% of employers were satisfied with the relevance of the training.

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 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 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.”*

Modern Apprentices: In Quotes

Jessica Thomson
Stone Masonry Modern Apprenticeship
UCATT and Historic Scotland, Stirling

Jessica said: “I would definitely recommend a Modern Apprenticeship to anyone considering this route; it's the best thing I've ever done. It can provide really good career prospects, because you learn as you go and get paid. When I gain my Modern Apprenticeship, I will have practical experience and academic knowledge. I'll have something to show for the four years of hard work and study. My end goal is to do a job that makes me happy. I really love



doing this and I can't see that changing. I am a member of UCATT; the steward signed me up on the first day. It's important to be a union member.”

Modern Apprenticeship Case Studies

For further examples of good practice where unions and employers have worked together to develop strong Modern Apprenticeships within their workplaces, please see the accompanying Modern Apprenticeship Case Studies publication.

“This really is an excellent source of information regarding apprenticeships.”

Graeme Ramsay
Technical Training Manager
Babcock, Rosyth



Frameworks and Levels

Modern Apprenticeship Group

The Modern Apprenticeship Group is an independent group which draws its authority from the Scottish Government. Members of the Group include representatives from key stakeholders involved in the management and delivery of the Modern Apprenticeship programme in Scotland. The Group is responsible for the approval and de-approval of all Scottish frameworks and encourages Sector Skills Councils to develop robust frameworks with high participation and completion rates, which can respond to the needs of their sector in changing economic circumstances and priorities. Members of the Group are drawn from the following organisations:

- ✘ Scottish Government (Chair)
- ✘ Scottish Trades Union Congress
- ✘ Skills Development Scotland
- ✘ College Development Network
- ✘ Scottish Qualifications Authority
- ✘ Scottish Training Federation
- ✘ Sector Skills Councils Qualifications Group

Sector Skills Councils

There are 18 Sector Skills Councils and four Sector Skills Bodies which work with employers to define skills needs and skills standards in their industry. Modern Apprenticeship frameworks are owned by the respective Sector Skills Council or Sector Skills Body which is responsible for ensuring that the content meets employers' needs and is kept relevant and up to date. The Modern Apprenticeship Group pays particular attention to the evidence submitted in relation to consultation with employers and trade unions and evidenced demand from employers for any given framework.

Guidelines for Trade Union Consultation in relation to Modern Apprenticeship Frameworks

Modern Apprenticeship frameworks are devised by Sector Skills Councils and approved by the Modern Apprenticeship Group. There are approximately 80 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. It is a requirement in the development or resubmission of Modern Apprenticeship frameworks in Scotland that relevant trade unions are included in the consultation process in unionised sectors. Ideally, through their engagement with employers, Sector Skills Councils should be able to identify union reps in the workplace who can be consulted in the development of the new or refreshed Modern Apprenticeship framework.

If a Sector Skills Council is holding a consultation event with employers, it should ask employers to bring someone from the union along to the consultation. If this is not possible, a more general invitation to unions in the sector should be issued. Please note: while not all workplace reps will feel that they have the expertise required to engage in the consultation, in many cases, there should be someone available within the union who can provide support with this task.

It is a requirement of the consultation that contact with trade unions has been established and if this has not been possible, it will be reported as "no contact established" or "no response". The Modern Apprenticeship Group will look for evidence that consultation has actually taken place.

Frameworks and Levels (Continued)

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

Apprenticeships are measured against SCQF levels and are available from SCQF Level 5 to SCQF Level 10+. They are called Modern Apprenticeships at SCQF Level 5, 6 and 7 (Level 2 and Level 3). At higher levels they are known as Technical and Professional Apprenticeships - Technical Apprenticeships are at SCQF Level 8/9 (Level 4) and Professional Apprenticeships are at SCQF Level 10+ (Level 5).



Stuart Colson, Unite member, receiving his HNC in Electrical Engineering.

For Technical and Professional Apprenticeships, core skills have been replaced with career skills in recognition of the level of work-based skills required at higher levels. There is a wide range of units to choose from depending on the business. Some examples include:

- ✘ Plan, run and evaluate projects;
- ✘ Promote equality of opportunity, diversity and inclusion in your organisation;
- ✘ Develop a Business Continuity Management (BCM) strategy.

Scottish Credit and Qualifications Framework (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 explain 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

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.sqcf.org.uk to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications	Qualifications of Higher Education Institutions	SVQs/MAs	
12	<p>Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner</p>	Doctoral Degree	Professional Apprenticeship	
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
10			Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
9			Diploma Of Higher Education	Technical Apprenticeship SVQ 4
8		Higher National Diploma	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
7		Advanced Higher Scottish Baccalaureate		Modern Apprenticeship SVQ 3
6		Higher		Modern Apprenticeship SVQ 3
5		National 5 Intermediate 2		Modern Apprenticeship SVQ 2
4		National 4 Intermediate 1	National Progression Award	SVQ 1
3		National 3 Access 3		
2	National 2 Access 2			
1	National 1 Access 1			



Everyday Skills

for Modern Apprentices

Everyday Skills support includes help with literacy, numeracy, basic IT and digital 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. 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 adult’s 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.gov.uk/national-minimum-wage-rates. As employees, all apprentices must receive a wage. This includes being paid for time spent in off-the-job training as well as time spent at work. Many employers pay more than the NMW and some sectors set their own guidelines for wages at a higher level than the NMW. There is a specific NMW rate for apprentices aged 16 to 18 and those aged 19 or over who are in their first year of an apprenticeship. This applies to people undertaking a Modern Apprenticeship at Levels 2 and 3 only.

Apprentices undertaking a Higher Level Apprenticeship (Levels 4 and 5), as well as apprentices aged 19 or over who have completed their first year, must be paid at least the minimum wage rate for their age.



Nikki Battrick is a GMB 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 negotiations:

- ☑ 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 8 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 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 8 hours per day or 40 hours per week. Young workers should have a rest break of 30 minutes every 4.5 hours and a rest period of 12 consecutive hours' daily rest as well as 48 hours' rest every 7 days.
- ❖ Under the Working Time Regulations, young workers (under 18) should not work between 10pm and 6am (except in very specific circumstances).



Equality and Diversity

Recruitment and selection criteria should be reviewed to ensure they don't 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."

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.

According to the EHRC report, "Modern Apprenticeships: Equality & The Economy - Spreading The Benefits" (2013):

- ✘ Less than 0.5% of all Modern Apprenticeship placements are taken by someone with a declared disability. Around 8% of the target population (16-24) is disabled.
- ✘ 98% of construction placements are still taken by men.
- ✘ Although men are increasingly moving into "traditionally female" apprenticeship programmes, there is no evidence of an increase of women entering "traditionally male" apprenticeships.
- ✘ Less than 2% of all apprenticeships in Scotland are taken by ethnic minorities. Around 4% of the target population (16-24) is from an ethnic minority.

These statistics demonstrate 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.

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 equality 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 which 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: Skills Development Scotland - Modern Apprenticeship Programme
Age 16-24, All Levels, 2012-2013

	Male	%	Female	%	Total
Engineering	2,926	97	79	3	3,005
Plumbing	737	99	9	1	746
ICT Professional	224	85	39	15	263
Early Years	9	2	391	98	400



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/young-workers/index.htm.



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

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; and
- ✘ acting as a role model.

In addition to a workplace mentor, some organisations offer specialist support that may be useful to certain groups of workers. For example, Equate Scotland (formally the Scottish Resource Centre for Women in Science, Engineering and Technology) offers career development support for women in science, engineering and technology. More information can be found by visiting www.equatescotland.org.uk.



Next Steps

Advertising a Vacancy

If an 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 provide 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.*

Our Skillsforce was developed by Skills Development Scotland and partners to provide information on the national and local skills support available to them from the public sector. It provides information on what national and local funding is available for staff recruitment and training. Our Skillsforce can be accessed at www.ourskillsforce.co.uk or by calling 0800 783 6000. Make Young People Your Business by Skills Development Scotland brings together the key national and local offers to help recruit, train and pay young people through short-term work placements, internships and full time jobs.

Next Steps for union reps

- ☑ Obtain lists of new apprentices from the 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 the 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.

Contacts

and further sources of information

Scottish Union Learning Contact Information

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Social Media

Twitter: [@unionlearning](https://twitter.com/unionlearning) [#unionMAs](https://twitter.com/unionMAs)

Facebook: www.facebook.com/scottishunionlearning

Useful Scottish Union Learning publications

Your Rights as a Modern Apprentice, Scottish Union
Learning 2014

Modern Apprenticeship Case Studies, Scottish Union
Learning 2014

Useful websites

www.scottishunionlearning.com

www.scottishunionlearning.com/apprenticeships

www.stuc.org.uk

www.skillsdevelopmentscotland.co.uk

www.myworldofwork.co.uk

www.unionlearn.org.uk/regions/scotland

www.closesthegap.org.uk

www.equalityhumanrights.com/scotland

www.bgateway.com

www.equatescotland.org.uk

Special Thanks to:



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