

# Rural Employers' **TOOLKIT**

A practical guide on  
apprenticeships, training  
and placement support  
for rural employers



# Foreword

Rural businesses encompass a wide variety of industries including traditional ones such as farming, forestry and fishing but other industries also have an important role to play in rural communities including tourism, food and drink, health & social care (including childcare) creative industries, energy, manufacturing and others.

Several of these industries have demonstrated great adaptability and resilience in the face of huge challenges posed by COVID-19. In many cases they have been at the forefront of the country's response to the pandemic and will play a pivotal role in the economic recovery.

Apprenticeships and other forms of in-work training will be central in attracting new talent, helping workers upskill, and in turn boosting productivity.

We hope the toolkit will be helpful to existing employers but also to rural businesses who have not been involved in apprenticeships or work training for some time.

Skills development is at the heart of what we can achieve, both as an individual business and as a rural sector. Your business gains from upskilling through increased productivity, morale, staff loyalty and quality of work.

This toolkit explains the different types of apprenticeships and support available and will help you make informed decisions to find the right solution for your business and gain the most from your team.

**Henry Graham**

Chair, Implementation Steering Group for the Skills Action Plan for Rural Scotland.

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[Skills Actions Plan for Rural Scotland](#)

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# Introduction

**COVID-19 – alongside Brexit and longer-term challenges such as demographic and technological changes - has brought the skills needs of Scotland's rural economy into sharper focus. Scotland's rural employers are adapting to a new economic environment, where recruiting, retaining, and upskilling the workforce are essential.**

When it comes to attracting and retaining new talent, or developing your existing workforce, knowing where to start - and what you need to consider about health and safety, insurance and navigating the skills system - can be daunting.

This toolkit has been designed to guide you through the different types of training available for new recruits and also your existing workforce, as well as the practical considerations of wages, responsibilities, funding, employer support and mentoring. Apprenticeships are the most formal and structured training option for young people entering the world of work.

Inside the back cover you will find quick reference cards with important information guiding you to the skills and training support available for your business.

## What does training do for my business?

- Increases job satisfaction and morale among employees
- Motivates employees
- Improves productivity resulting in financial gain
- Become a more attractive employer by adopting new technologies and methods
- Keeps employees
- Improves your business's image

“ Train people well enough so they can leave, treat them well enough so they don't want to. ”  
**Richard Branson**

There is also an online version of this toolkit which can be found at <https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning-alignment/skills-action-plan-for-rural-scotland/> which will be kept updated with the latest information.

# Getting started

# Apprenticeships

## What is an apprenticeship?

An apprenticeship combines a real job with a structured programme of learning and leads to industry-recognised qualifications. You can recruit an apprentice or put one of your existing employees through an apprenticeship.

An apprentice is normally aged 16 or over and will be employed in their role, full-time or part-time, for one to three years (depending on the length of the programme).

They earn while they learn, gaining a wide mix of skills and knowledge on the job, which may be supported by classroom-based learning from a university, college or independent training provider. The training is agreed between you, the apprentice and the training provider and is built around the job role to meet the needs of your business. This is formalised in a training plan.

Given real responsibilities, apprentices should be treated as a normal employee, with an employment contract setting out their rights under employment law, including paid holidays and sick pay.

As an employer, you are investing your time and efforts in the apprentice's learning and development. Equally, they are committing to a long-term period of training, so apprentices are usually motivated and driven to learn and succeed.

## How do apprenticeships work?

Apprenticeships are offered by employers and a training provider. As an employer, you work with the training provider to make sure the training is tailored to the needs of your business and the apprentice's role. The programme is formalised in an individual training plan, which is signed by you, the training provider and the apprentice.

The apprentice should be supported whilst undertaking their training and study. Most of the training is on the job, with time off for college if required (agreed in advance), but some flexibility may be required, for example for visits by the assessor or completion of assessments. If day release for training is tricky because of where you/the apprentice are based, then you should explore all the potential options with local learning providers but also online learning providers. Time at college may be by day or block release.

The training provider helps the apprentice to achieve their qualification and will also help them identify potential additional training opportunities at the end of the apprenticeship.

**Apprenticeships tend to offer the best return in terms of training young people.**





## Important questions to ask before you take on an apprentice.

- What does my business need?
- What benefits would an apprentice bring to my business?
- How will I involve an apprentice in the day-to-day running of my business?

## Content of the apprenticeship programme

Each apprenticeship programme has a framework. Employers and training providers use the framework to make sure that apprenticeship programmes are delivered to the same standard, no matter where the apprenticeship takes place. There are various frameworks to suit different types of apprenticeships, and these are designed by the Sector Skills Council<sup>1</sup> in partnership with industry and training providers.

The industry frameworks include a competence-based qualification such as an SVQ<sup>2</sup>, core skills and optional units that allow the training provider to tailor the learning programme to the needs of your business, or the apprentice's specific role.

The training provider will help you to decide which framework is most relevant to the job and will incorporate optional units relevant to your business. These could include, for example, chainsaw skills, machinery driving or first aid and supporting individuals to live at home.

Core skills include numeracy, communication, information technology, problem solving and working with others. Apprentices need to gain a minimum level in these to successfully complete the qualification. These subjects can cause some apprentices concern due to a poor experience at school, but when the teaching is delivered in the context of work, apprentices often achieve more than they believed possible.

**There are different types of apprenticeships. See the card at the back of this toolkit which provides more information to help you decide which suits your business best.**

**The apprenticeships that have the most success are those where the apprentice is quickly integrated into the existing team, well mentored and supported throughout, and given a broad range of experience within the organisation.**

<sup>1</sup> A Sector Skills Council is an employer-led organisation that covers specific industries in the United Kingdom. Their goals are: to support employers in developing and managing apprenticeship standards, to reduce skills gaps and shortages and improve productivity.

<sup>2</sup> Scottish Vocational Qualification (SVQ) is a certificate of vocational education in Scotland developed by Sector Skills Councils, in partnership with industry and awarding bodies.



# Finding an apprentice

You can either enrol an existing employee onto the apprenticeship programme or recruit one through your own contacts or with the help of a training provider or an industry organisation. Employers are encouraged to post apprenticeship opportunities at [www.apprenticeships.scot](http://www.apprenticeships.scot). Your local training provider can also help you, through their links with schools, Developing the Young Workforce (DYW) groups and career advisors. Many employers are also advertising for apprentices through social media.

Before you employ an apprentice, you should contact your local training provider to discuss arrangements.

To enrol on an apprenticeship programme, a young person must:

- Be over 16 (and usually up to 24 although some frameworks provide funding for apprentices over the age of 25)
- Have a full-time or part-time paid job
- Not be in full-time education
- Live in Scotland or have their main place of work in Scotland

Search SDS Modern Apprenticeship Contribution Rates for up to date information on contribution rates.

Once you have found a suitable person, the training provider will arrange to visit your business to look at the working environment and carry out a risk assessment.



**There is always a commercial consideration when giving an apprentice experience in different parts of the business, but an early investment of time and support is often repaid by a confident, able and motivated employee who can effectively deal with challenges as they develop.**





## How will it benefit my business?

- Apprenticeships benefit young people at the start of their careers as well as the businesses employing them.
- Apprenticeships can help your business to develop a motivated, skilled and qualified workforce.
- Research shows that structured training increases job satisfaction and morale among employees, motivating them to do a better job.
- Greater skills and motivation mean that your business will be more able to adopt new technologies, processes and innovations.
- It also helps you to keep staff, reducing employee turnover and time spent recruiting and training new staff.
- Creating these opportunities keeps young people in the local area and within the sector, giving a wider talent pool. This not only benefits employers but the industries and communities as a whole.

## How are apprentices assessed?

Throughout their training the apprentice will be assessed in a number of ways either off the job in a college or in the workplace, or a mixture of both. They should be able to show that they can confidently and competently perform tasks to the required standard.

The time it takes to complete the apprenticeship depends on the skill, the apprentice's abilities, and the amount and range of on-the-job experience you can offer.

“

“We recognise that when it comes to developing the next generation of employees we have to grow our own and using the Modern Apprenticeship route, my business has gained committed and enthusiastic young people who have great potential to progress further. It is important that my staff have the craft skills that maintains the independent butchers' distinct advantage.

**Maurice McMenemy, Kilnford Farm Shop**

”





## What is the cost?



### WAGES

Although the minimum you can pay an apprentice is set, (see salary card), some employers pay an enhanced rate as they recognise the value an apprentice brings to the business.



### EQUIPMENT

You may need to provide protective clothing, extra equipment or licences for the apprentice so they can carry out their role.



### TIME

You will need to devote time to mentoring the apprentice (supervision, review and support) and monitoring and evaluating the programme with the training provider. There is more information on mentoring on page 12.



### RECRUITMENT

Recruitment costs can be kept to a minimum, for example by using [www.apprenticeships.scot](http://www.apprenticeships.scot) to advertise your vacancy, or by contacting local schools and training providers.



### FUNDING

Funding for the training part of the apprenticeship is provided directly to the training provider through Skills Development Scotland.

### ADDITIONAL COSTS

Depending on sector requirements there may be additional costs such as for apprentices undertaking a social care framework, where they are required to register with the Scottish Social Services Council.



## What you need to know

Apprenticeships are the longest term and most formal training option in this toolkit. They need an agreed framework and training plan, a formal contract of employment, a committed mentor, a full induction and health-and-safety briefing, and a salary (see the Employers' Checklist: Apprenticeships section).

If you are considering offering further structured training to an existing member of staff and an apprenticeship is not appropriate, contact your local training provider for an alternative solution, such as fitting staff into part-time courses. The Skills Development Scotland Employer helpline (0800 783 6000) provides information on relevant funding for your business.

## 4 Steps to hiring an apprentice

### Step 4 Hire your apprentice!

#### Step 3

Advertise or promote the position if taking on a new employee (for example on [apprenticeships.scot](http://apprenticeships.scot))

#### Step 2

Contact your local training provider to establish funding and appropriate programme.

#### Step 1

Decide who your apprentice will be – new or existing employee.





Offering work experience can inspire learners to keep going with their studies, help them move from education to employment and develop their employability skills.

# Work experience and internships

Work experience is a short-term, meaningful period of work, usually requested by school pupils, college students or graduates who want to learn more about working in a particular industry or improve their CV. The work experience can be for as little as a day, a week, or agreed days over a month.

An internship is more formal and tends to be a longer fixed-term placement, usually requested by degree students or graduates as part of a qualification, or by those looking for experience in the industry.

Both can be paid, and should comply with Fair Work requirements and need to be flexible to fit in with school or college commitments.

## How does work experience and internships work?

The best work experience opportunities and internships provide learners with a relevant, challenging, enjoyable and appropriate experience in the workplace. The learner will usually 'shadow' someone in the business, helping with tasks where appropriate.

The responsibility you give them will depend on their age, experience and the length of their placement.



By providing work experience opportunities you can mentor and support the training of the next generation, passing on the knowledge and skills you and others have gained in your business.

## How will offering a work experience opportunity or internship benefit my business?

- It can help you identify potential employees, if not for now, for when you need someone at a later date or for busy seasonal work.
- You can gain a sense of how a worker would fit in to your team if you offered them a more permanent role.
- They are a source of extra labour at a busy time or can allow you or one of your team to focus on another short-term project.
- By developing the next generation, you are supporting the future of the rural workforce.

## How do I find a work experience student or intern?

Often a request for work experience will come from a school or college, or direct from the pupil or a parent.

If you are looking for a work experience student, contact a local school, college or your Developing the Young Workforce (DYW) Regional Group, who can advertise the position for you.





## What is the cost?

**Work experience and internships are over a short, defined period, and both can be paid opportunities.**

To ensure fair working practices are followed, further info for employers can be found in the Scottish Government Fair Work Action Plan and you can also check out the **Fair Work Employer Support tool**.

If the work experience or internship is for a longer period (for example, over a few months), it should be treated as paid work, and the National Minimum Wage will apply. You will need to provide suitable clothing and equipment for the role.



## What you need to know

**You will need employers' liability insurance when offering work experience, and it is important to give the student a short induction and a health-and-safety briefing before they start (see page 19-20).**

They often need more supervision time but this varies depending on role. Being realistic and upfront and clarifying both your and the student's expectations will greatly improve the experience for all concerned.

**See the Employers' Checklist: Work Experience and Internships section.**

## Offering the best experience

- Support the learner by providing appropriate training and guidance
- Provide ongoing feedback to the learner and the organiser
- Offer a rich and varied experience so the learner can understand the businesses culture and practices, develop practical skills and undertake meaningful tasks
- Encourage the learners to apply their knowledge and skills, and to share their views about the business in relation to the way it works
- Invite the learner to suggest ways in which the business' approach to work experience could be improved



# Getting involved

When you employ an apprentice, an important part of the programme is the mentoring. You can also use mentoring skills to support those on work placements and internships.

Although mentoring is important in all forms of training, it is most relevant in the case of apprenticeships and is, in fact, central to a successful programme for you and the apprentice.

For more guidance on work placements and internships, see the **Employers' checklist: Work placements and internships reference section**.

“

I like the idea of passing on my skills and helping young folk get a start in their career through an apprenticeship. Apprentices bring energy, enthusiasm and are keen to learn.”

Cecil Tait,  
furniture maker,  
Shetland

”

## Mentoring



### What is mentoring?

**Mentoring is an informal and supportive relationship where someone with experience shares their knowledge and skills with someone who is less experienced and wants to learn more or improve in a role.**

Mentors provide support to the apprentice, helping them to understand their role in the business and develop their career path. They also provide a listening ear if the apprentice is facing any problems or challenges. A good mentoring relationship is based on honesty and trust, with the mentor leading the way in interactions with the apprentice, and also supporting and listening, and gradually building the apprentice's confidence and resourcefulness.

Good mentoring can make the difference between keeping an apprentice or not. It is important to have regular meetings to maintain a successful relationship. They do not need to be long meetings – regular contact is more important.

Mentoring/Buddy Systems can help to establish relationships with other team members to ensure they have support across the business.

Some mentors use technology such as WhatsApp, FaceTime or social media to help support the apprentice, especially if they have more than one. However, there is no substitute for a face-to-face chat.

Training staff as assessors can help bring the cost of vocational training down, have a positive impact on workplace efficiency, reduce staff turnover and help your business exceed industry standards.



# A great mentor needs to be...

- **An enthusiastic volunteer** - interested in helping the apprentice and setting their own personal gains aside.
- **Accessible** - apprentices should be able to contact mentors easily, but within defined, agreed limits.
- **Sensitive** - aware of and sensitive to cultural and gender differences. (See page 21 for more information on equality in the workplace.)
- **Self-aware** - of their own weaknesses and values, and to be honest about them. They should also be able to share their values without enforcing them.
- **Trustworthy** - confidentiality is vital for building trust in the relationship.
- **Willing to learn** - mentoring should be a mutual learning experience, not purely one way.
- **Non-judgmental** - try to use positive reinforcement and encouraging behaviour.
- **Patient** - patience is especially important in the early stages of building a relationship.
- **Positive** - have high or positive aspirations for the apprentice.
- **Kind, tolerant and understanding** - supporting an apprentice isn't always easy, but it is worth it.
- **Sharing** - share their experiences of their career to show an apprentice that there is a career ahead of them if they put in the effort to succeed.



## Who should mentor?

It is essential for the mentor to have experience and knowledge of the apprentice's role. However, most important are listening and questioning skills, which can help the apprentice devise new or more effective ways of approaching problems and challenges.

Many rural businesses are small, and so the business owner tends to mentor the apprentice. However, it's worth identifying whether that really is the only option. Could an ex-apprentice, now an employee, develop mentoring skills and support them? Or is there someone who is experienced, but not working directly with the apprentice, who could take on the role of mentor? Delegating the role to someone else can help that person to develop management skills. It can also help to free up your time.

Employers can also learn from other businesses who have previously taken on an apprentice.



## What are the benefits of mentoring?

Mentoring, if done right, can be a mutually beneficial learning experience, and a way of improving morale and skills for both parties.

Giving the role of mentor to relatively junior workers or ex-apprentices can increase their management skills, particularly for those moving into more senior roles in the business.



## Case study

### Nancy Bryson, Director of Bryson Tractors Ltd, Lanark

Bryson Tractors Ltd is an agricultural dealership in Lanark employing 18 staff working across management, sales, stores, administration and the workshop.

Nancy believes that training is vital to the continued success of her business.

She said: "We employ Modern Apprentices, and for the workshop it's the best way to train staff for the future. With developing technologies there is continued learning throughout their career, and this provides plenty of opportunity to progress in their jobs and become Master Technicians.

"I really do see training as an investment, as there are lots of benefits for our business and staff and by giving them a better understanding of our business and what they're working on, we see improved productivity. The skills our staff need will just keep growing and becoming more demanding over the years, so the value of investing in and finding new people becomes ever more obvious."



## Case study

### Donna-Dee Lamb, Care Manager/Director

DDL Care Services Ltd is a private care provider covering Peebles and the surrounding area caring and supporting adults and older people within their own homes.

From the very beginning Donna recognised they would need to invest heavily in staff training; from their induction training all the way through to gaining their SVQ qualification.

She said: "Many of our staff had not been given this opportunity with previous employers and by utilising the Modern Apprenticeship Scheme through Borders College, we have now put some of our staff through their SCQF Level 6 in Health & Social Care and there is the opportunity to progress to the SCQF Level 7. This has allowed them to meet their registration conditions with the Scottish Social Services Council as well as providing many other benefits in terms of increased knowledge, understanding and confidence."

"The main benefits to us as an employer, is staff feel valued by the company, it shows our staff we are committed to their personal development and all our staff are trained and qualified to the same level, thus ultimately improving the overall standard of care and support provided by our company."





# Mentoring builds...

**ROLE MODELS** - Giving the mentoring role to other staff in your business sends new starters a clear message about the potential for their career and the kind of work ethic and qualities that are valued. This in turn can inspire the mentors to become even better role models to those just starting out.

**MUTUAL RESPECT** - Mentoring builds a culture where each person's contribution and career goals are valued, and where individuals are encouraged to take responsibility for their learning and behaviour and to consider what skills they need to develop to best contribute to the success of your business.

**LEADERSHIP AND MANAGEMENT SKILLS** - Many of the skills associated with good mentoring can improve your own management skills. Mentors learn to empathise with the apprentice, listen to their concerns and how they might affect their performance, and draw on their own experience and knowledge to support the apprentice in a constructive way.

## How to mentor effectively



### Useful documents to produce include:

- ☐ A **mentoring code of conduct** so your apprentice and their mentor understand the boundaries of the relationship in terms of confidentiality, knowledge and expectations.
- ☐ A **continuous professional development (CPD) plan** in which both the mentor and apprentice consider and record their own development needs and how they will meet them. It asks questions such as 'What do you need to learn?' 'What impact will this have?' and 'How will you learn it?'
- ☐ A **mentoring-session sheet** to record discussions and agreed actions from meetings. Filling it in together records the apprentice's progress and assesses whether the mentoring programme is achieving its goals. It is also useful background when you are giving feedback to the training provider.

## 1. Create structure

Agree a structure for meetings to clarify the purpose of mentoring and record outcomes. This may include an agreed timetable of regular meetings (for example, the first Friday of every month) and a mutual understanding of what will be discussed – progress on objectives, feedback from both parties, identifying areas or opportunities for improvement and airing any concerns. This structure makes sure that both parties take the mentoring seriously and prevents mentoring arrangements from slipping when other things crop up.

## 2. Be clear on your own aims and targets

Decide what your mentoring needs to achieve for it to be a success and have goals that allow you to measure success every six months. These could include the following:

- Improved retention rates – have you had previous apprentices who left the business? Determine whether mentoring makes it more likely that apprentices will stay with your business.
- How soon the apprentice can perform certain activities – is it important for the apprentice to be able to perform certain tasks to add value to the business?

How quickly can these tasks be performed by the apprentice?

Has the mentoring helped with this?

## 3. Let the individual identify some of their own aims

These may change as they understand more about what the role involves, but it is important that they are also involved in target setting. Help them to identify what their initial concerns are about their own abilities within the apprenticeship programme and how progress can be measured.

It is important that during the apprenticeship, work experience opportunity or internship, you should:

- Give the learner feedback on their performance relating to their personal goals or targets
- Reflect on any feedback you receive



# The training agreement

When you recruit an apprentice, you are making a commitment to develop and mentor them. The training agreement provides a structure for this.

The training provider draws up a training agreement for every apprentice, and this is signed by all parties – you, the apprentice and the training provider. Training agreements are reviewed regularly and we recommend you agree review dates with the training provider and apprentice at the start of the apprenticeship.

It is important that you, the apprentice and the training provider read and agree to the content of the agreement (see box).

Formal progress reviews are then carried out by the training provider. The progress review is a chance for the apprentice, their immediate manager or supervisor and the training provider to discuss progress made through the training programme. This can also support the apprentice's manager or supervisor and help them develop their skills.

## What if the apprenticeship doesn't work out?

Your apprentice has the same responsibilities as any other employee and they should be committed to completing their training. They should be given a job description so that you both have the same expectations about the requirements of the role. This will help if there are any performance issues which can and should be discussed with the training provider.

If your apprentice is keen to leave, contact the training provider as soon as possible. It may be that there is another issue (for example, problems at home) which you are not aware of, or that they simply need to talk through their concerns with someone outside the workplace.

If this does not solve the problem, a new apprenticeship may be found for them with another employer or in a different career.



For guidance for work experience or internships see the **Employers' checklist: Work experience and internships** card.



## The Training Agreement must include:

- The apprentice's personal details, the start date and expected end date of the apprenticeship and their planned attendance. Hours can vary depending on the age of the apprentice. An apprentice aged 16 or 17, cannot work more than 8 hours a day and 40 hours a week. If aged 18 and over, an apprentice should not work more than 48 hours on average per week
- A brief statement of the apprentice's employment or career objectives
- Details of the full framework of the apprenticeship programme and any extra in-house or off-the-job learning they will receive
- Any accreditation of previous learning that has been identified (that is, credit for what they have done before is taken into account)
- How the training and assessment will be provided
- Targets for completing the SVQ and Core Skills
- Planned dates for reviewing progress
- Any identified support arrangements for the learner, such as a scribe for assessments



## Extra support

Employers and mentors can make a significant contribution to apprentices who need extra support due to:

- Disability or health
- A previous bad experience of learning or training
- Family circumstances
- Social and emotional factors

This might be the young person's first job therefore it would be useful to consider extra emotional and well-being support for the apprentice. They may have just left school where there has often been lots of support. Mental health awareness, feedback and confidence building are essential to ensure they are able to cope with the new world of work and make the transition smoothly.

If you are considering taking on an apprentice who needs extra support, you will have the opportunity to be involved fully in discussions and decisions about their learning. You will want what is best for them and your business and are ideally placed to help provide specialist knowledge and experience to both the apprentice and the training provider.

An assessor from the college or training provider may ask you to help them understand the effect the apprentice's needs will have on their ability to

learn and develop within the business, and they can work with specialists to make sure negative effects are reduced.

Partnership is vital to making sure that young people who need extra support benefit fully from their learning. You can share any concerns with the training provider, and work together to overcome any issues.

Help and support is available from Enquire, the Scottish advice and information service for additional support for learning. Call Enquire's helpline (0345 123 2303) to get advice on your specific circumstances.

The Disability Confident employer scheme can provide guidance and resources about employing disabled people and how the scheme can help your business.

Work experience and apprenticeship programmes play an important role in challenging gender stereotypes by providing young people with broad, diverse and non-gender specific experiences in the workplace.

### Case study

#### Hayley Wilkes, food producer in Angus

Since starting The WeeCOOK Kitchen in 2011, Hayley Wilkes has seen the appetite for her Angus-based restaurant and pie business increase.

Providing opportunities for young people has been of huge importance to Hayley throughout the lifetime of the business - offering local young people work experience, paid employment, and a place to learn and develop. In early 2019 The WeeCOOK kitchen received an Investors in Young People accreditation.

"We have recruited three apprentices, brought on and trained more staff, allowing me to focus on the strategic side of things", said Hayley.

Hayley added: "When you give young people



responsibility, they will soon take on ownership. It's their business as much as my business - the more the business succeeds, the more they grow."



# Getting technical

If you are offering an apprenticeship, they should be treated as a normal employee. If you haven't employed someone before, it is important to remember that you have certain obligations.

If you are offering work experience or an internship, take note of the information in this section on induction, health and safety, equality and diversity, and insurance.

## Contract of employment

The contract of employment should include:

- Their name and address
- Your name and address
- Start date
- Job title
- Hours of work, rate of pay and pay dates
- Holiday entitlement



## Keeping everyone informed

Although an apprentice is your employee, the training provider has some responsibility for their learning. This means that you need to keep them informed of any changes in an apprentice's details, otherwise their funding and learning experience could be affected. These include when the apprentice:

- Takes an authorised absence of more than 21 days including non-working days, or more than 10 working days in a row
- Changes their name or address
- Tells you that they intend to leave the programme
- Is going through a disciplinary procedure
- Is injured at work
- Wants to change their programme of study

## Insurance

**Employers' liability insurance now covers apprentices and students on work experience, as long as the insurer is a member of the Association of British Insurers or Lloyds.**

You can check this with your insurance company.



# Induction

An apprentice should receive a full and comprehensive induction as you would give to any new member of staff. At the heart of the induction should be a discussion about expectations, their role and learning objectives so that the apprentice understands what to expect. A good induction gives the apprentice a positive impression of you and your business, as well as a chance to understand the business' structure, values and culture.

For employers in sectors where the workforce is regulated, such as Social Services, the apprentice would need to be registered with the regulatory body.

During the induction you should:

- ☐ **Agree the written contract of employment**
- ☐ **Explain the hours of work, holidays and sick pay**
- ☐ **Confirm the training agreement**
- ☐ **Confirm the expectations of the role and an outline of the job description**
- ☐ **Discuss health and safety at work, including emergency and accident-reporting procedures**
  - Check that the apprentice knows how to raise any health and safety concerns and understands why this is important (that is, they are helping to keep everyone safe)
  - Provide the contact details of everyone involved in the apprenticeship programme
- ☐ **Introduce the apprentice to colleagues and the workplace.** Take time to introduce your apprentice to other staff to make them feel part of the team. Involving your staff or other members of family in the induction can build relationships and help the apprentice to better understand the different roles and responsibilities in the workplace.

- ☐ **Discuss company procedures, rules and regulations.** Knowing what processes exist and where to go if they have any questions or difficulties can help to reassure the apprentice, help to build their confidence and encourage them to ask questions if they are unsure.
- ☐ **Discuss equality and equal opportunities, including bullying and harassment policies.** The Equality Act 2010 protects people from discrimination. It is important to discuss the appropriate policies during induction, and what employees should do if they feel they are being treated unfairly.



**The training provider will also provide an induction including the following:**

Filling in official paperwork relating to funding apprentices.

Giving a description of the apprenticeship, what the training covers and what to expect.

Agreeing what evidence the apprentice will need to provide, and in what format.

Giving advice about support mechanisms such as progress reviews, mentoring and coaching.

Explaining the training provider's rules and procedures (for example, fire drills) that must be followed while on site.

Discussing health and safety in the workplace.

Discussing equal opportunities to help apprentices identify discrimination, bullying and harassment, and promote positive attitudes towards others.





# Health and safety

**The safety of the apprentice and your other employees is a priority. As the employer, you are responsible for their health and safety and should be managing any significant risks. Review your procedures and decide whether an apprentice with limited experience will need extra support.**

If you have fewer than five employees, you do not need to have a written risk assessment. If you already employ young people, risk assessments do not need to be repeated for apprentices or work placements. However, we recommend that you identify sensible measures to control the risks.

In a new environment, an apprentice may be unfamiliar with 'obvious' risks and the behaviour expected of them. You should consider if you will need to give extra support and supervision for certain tasks to avoid putting them and others at risk.

At first, your apprentice may be nervous about asking for help and might speak to their parent, teacher or training provider instead. Make sure that these people have your contact details so that any worries they have can be discussed and dealt with.

If a third party is involved in organising or funding off-the-job training, they are responsible for the health and safety of the apprentice while on that training.



- ☐ If you are employing a young person for the first time, review your risk assessment before they start.
- ☐ In areas that carry greater risk for example, in packing facilities, you must offer a full induction (including making the young person familiar with the site), close supervision and any personal protective equipment (PPE) that is needed.
  - o Consider what work the apprentice will be doing or observing, the risks involved and how these are managed.
  - o Make sure that the induction, instruction, training and supervisory arrangements have been properly thought through and will work in practice.
- ☐ Consider exposure to radiation, noise and vibration, toxic substances, or extreme temperatures.
- ☐ Comply with legal age limits on using equipment and machinery (for example, forklift trucks or woodworking machinery).
- ☐ For apprentices in low-risk environments, such as offices, with everyday risks, apply your existing health-and-safety arrangements. Every sector will have specific risk and it is the responsibility of the employer of the apprentice (and others) to ensure they are suitably supervised until competent.



**Remember to support your apprentice by providing appropriate training and guidance, regular health-and-safety briefings and ongoing feedback, to enable them to perform essential tasks and give them the opportunity to raise any concerns they have.**

**The safety of the apprentice and your other employees is a priority.**





# Equality and diversity

Legislation imposes a minimum standard of behaviour on employers and individuals, and as an employer you have the responsibility to provide advice, guidance and opportunities that contribute to:

- Eradicating discrimination
- Promoting mutual respect
- Equality of opportunity across genders, social background, disabilities, ethnicities, sexual orientation and religions

The Equality Act 2010 protects apprentices from discrimination, including bullying and harassment, in the workplace, including self-employed people working for you on a contract. You are also responsible for discrimination carried out by your employees unless you can show you have done everything you reasonably could to prevent or stop it. Further information for employers can be found at [www.gov.uk/employer-preventing-discrimination/discrimination-during-employment](http://www.gov.uk/employer-preventing-discrimination/discrimination-during-employment)

## Case study



### Work Experience – D&G Employability Award

While volunteering for Patersons ATV in Dalbeattie, local student Rhobaidh expressed a desire to develop his skills further to increase his chances of finding a good job after school. After consultation with his pupil support teacher, he was mentored by the Employability & Skills Developing the Young Workforce Employability Tutor to embark on the Dumfries and Galloway Employability Award.

As part of the award, Rhobaidh's school timetable was adapted to accommodate a work experience placement two days a week at Patersons. This continued throughout the academic year, allowing Rhobaidh to gain valuable on-the-job experience and develop his employability skills and knowledge. He made excellent progress on the award and Patersons offered him a full-time Modern Apprenticeship. Rhobaidh is thrilled to have secured this opportunity and is looking forward to continuing further study at the Honda College in London, which will further prepare him for his new role.

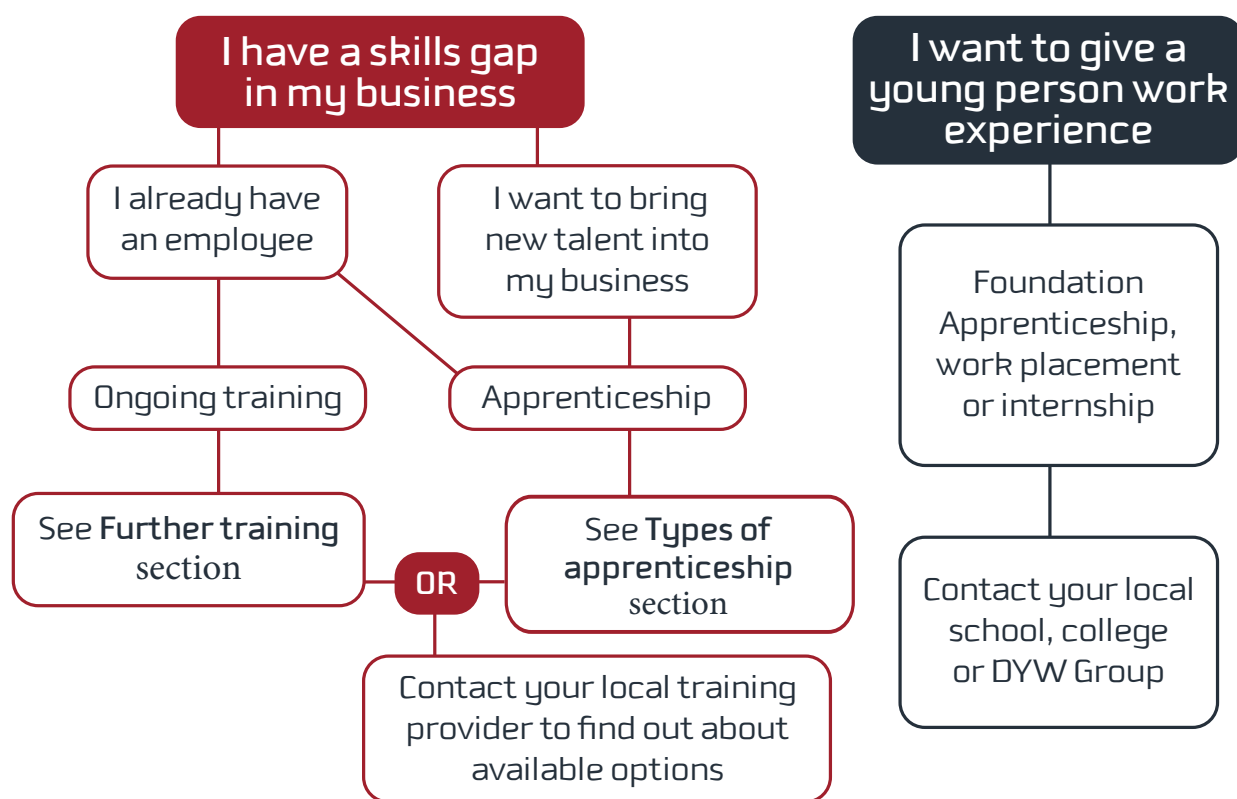
## Equality Legislation

- **DISABILITY**  
The Disability Discrimination Act 1995 (and 2005) gives disabled people at work protection from discrimination.
- **EQUAL PAY**  
Employers must give men and women equal treatment in the terms and conditions of their employment contract if they are employed to do work rated as equivalent under a job evaluation study, or work found to be of equal value.
- **EX-OFFENDERS**  
Under the Rehabilitation of Offenders Act 1974, many ex-offenders are given certain employment rights if their convictions become 'spent' (that is, the offender is considered to have been rehabilitated).
- **RACE DISCRIMINATION**  
The Race Relations Act 1976 (as amended) makes it illegal to treat a person less favourably than others because of their race.
- **SEX DISCRIMINATION**  
Under the Sex Discrimination Act 1975 (as amended), employers should not discriminate because of a person's sex or marital status, or because they intend to undergo, or have undergone, gender reassignment.
- **RELIGION OR BELIEF**  
The Employment Equality (Religion or Belief) Regulations 2003 protect people from discrimination because of their religion or beliefs.
- **SEXUALITY**  
The Employment Equality (Sexual Orientation) Regulations 2003 protect people from discrimination because of their sexuality.

Visit <https://www.apprenticeships.scot/for-employers/inclusive-recruitment/> for equality and diversity guidance for employers.



## What type of training would suit my business?



## Case study

### Struan Robertson, Inner Hebrides

As part of the second year of his Foundation Apprenticeship with Isle of Skye digital company Sitekit, Struan Robertson was given the task of developing the online donations page for charity Lucky2BHere. This experience has consolidated his ambition to work in the digital world. Struan, aged 18, finds it rewarding to contribute to such a great cause.

He said: "It's definitely a great feeling knowing your work is making a difference to peoples' lives.

"On top of that, it's a bonus that I'm getting experience in an area that I've always been interested in while I'm still at school."

Foundation Apprenticeships give young people in S5 and S6 the opportunity to gain a nationally recognised qualification, at the same level as a Higher, alongside their other subjects.



Struan added: "The Foundation Apprenticeship has opened my eyes to what's out there and I now want to go to the University of Dundee to study computer science."

# Further training



**Sometimes learning can be infectious!**

**The rural sector has a huge variety of further training available to develop the skills of you and your team.**

Training can be one-day courses or part-time study, either online or through a training provider, college or university. Covering different levels of expertise, options include practical training, health and safety or business and leadership'

To find out more about the learning providers who are delivering Modern Apprenticeships in your sector or local area, you can use this **tool** on [apprenticeships.scot](https://www.apprenticeships.scot). Other types of training or short courses to suit your needs may be available through your local college, an independent training provider (<https://www.stf.org.uk/members/>) or an industry body. If you're looking for help on where to start then visit <https://www.ourskillsforce.co.uk/support/skills-support-request-form/>

Scottish Enterprise also runs a **Rural Leadership Programme** aimed at business owners and managers. Contact [aileen.carr@sac.co.uk](mailto:aileen.carr@sac.co.uk) or call 01307 464033 to find out more.

**This toolkit has been developed by Lantra Scotland with support from Skills Development Scotland on behalf of the Implementation Steering Group for the Skills Action Plan for Rural Scotland.**

**“In order to thrive, businesses in Scotland’s rural communities need access to a skilled, talented and inspired workforce. Now, more than ever, it’s so important to invest in the workforce and this toolkit offers the practical information you need to help you to tap in to – and develop – the skills you need both now and in the future.”**

**Katie Fox,**  
Skills Development Scotland





## Case studies

### Glenalmond Timber

Jed Gardner is a Disability Confident Leader and works as production manager with Glenalmond Timber, a manufacturing company that produces and distributes more than 50,000m<sup>3</sup> of timber annually and which employs around 35 people.

"Our goal is to take on young people every year who are unemployed and invest in them. We've had five apprentices through Forth Valley College and the specialised work we do means we need to train our own people, so modern apprenticeships in woodworking machinery have been key to that.

Learning in the workplace is very beneficial. As well as the great experience provided by the college, the guys in our business who do the training get the satisfaction of seeing the young people learn.

We're like a family. Each person that's taught then teaches someone else in turn, right down the line.

I've always worked with and been friends with people with disabilities, so was delighted to find out about the Disability Confident scheme and have become one of 20 disability confident leaders in Scotland.

Taking on people with disabilities is a straightforward process, thanks to the help we get from local authorities, Skills Development Scotland and Job Centre Plus especially. My door is always



open to other employers who might want to know more.

One of our lads, Colin, is deaf and non-verbal and has been with me nearly two years, hardly having a day off. I knew within five minutes of meeting him we'd take him on because I saw the man, not the disability. If you do that, you get fantastic workers. But the biggest reward you get is changing somebody's life.

I'd thoroughly recommend taking on apprentices and people with disabilities."

Find out more about the Disability Confident scheme at <https://disabilityconfident.campaign.gov.uk/>

### Egger UK

Egger believes apprenticeships have provided them with the ideal way to address an ageing workforce, while helping local young people start their careers.

The East Ayrshire-based chipboard production plant expects to lose 70% of its staff over the next ten years, primarily through retirement. This has led to a focus on worked-based learning providing the next generation of talent.

Egger currently has 22 apprentices in its 148 strong workforce and the number is only expected to grow further thanks to involvement in Foundation, Modern and Graduate Apprenticeships.

Having joined the company in 2007, Egger Plant Director Heiko Lichtblau quickly recognised the benefit of apprenticeships to the organisation.

Heiko said: "It's vital for staff to have the correct skills to work with complex equipment and it can sometimes be difficult to get that by recruiting straight from university.



"Through Foundation, Modern and Graduate apprenticeships, individuals gain the academic knowledge alongside work-based learning - it really is the perfect combination for Egger."

Egger is keen to maintain a policy of recruiting the best talent from the local area - with 93% of the workforce coming from Ayrshire.

Each year the company hosts an open day and also encourages employees to attend events promoting careers in STEM (Science, Engineering, Maths and Technology).

## Case studies

### Harry Wilson, Graduate Apprentice, Scottish Borders

Hawick teenager Harry Wilson has a full-time job and is on his way to a degree thanks to a Graduate Apprenticeship. The 17-year-old made the decision to leave school at the start of sixth year to join IT company Agenor.

He combines his role as a Graduate Apprentice Software Engineer alongside two days a week at Heriot Watt University, where he studies Software Development.

Harry said: "I've always had an interest in computers, so when my parents read online about the Graduate Apprenticeship opportunity with Agenor I knew I couldn't pass it up. "A Graduate Apprenticeship really is the best of both worlds; I'm getting four years work experience and studying for a degree - all whilst getting paid."

Harry added: "As well as getting the experience of attending lectures with hundreds of people, I also get the opportunity to take projects back to my work and develop them.

"Agenor have been brilliant at allowing me time to focus on the university aspect. I really can't describe how great a company they are - I hope I'm here for years to come."

Harry's manager Leigh Douglas, said: "He's settled into the team brilliantly and the work he's producing is of an excellent standard.

"We're considering expanding our Graduate Apprenticeship programme.

"This would provide Harry with the potential to expand his skills even further by taking on a mentoring role for a new Graduate Apprentices joining us."



### Chloe MacPhee, Foundation Apprentice, Isle of Skye

Portree High School pupil Chloe MacPhee has found being at school and getting work experience at a nearby Gaelic nursery is the perfect way to learn for her.

"My Foundation Apprenticeship has been an interesting experience for me. It shows what working is like, you get practical experience and it gives you a feel if you want to do this type of work when you are older," said Chloe.

The 16-year-old is currently working with three to five-year-old children in the Bun-sgoil Portree Sgoil- arach nursery, which is close to her school, spending a couple of afternoons there each week.

She said: "The best thing about my Foundation Apprenticeship is seeing the children develop their skills through the different things we do, whether that's story time or arts and crafts activities. It's just so good to see them enjoying it."



### Euan Aikman, Modern Apprentice, Scottish Borders

"My cookery Modern Apprenticeship fitted in with all I had done before and the training has confirmed that I want to have a career in catering, but I am not sure where it will be.

"There is so much to learn and I never realised there was so many different things to do in a kitchen. I enjoy everything about my Modern Apprenticeship because I get to do a good mix of things and am never bored."





# Funding and Support

Below is a list of funding and support which can be accessed by employers and their employees.



## Flexible Workforce Development Fund (FWDF)

Available to all UK Apprenticeship levy-payers and Scottish small and medium enterprises to up-skill and re-skill their employees. This is in addition to apprenticeship support. The fund is to help employers address priority skills gaps and training needs.



## Kickstart

Funding to create new job placements for 16 to 24 year olds on Universal Credit who are at risk of long-term unemployment. Employers of all sizes can apply for funding which covers:

- 100% of the National Minimum Wage (or the National Living Wage depending on the age of the participant) for 25 hours per week for a total of 6 months
- associated employer National Insurance contributions
- employer minimum automatic enrolment contributions

Employers can spread the start date of the job placements up until the end of December 2021.



## Partnership Action for Continuing Employment (PACE)

Free advice and support to those at risk of redundancy or having been made redundant. For employers this means support for businesses of any size, no matter how many employees are involved. It's free of charge, and helps take away some of the strain of dealing with redundancy.



## National Transition Training Fund (NTTF)

If you are currently under threat of redundancy or have been made redundant at any time from the 1st March 2020 and are aged 25 or over, you can access an industry recognised qualification to help you gain employment.



## Skills Management Tool

A skills first approach to help sustain, manage and grow your business. You can use this new online tool to answer some questions about your business and create your own tailored action plan." Skills management tool ([sds.co.uk](https://sds.co.uk))



## Adopt an Apprentice

Employers can get funding for employing a redundant Modern or Graduate apprentice on the same apprenticeship framework to enable them to complete their training. This covers all sectors.



## Young Person's Guarantee

The Young Person's Guarantee aims to connect every 16 to 24 year old in Scotland to the opportunity of a job, apprenticeship, further or higher education, training programme or volunteering.



## Developing the Young Workforce

Get in touch with your regional DYW group to find out more about how to engage with the young workforce in your area.



## Skillseeder

The go to place for in-person or online training. Search for any course and learn the skills you need, or list a course and earn extra income.



## Growbiz

Providing support for small businesses, social enterprises, and the self-employed in rural Scotland.

# Funding and Support



## Find Business Support

Find the most up-to-date information about the different types of support available as an employer.



## My World of Work

My World of Work is Scotland's career information and advice website. It's brought to you by Skills Development Scotland (SDS) – Scotland's national skills agency. The site is designed to support everyone develop their career management skills, no matter what stage you're at in your career.



## Skills for Growth

SDS works in conjunction with Remarkable (previously Investors in People Scotland), Connect Three, The Leadership Factory, and Pragmatique to deliver Skills for Growth. It works like a skills diagnostic service for your business. They'll work to understand your skills needs, create a detailed people plan and guide you to the right support.



## Supporting Data

Covid-19 Labour Market Insights  
(updated Monthly)

Regional Skills Assessments  
(Updated quarterly)



## Other sources of business support

**Business Gateway**

**Federation of Small Businesses**

**Highland and Islands Enterprise**

**OurSkillsforce**

**Scottish Enterprise**

**South of Scotland Enterprise**





# Types of apprenticeships

Apprenticeships are a structured programme for young people to gain industry-recognised qualifications while getting 'on-the-job' experience and training. There are different types of apprenticeship, but the most common is the Modern Apprenticeship.

## Modern Apprenticeships

A Modern Apprenticeship normally takes between one and three years to complete, depending on the circumstances of the apprentice and the needs of the employer. A Modern Apprenticeship can be tailored to specific roles and types of employment, making it flexible to meet the needs of your particular business which can include different pathways. The apprentice gains knowledge and skills through a mix of practical work and learning, some of which may take place outwith the business (e.g. at college or sometimes online, during business hours). Time at college is kept to a minimum and learning mostly takes place on the job, to minimise disruption to the business.

### Modern Apprenticeships involve:

- a competence-based Scottish Vocational Qualification (SVQ)
- core skills such as communication and problem solving
- extra training (enhancements) such as first aid, pesticide spraying, chainsaw safety and forklift driving

Apprentices can move between college or university and work-based training or progress from one level to the next as illustrated in the table. The SCQF level indicates the level of difficulty of a qualification to provide an idea of the next step.

To find out more about Modern Apprenticeship frameworks and learning providers visit [www.apprenticeships.scot/for-employers/modern-apprenticeships](http://www.apprenticeships.scot/for-employers/modern-apprenticeships) or read the Support for employers delivering apprenticeships

## 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.scqf.org.uk](http://www.scqf.org.uk) to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

# Types of apprenticeships

## Other apprenticeship programmes

**There are also the following types of apprenticeships:**

### Foundation Apprenticeships

Foundation Apprenticeships give you access to future talent for your workforce by providing school pupils in S5 & S6 valuable experience of the world of work, helping them gain a qualification and a head start in their career.

Completion leads to a qualification at the same level as a Higher, providing the opportunity to progress into work, like a Modern or Graduate Apprenticeship as well as being recognised for entry into colleges and universities across Scotland.

Employers benefit from the fact there are no direct costs involved – as well as fresh ideas into the business and the opportunity to develop a pipeline of new talent into the sector.

Foundation Apprenticeships are available in the following subject areas: Accountancy; Business Skills; Civil Engineering; Creative and Digital Media; Engineering; Financial Services; Food and Drink Technologies; Hardware and System Support; Scientific Technologies; Social Services Children and Young People; Social Services and Healthcare; and Software Development.

For more information about Foundation Apprenticeships refer to the Foundation Apprenticeship: Employer Welcome Pack

### Graduate Apprenticeships

Graduation Apprenticeships offer a high level of academic and industry accreditation, combined with experience in the workplace.

Developed by industry to meet your business needs, Graduate Apprenticeships help you recruit and retain the talent you need to drive productivity and quality of service.

Your Graduate Apprenticeship will work for you full time - normally spending about 80% of their time at work and

20% developing their skills at university or college. The work undertaken by the Graduate Apprenticeship employees counts towards their qualification.

Graduate Apprenticeships can be done in: Accounting; Business Management (including Financial Services); Civil Engineering; Construction and the Built Environment; Cyber Security; Data Science; Early Learning and Childcare; Engineering; Design and Manufacture; Engineering; Instrumentation, Measurement and Control; IT Management for Business; IT Software Development.

Find out more by visiting **Apprenticeships.scot** or refer to the **Graduate Apprenticeship: Employer Welcome Pack**

**Technical apprenticeships in rural land use management and aquaculture management (Modern Apprenticeships at SCQF levels 8 and 9)**

This new apprenticeship offers people the opportunity to progress to management level through work-based learning rather than doing a full-time course at a college or university.

Specialist areas available within the rural land use and management framework are agriculture, game management, fisheries, forestry and land management.





# Employers' Checklist: work experience and internships

## Work experience and internships

### Finding the right person

If you're interested in offering work experience or an internship, talk to your local school, college or university and they can help you identify the right person for the job. Alternatively contact your Developing the Young Workforce (DYW) Regional Group who can promote the position for you.

### Get an agreement in place

Before the work experience or internship starts, all parties (including organisers such as the college) must agree what is expected of everyone involved. This agreement could include a learning plan or goals, and the experience needed and provided. There is more information on work experience and internships on page 9-11.

### Planning the workload

In advance of the work experience or internship you will need to consider what the person will be doing and identify the tasks involved.

### Protecting vulnerable groups

Unless the work is regulated (for example, work with children or vulnerable adults), you do not normally need to be PVG checked, but it is always good to check with the organiser of the work experience or internship. If you are not sure, you can email Disclosure Scotland at [dsupdate@disclosurescotland.gsi.gov.uk](mailto:dsupdate@disclosurescotland.gsi.gov.uk) or phone them on 03000 2000 40.

### Working hours

For work experience, working days and times should be agreed to fit around school and college. Try to agree these early on so that there is time to organise arrangements for travel, childcare and other practicalities. You can check regulations on working hours on the website at [www.hse.gov.uk/contact/faqs/workingtimedirective.htm](http://www.hse.gov.uk/contact/faqs/workingtimedirective.htm).

### Health and Safety

Under health and safety law, interns and people on work experience are your employees, whether they are paid or not. As an employer you are responsible for their health and safety, so assess the risks and what is, or is not, appropriate work for a young person. You will need to take account of their age, ability and maturity. See the guidance on page 20.

### Insurance

You must have employers' liability insurance. Check you have this before agreeing to any work experience or internship, and have a copy of the insurance certificate available to be inspected.



# Employers' Checklist: work experience and internships

## Induction

- Allow time to introduce the student or intern to the team and, if appropriate, pair them up with a 'buddy' or supervisor.
- Interns and students on work experience should be appropriately trained and supervised to carry out the tasks expected of them during their time with you. Make sure you clearly communicate the limits of what they can and cannot do.
- Give the young person a list of contacts for if they (or their parents or carers) have any questions.

For more information see page 19.

## Take notes

Most placement organisers will want to know how the young person got on in the workplace. It helps to make a note of their achievements and areas for development as you go along. You may have to sign a written record to prove what the young person achieved during their time with you.

Photo courtesy of SAMS





# Employers' Checklist: Apprenticeships

**Below are the steps you need to take if you are employing an apprentice:**

- 1 Identify the skills lacking in your business and define the role of the apprentice (see page 22).
- 2 Contact your local training provider to discuss appropriate apprenticeships.
- 3 Check if any funding is available from your local training provider to support the training (see the **Funding and Support** section).
- 4 Develop a job description to set out your expectations of the apprentice's role.
- 5 Check you are meeting all relevant laws and guidance relating to insurance, health and safety, and equality and diversity (see page 20-21).
- 6 Create a contract of employment (see page 18).
- 7 Identify a mentor for the apprentice (see page 13).
- 8 Recruit an apprentice or enrol an existing employee on an apprenticeship (see page 6).
- 9 Agree the training programme with the training provider and apprentice (see page 16).
- 10 Introduce the apprentice to your business through a formal induction (see page 19).
- 11 Assess the risks in the workplace, explain them to your apprentice and brief them on emergency and accident-reporting procedures (see page 19).
- 12 Make sure the apprentice is mentored throughout the programme (see page 13).  
feedback during and at the end of the programme.
- 13 Evaluate the success of the apprenticeship programme and give the training provider and apprentice

**Investing time to provide induction training to your apprentice will benefit them and your business by helping them to quickly establish themselves in their job, and so maximise their productivity, become motivated to do well and fit into the business from the start, and understand the importance of health and safety.**

# Employers' Checklist: Apprenticeships





# Apprenticeships: Salaries and equipment

## Paying an apprentice

As an apprentice employer, you'll be expected to:  
Pay the apprentice's salary, just like any other employee. You must pay at least the National Minimum Wage, and we encourage all employers to pay at least the Living Wage.

Offer your apprentice the same working conditions as other employees in similar roles. This includes: paid holidays, sick pay, benefits and support.

Some sectors have agreed higher rates of pay for apprentices. For example, there are set national rates for construction workers, electricians and agricultural workers. Your training provider will be able to tell you more about this.

For more details on Contract of Employment see page 18.

Information correct as of September 2021. There is also an online version of this toolkit which can be found at <https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning-alignment/skills-action-plan-for-rural-scotland/> which will be kept updated with the latest information.

# Apprenticeships: Salaries and equipment

## Equipment

You must give the apprentice all the personal protective equipment (PPE) they will need, including waterproofs and safety boots, before they start work. So you will need to find out the sizes in advance and allow time for ordering and delivery.

Any tools the apprentice needs for their work should be available to them on their first day in the role.

