



Employers'

# TOOLKIT

For agricultural  
apprenticeships,  
training and placement  
support

# Foreword

In Scotland, many farms are run by just one person, as a family business, or perhaps with the support of one or two employees or seasonal workers. They are not the hubs they once were when they teemed with people of all ages and roles, who learnt as they went along, and staying with the farm for many years, and often across generations.

As a result, there is a growing lack of skills in the farming industry, yet there is also a new generation of motivated people who want a career in agriculture.

We can probably all recall someone who has given us a helping hand in our career and the effect that can have. A conversation, experience or opportunity to try something new can be life-changing. Now it is our turn.

There are many ways to introduce the next generation to farming, whether it's work experience, a school visit or an apprenticeship.

Skills development plays a central role in what we can achieve both as individual businesses and as an industry. Your business not only gains from the skills it needs, but also increased productivity, morale, staff loyalty and quality of work.

Farming businesses have also seen the benefits of having early access to potential employees and reducing the costs and risks involved in recruitment.

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

## The Skills for Farming Group



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# Introduction

Training and skills development are vital to the success of any business, especially one that hopes to attract and keep skilled workers. However, knowing where to start and what you need to consider about health and safety, insurance and managing young workers can be daunting.

This toolkit has been designed to guide you through the different types of training available for young workers, as well as the practical considerations of wages, responsibilities, funding and mentoring.

Apprenticeships are the most formal and structured training option for young people entering the world of agriculture. Work experience, internships and volunteering are usually offered on a shorter, more temporary basis and without pay.

Some farm businesses may be considering hosting a school visit or holding a farm open day, and this toolkit offers tips on how to plan and prepare for a successful and enjoyable day.

Inside the back cover you will find quick reference cards with important information about hosting young people on your farm.

## What does training do for my business?

- Increases job satisfaction and morale among employees
- Motivates employees
- Improves efficiencies in processes, resulting in financial gain
- Increases the ability to adopt 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 [www.scotland.lantra.co.uk/employers-toolkit](http://www.scotland.lantra.co.uk/employers-toolkit) which will be kept updated with the latest information.

# Getting started

## Apprenticeships

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

### 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 will be supported by classroom-based learning from a university or college (the training provider). The training is agreed between you and the training provider and is built around the job role to meet the needs of your farming business. This is formalised in a training plan.

Given real responsibilities, apprentices are expected to work hard. They get an employment contract which sets 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, usually a college or university. As an employer, you work with the training provider to make sure the training is tailored to the needs of your farm 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 is employed by you while working towards their qualification. Most of the training is on the job, with time off for college or completing assessments. This can be day release or block release (a week or more at a time). The training provider supports the apprentice to achieve their qualification and will also help them identify next steps when the programme is complete.

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

**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.**

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

- What does my farm 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 this case, Lantra) in partnership with industry and training providers.

The agriculture 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 farm, 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 farm. These could include, for example, chainsaw skills, machinery driving or first aid.

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.

**The apprenticeships that have the most success are those where the apprentice is effectively integrated in to the existing team, well mentored, and given a broad range of experience.**

<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.

Before you employ an apprentice, you should contact one of the training providers listed on the **Useful Contacts and Links** card to make sure that they can support your candidate.

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

- Be over 16 (and usually up to 24)
- 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

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.**

## Case study

### Daye Tucker, farmer in Stirlingshire

Sheep farmer Daye employs just one full-time employee, her Modern Apprentice, Lawrence Martin.

"In order to make decisions about the farm over the next five years, I took advantage of the Scottish Government's offer to do an integrated land management plan.

This highlighted the importance of Lawrence in the farm going forward, and the need to retain him after he'd finished his course. I took a conscious decision to pay him more than I had to under the Modern Apprenticeship scheme because he's worth more than a living wage.

With what he brings to the farm, I still think I'm getting a bargain. There was a time when I was struggling because I couldn't cope with all the demands of work, so when Lawrence came at first, it was great to have that other person.

One of the biggest differences that he's made to my business is to make it a great deal more efficient by working with the IT equipment that I'd invested in. We're able to control things and manage information much better through technology now.

I think that employers have a responsibility to train their people, and although training is a cost, it's recouped if you're careful about assessing the apprentice and thinking how you both could benefit within your own farm system."



Investing in the skills of the team can help boost productivity, margins and staff morale in any size of farming business.

## How are apprentices assessed?

Throughout their training, the apprentice will be assessed – both at college and in the workplace – and 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.

## How will it benefit my business?

- Apprenticeships benefit young people at the start of their careers as well as the farm 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.

### Case study

#### Lawrence Martin, Modern Apprentice in Agriculture

"In a Modern Apprenticeship, I gain experience on the farm alongside my course work, with a tutor assessing what I'm doing. Daye, my employer is responsible for helping me train for the practical element and I gather evidence to submit for the qualification.

Daye's very knowledgeable and shares her experience and connections with me every day. You learn to do things a lot better when you're doing it yourself and you have got a mentor like her.

A Modern Apprenticeship is definitely something I would recommend both for new entrants or people coming from a farming background. It allows you to quantify your experience and then fills the gaps and the knowledge that you wouldn't normally get without it."





As far as wage levels go for our Modern Apprentice, we pay Erica what is effectively a decent wage. I appreciate that on the Modern Apprenticeship scheme they can be paid lower than the minimum wage, but we feel that is not the right way to go. We've certainly had excellent value from Erica at the levels we're paying her at, and I feel that by paying a person the right rate of pay it's an investment in them and they appreciate that.

James Orr, farmer in Fife



## What is the cost?



### WAGES

Wages can vary (see the **Apprenticeships: Salaries, costs and equipment** card). Although the minimum you can pay an agricultural apprentice is set by the Agricultural Wages Order, many employers pay significantly more than this as they recognise the value that the 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 13.



### 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 (see the **Useful contacts and links** card).



## 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** card).

**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 (08007836000) 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.



# Work

## placements

## and internships

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



A work placement is short-term work experience, usually requested by school pupils, college students or graduates who want to find out more about working in agriculture or improve their CV. The placements can be 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 or unpaid and need to be flexible to fit in with school or college commitments.

## How do work placements and internships work?

The best work placements 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.

Work placements are normally organised by a school, college, local authority or project partner. Internship requests usually come direct from a university student or graduate who has committed to a certain career path.

## How will a work placement 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 farming.

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

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

If you are looking for a work-placement student, contact a local school or college, or Developing the Young Workforce (DYW) Regional Group, who can advertise the position for you. See the **Useful Contacts and Links** card for other sources of support with work placements.

£

## What is the cost?

Work placements and internships are over a short, defined period, and you are not usually expected to pay the student or intern.

If the placement 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 for work placements, 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 Placements, Internships and Volunteers** card.

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

## The best placements

- 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 businesses approach to work placements could be improved

## Volunteers

Volunteers are different to work placements and interns, as they can be any age and it is usually for a short period or a regular day over a longer period, for example once a week for a month. This could be for a programme of study or training, as part of a volunteering scheme, such as the Duke of Edinburgh or a school assessment, someone changing career, or someone looking for a pastime out of doors.



### What is the cost?

Volunteering is not paid, but you will need to provide suitable clothing and equipment for the role.



### What you need to know

You need to have employers' liability insurance, and to give a short induction and health-and-safety briefing (see page 19-20).

These can be similar for the internships or work placements in that kit may be required. They often need more supervision time but this varies depending on role.

As for work placements, it's important to be clear about the expectations of both parties before you start to make it enjoyable and rewarding for everyone involved. See the **Employers' Checklist: Work placements, internships and volunteers** card.



Farm visits can be an excellent starting point for raising awareness and an understanding of where food comes from.

## Farm visits

A school or community group may have asked to visit your farm, or you may be considering opening for LEAF Open Farm Sunday.

With valuable knowledge of food, farming and the countryside, farmers and growers across Scotland can help to challenge traditional stereotypes of farming and raise awareness of Scottish rural issues. The learning can be passed on to parents, so you can help to influence and educate adults indirectly.

Visiting a farm and being up close with animals is a new experience for many, so some preparation before the visit is important to make sure the visit is enjoyable, safe and successful.

The Royal Highland Education Trust ([rhet.org.uk](http://rhet.org.uk)) offers advice on farm visits, and the LEAF Open Farm Sunday website ([farmsunday.org](http://farmsunday.org)) shares valuable tips on hosting events for the public.



### What you need to know

**You will need to have public liability insurance. If the children will be close to livestock, you must provide running water and soap for them to wash their hands.**

It is also good practice to provide spray to disinfect their boots and shoes. See the **Employers' checklist: Work placements, internships, volunteering and farm visits** card for more information.

# 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, internships and volunteering, see the **Employers' checklist: Work placements, internships, volunteering** reference card inside the back cover.

## Mentoring



“ It is our job to give young people the opportunity to gain hands-on experience, and inspire them to look for lasting careers in the rural sector. If those of us who are already working in the industry don't take this responsibility seriously, then no one will.

Sion Williams,  
Farm Manager



## 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.

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.

# 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 farm 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.



## 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.

## 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.

**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

### 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 mentee 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.



#### 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.

Examples of the above documents can be found at [www.scotland.lantra.co.uk/employers-toolkit](http://www.scotland.lantra.co.uk/employers-toolkit)

#### At the end of the apprenticeship, work placement 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 on the farm 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 working 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 placements, internships and volunteering see the **Employers' checklist: Work placements, internships, volunteering 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
- 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 young people who need extra support due to:

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

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 on the farm, 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.



## Case study

### James Orr, farmer in Fife

James grows potatoes, carrots, parsnips, broccoli, and cereals together with beef finishing cattle and believes strongly in the value of training for his team and in the benefits of the Modern Apprenticeship scheme.

"Last year we took on a Modern Apprentice, Erica Taylor and she's been great for the business. We needed new blood, as does much of the industry, to keep things moving forward, and our team were very willing to pass their knowledge and experience on to her. Some people worry that taking on a Modern Apprentice might not be very productive at an early stage, but that's not a situation that we've found. From day one we've had excellent value from Erica.

Learning is largely work-based, with most of the training on the farm, alongside other members of staff. Erica's time away is actually very limited, and training is geared around what we need at times that suit us. From my experience



of the Modern Apprenticeship scheme so far it would certainly encourage me to repeat the process."

**Erica:** "As well as picking up technical skills from working on the farm, being part of a team of more experienced people has been good for me," said Erica. "The biggest thing has been how my confidence has grown and developed since starting my apprenticeship. I definitely see myself working in the sector my entire career so I'm excited about the future!"

# Getting technical

If you are offering an apprenticeship, as an employer you have certain obligations. These are explained in the following pages. If you are offering a work placement, internship or a volunteering opportunity, take note of the information in this section on induction, health and safety, equality and diversity, and insurance.

## Contract of employment

The apprentice's contract of employment should include:

- Their name and address
- Your name and address
- The start date of the apprenticeship
- The apprentice's job title
- The apprentice's hours of work, rate of pay and pay dates
- Holiday entitlement

The apprentice's hours of work must be no more than an average of 48 hours a week over a 17-week period. This period can sometimes be extended.

Holiday entitlement is 28 days a year for an apprentice working five days a week from January to December and should be fitted around their attendance at their training provider.

The apprentice is entitled to sick pay after they have been working for your business for at least 52 weeks, though many employers offer sick pay earlier than this.

## 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 farm, as well as a chance to understand the business' structure, values and culture.

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 on the farm 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 difficulty 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 a young person 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, young people 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
- Respect legal age limits on using equipment and machinery (for example, forklift trucks, tractors, quad bikes and woodworking machinery).
- For apprentices in low-risk environments, such as offices, with everyday risks, apply your existing health-and-safety arrangements.



**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.**

Further guidance can be found in the links on the **Useful contacts and links** card.

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



# Equality and diversity

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.

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 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).

- 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)

### • **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.

Further guidance can be found in the links on the **Useful contacts and links** card.

## Case study

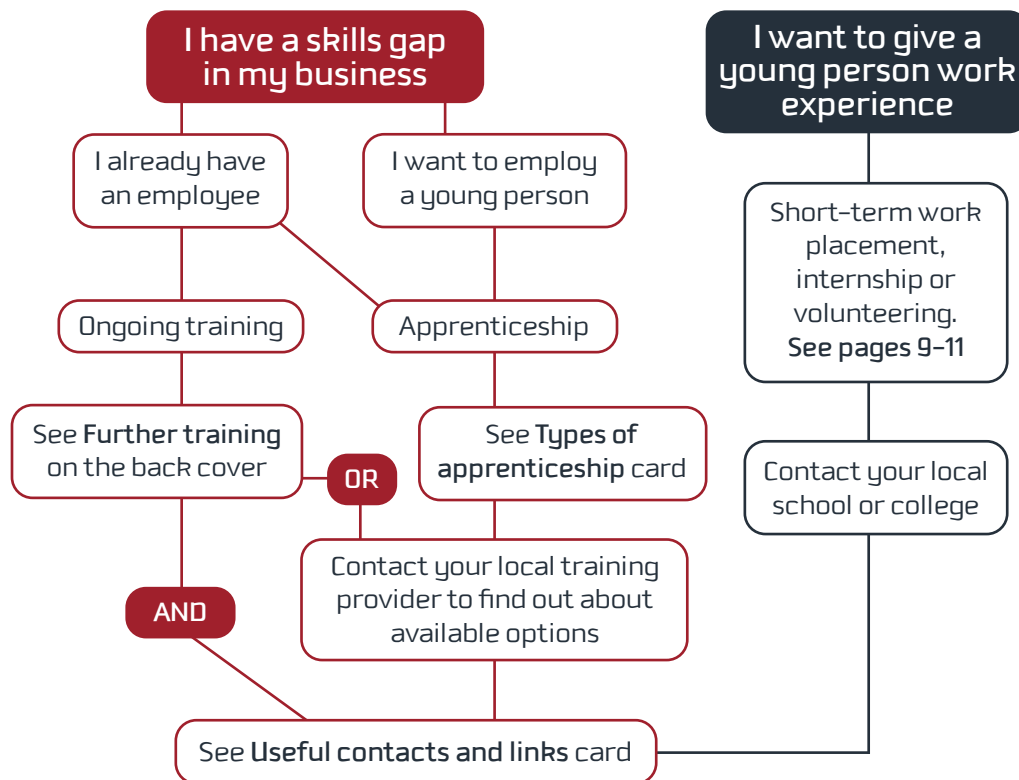
### Work Placement – D&G Employability Award

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.



## What type of training would suit my business?



## Case study

### Sine Soszka, Modern Apprentice in Agriculture

When Sine Soszka arrived for work experience at Fearn Farm in Easter Ross, the 15-year-old immediately made a big impression. Sine's boss, beef and sheep farmer John Scott, explained: "Sine has been with us for over four years and throughout that time has developed into a key member of our team."

John was so impressed with Sine's progress that he offered her an opportunity to look after 800 stud ewes producing rams for on-farm sales. She was delighted to accept and is now responsible for all aspects of pedigree flock management, from feeding and inoculating against diseases, to lambing and preparation for the sale season.

In March 2018, Sine was rewarded for her commitment and hard work when she won three prizes at the prestigious Lantra Scotland Land-based and Aquaculture Learner of the Year Awards: the agriculture category, a CARAS award and Modern Apprentice of the Year.



Sine said: "I never imagined I could make so much progress in such a short period of time and to be recognised by my employer and Lantra Scotland at their awards ceremony was truly unbelievable. I have always struggled with my confidence, partly due to dyslexia. However, I also believe that with the right attitude and a willingness to learn, you can achieve anything. There are more and more women pursuing a career in agriculture these days. It's a fantastic life and I would encourage any young women out there who are keen to give it a go."



### Sam Parsons, Estate Manager in Fife

As a growing business, Balcaskie was finding it increasingly hard to find 'work-ready' staff. Attempts to recruit new employees for its mixed farm had been unsuccessful as they were finding that, despite many applications, skills were limited across a breadth of job roles which was affecting the overall quality of the candidates. The business was changing and Balcaskie was struggling to keep up with the increased workload to a high standard.

"We quickly realised we needed to invest more," says Sam. "Not only in our own staff, but in young people coming out of school through the Modern Apprenticeship scheme.

We took on a young apprentice who became a valuable member of the team, gaining experience and assisting with all aspects of the estate, from construction, hedge planting, livestock management to arable work and volunteering on RHET school visits. He was able to work in a variety of situations with different people and his assistance has allowed us to reduce our reliance on contract work, saving time and money.

An unintentional benefit is that existing staff have been motivated to pass on their skills to our apprentices and are now keen to develop themselves."

One of the greatest employment threats facing farms today is the aging workforce and Sam sees the Modern Apprenticeship as crucial to filling the gap. "The average age of our workforce is 50. In just over a decade, we'll be facing multiple retirements, so it's important we have a succession plan in place. The Modern Apprenticeship is an effective way to introduce new people into the industry, and then it's up to the employer to ensure they get the training and mentorship they need to continually improve and develop".

### Scott Mather, William Mather & Sons, Brechin

The Mather family farm is a mixed business of 1600 acres, running 360 head of cattle, 1000 sheep and growing 550 acres of cereals.

Scott Mather mentored Lyndsay Nelson, and when she completed the internship, she was offered a full-time position. She progressed on to a Modern Apprenticeship in Livestock (SVQ Level 3), which she has recently successfully completed.

Scott says:

"Lyndsay fitted in well to our business. As senior members of our business are getting older, we need to think about replacing those skills and knowledge. A fully structured college-based education is not for everyone. I think the 'soft' introduction to agriculture through the pre-apprenticeship programme and its pick-and-mix nature of training suits a number of young people. Like Lyndsay, they may move into a more formal education at a later date if it suits them, but with a good insight into real working farms.

Many of us have had opportunities ourselves in the past, made our mistakes and errors and we need to offer the same to those that wish to work within our industry. I would recommend it to any business that has an eye to the future as well as an ability to nurture a future workforce."



“ I would recommend it to any business that has an eye to the future... ”

### David Smith of Cloffrickford Farm, Auchnagatt, Ellon

David's pre-apprentice Lewis Duncan is still an employee on his mixed farm today.

"I contacted the Ringlink to see if I could locate a new young farm worker.

Lewis quickly picked up how we worked, and with the help of the machinery ring, providing on-farm tuition on tractor maintenance, driving skills and even ploughing as well as animal husbandry, Lewis became a real asset to the farm over the six years. Lewis was promoted to Foreman last year and assists in managing the farm when I'm not available. It's important that we keep bringing on young people into the industry. We need to give them an interest in farming and encourage them to be part of the decision-making process."

"I have learned a lot about farming from David," says Lewis, "He has been a top boss and mentor. I would certainly recommend the programme to anyone wanting to learn on the job."



### Scott Kelly, Modern Apprentice Dairy Assistant

In his senior phase at Kirkcudbright Academy, Scott Kelly completed the Dumfries and Galloway Land Based Employability Award as part. Scott's placement farm was Littleton Farm where the owner Robert Dodds has got to know him well. He worked on farm one day a week and was supported and assessed in workplace skills by Dumfries and Galloway Councils' Employability and Skills staff, achieving a silver award at SCQF 4.

After leaving school, Scott applied and completed National Certificate in Agriculture through SRUC Barony and continued to attend the farm to build on his knowledge in dairy farming.

Robert was so impressed by Scott and his skills and commitment that he has now offered Scott full-time employment as a Modern Apprentice Dairy Assistant. This is an SVQ at SCQF level 6 demonstrating Scott's successful work-based learner journey.



“ You learn better when you’re doing it yourself. ”

### Lyndsay Nelson, intern

"I love animals and the outdoors so the farming industry always interested me, particularly as farming work is so varied, with every day being different. I'd say the course is more practical learning which is what I enjoyed most. Doing the few weeks' induction at college followed by the work placement and completing weekly workbook tasks for the Modern Apprenticeship suited me personally."





Below is a list of contacts who can provide the most up-to-date information and resources.

## Pre-apprentices

### SRUC

Scotland's Rural College (SRUC) is a higher-education institution that combines education, consulting and research in Scotland.  
www.sruc.ac.uk  
Email: recruitment@sruc.ac.uk  
Phone: 0800 269453

### Borders College

Borders College is a further-education institution in the Scottish Borders.  
www.borderscollege.ac.uk  
Email: enquiries@borderscollege.ac.uk  
Phone: 08700 50 51 52

### Tarff Valley

Tarff Valley is an agricultural merchant supplying farmers and the rural community across Southern Scotland and Northern England with a wide range of products and services.  
www.tarffvalley.co.uk  
Email: enquiries@tarffvalley.co.uk  
Phone: 01387 261661

### Borders Machinery Ring (BMR)

BMR is a co-operative whose main areas of business include labour supply, training, machinery hire and farm supplies.  
www.bordersmachineryring.co.uk  
Email: bmr@ringleader.co.uk  
Phone: 01896 758091

### Ringlink

Ringlink is the UK's largest business ring. It provides agricultural contracting, labour supply, commodity supply and training services.  
www.ringlinkscotland.co.uk  
Email: laurencekirk@ringlinkscotland.co.uk  
Phone: 01561 377790

## Shared apprentices

SRUC currently leads the way in providing shared apprenticeships.  
www.sruc.ac.uk  
Email: recruitment@sruc.ac.uk  
Phone: 0800 269 453

## Technical apprentices

### SRUC

www.sruc.ac.uk  
Email: recruitment@sruc.ac.uk  
Phone: 0800 269 453

### UHI

www.uhi.ac.uk  
Email: eo@uhi.ac.uk  
Phone: 01463 279190

### Borders College

Main Campus, Unit 1 Nether Rd,  
Galashiels TD1 3HE  
Phone: 0870 050 5152  
email: enquiries@borderscollege.ac.uk

## Modern apprentices

### SRUC

www.sruc.ac.uk  
Email: recruitment@sruc.ac.uk  
Phone: 0800 269453

### Borders College

www.borderscollege.ac.uk  
Email: enquiries@borderscollege.ac.uk  
Phone: 08700 50 51 52

### Train Shetland

Train Shetland manages and co-ordinates modern apprenticeships.  
www.trainshetland.com  
Email: vocational.training@shetland.gov.uk  
Phone: 01595 744 744

### Argyll College UHI

Argyll College offers further and higher education.  
www.argyll.uhi.ac.uk  
Email: info@argyllcollege.ac.uk  
Phone: 0345 2309969

### Orkney College UHI

Orkney College delivers further and higher education in the Orkney Islands.  
www.orkney.uhi.ac.uk  
Email: orkney.college@uhi.ac.uk  
Phone: 01856 569000

## Linking with schools or offering placements

### Developing the Young Workforce (DYW)

DYW is a programme that aims to better prepare children and young people aged 3 to 18 for the world of work.  
www.dyw.scot  
Email: info@dyw.scot  
Phone: 0141 204 8338

### Royal Highland Education Trust (RHET)

RHET works with volunteers to provide free educational activities and learning opportunities, including farm visits.  
www.rhet.org.uk  
Email: rhetinfo@rhass.org.uk  
Phone: 0131 335 6227.

### For more information on work placements

www.hse.gov.uk/youngpeople/workexperience/index.htm

www.gov.scot/Topics/Education

## Short-course training

Short or technical courses are available from a wide range of training providers across Scotland, including the following:

### Lantra

[www.lantra.co.uk](http://www.lantra.co.uk)

### UHI Colleges

[www.argyll.uhi.ac.uk/courses](http://www.argyll.uhi.ac.uk/courses)

[www.moray.uhi.ac.uk/courses](http://www.moray.uhi.ac.uk/courses)

[www.perth.uhi.ac.uk/courses](http://www.perth.uhi.ac.uk/courses)

[www.inverness.uhi.ac.uk/courses](http://www.inverness.uhi.ac.uk/courses)

[www.northhighland.uhi.ac.uk/courses](http://www.northhighland.uhi.ac.uk/courses)

[www.lews.uhi.ac.uk/courses](http://www.lews.uhi.ac.uk/courses)

[www.whc.uhi.ac.uk/courses](http://www.whc.uhi.ac.uk/courses)

[www.orkney.uhi.ac.uk/courses](http://www.orkney.uhi.ac.uk/courses)

### City and Guilds

[www.findcourses.co.uk](http://www.findcourses.co.uk)

### SRUC

[www.sruc.ac.uk](http://www.sruc.ac.uk)

### SAC Consulting

Phone: 0131 535 4285

### Borders College

[www.borderscollege.ac.uk](http://www.borderscollege.ac.uk)

### Dundee and Angus College

[www.dundeeandangus.ac.uk](http://www.dundeeandangus.ac.uk)

### Scottish Enterprise

[www.scottish-enterprise.com](http://www.scottish-enterprise.com)

## General contacts

### Farm Advisory Service (FAS)

FAS offers practical information and advice to farmers and crofters across Scotland.

[www.fas.scot](http://www.fas.scot)

Email: [advice@fas.scot](mailto:advice@fas.scot) Phone: 0300 323 0161

### Lantra Scotland

Lantra Scotland provides information on careers and drives skills development in the land-based, environmental conservation and aquaculture sectors.

[www.scotland.lantra.co.uk](http://www.scotland.lantra.co.uk)

Email: [scotland@lantra.co.uk](mailto:scotland@lantra.co.uk) Phone: 01738 310164

### NFU Scotland (NFUS)

NFUS promotes and protects the interests of the country's farming industry.

[www.nfus.org.uk](http://www.nfus.org.uk)

Email: [info@nfus.org.uk](mailto:info@nfus.org.uk) Phone: 0131 472 4000

### Scottish Association of Young Farmers Clubs (SAYFC)

SAYFC is Scotland's largest rural youth organisation and provides a social network full of opportunities, from competitions and events to training and travel.

[www.sayfc.org](http://www.sayfc.org)

Email: [penny@sayfc.org](mailto:penny@sayfc.org) Phone: 0131 333 2445

### Skills Development Scotland (SDS)

SDS is Scotland's national skills body making sure that training meets the needs of business. It provides the funding for apprenticeships, as well as many other programmes and initiatives.

[www.apprenticeships.scot](http://www.apprenticeships.scot)

Phone: 0800 7836000

### For more information on keeping young people safe in the workplace

[www.hse.gov.uk/youngpeople/faqs.htm#q8](http://www.hse.gov.uk/youngpeople/faqs.htm#q8)

[www.hse.gov.uk/youngpeople/law/index.htm](http://www.hse.gov.uk/youngpeople/law/index.htm)

[www.hse.gov.uk/work-equipment-machinery/training-competence.htm](http://www.hse.gov.uk/work-equipment-machinery/training-competence.htm)

[www.hse.gov.uk/pubns/indg364.pdf](http://www.hse.gov.uk/pubns/indg364.pdf)

[www.hse.gov.uk/pubns/indg364.pdf](http://www.hse.gov.uk/pubns/indg364.pdf)

[www.hse.gov.uk/pubns/indg345.pdf](http://www.hse.gov.uk/pubns/indg345.pdf)

[www.hse.gov.uk/pubns/as10.pdf](http://www.hse.gov.uk/pubns/as10.pdf)

[www.hse.gov.uk](http://www.hse.gov.uk)

[www.rosipa.com/occupational-safety/advice/young-workers/employer-advice](http://www.rosipa.com/occupational-safety/advice/young-workers/employer-advice)

[www.hse.gov.uk/pubns/indg364.pdf](http://www.hse.gov.uk/pubns/indg364.pdf)

### For more information on equality and diversity

[www.equallyours.org.uk](http://www.equallyours.org.uk)

[www.scottishbusinesspledge.scot](http://www.scottishbusinesspledge.scot)

[www.gov.uk/guidance/equality-act-2010-guidance](http://www.gov.uk/guidance/equality-act-2010-guidance)

[www.gov.uk/employer-preventing-discrimination/discrimination-during-employment](http://www.gov.uk/employer-preventing-discrimination/discrimination-during-employment)

### For more information on wages, legislation and hours of work

[www.gov.scot/publications/scottish-agricultural-wages-board/pages/10/](http://www.gov.scot/publications/scottish-agricultural-wages-board/pages/10/)

### For more information on insurance for work experience students

[www.abi.org.uk/products-and-issues/choosing-the-right-insurance/business-insurance/liability-insurance/employers-liability-insurance/work-experience-students](http://www.abi.org.uk/products-and-issues/choosing-the-right-insurance/business-insurance/liability-insurance/employers-liability-insurance/work-experience-students)



# Employers' Checklist: work placements, internships volunteering and farm visits

## Work experience, internships and volunteers

### Get an agreement in place

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

### 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, internship or volunteering. 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, volunteers 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, internship or volunteering, and have a copy of the insurance certificate available to be inspected.

### Induction

- Allow time to introduce the student, intern or volunteer to the team and, if appropriate, pair them up with a 'buddy' or supervisor.
- Interns, volunteers 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.

**Hosting young people on your farm, whether for work experience, as an intern, as a volunteer, or on a farm visit from a school or community group, is an excellent way to involve the next generation in farming, educate young people about food and farming, promote the exciting job opportunities in the industry and raise the profile of your business in the community.**



# Employers' Checklist: work placements, internships volunteering and farm visits

## Farm visits

Hosting a visit to your farm does not need to be hard work or time-consuming, and there is excellent information and support available from The Royal Highland Education Trust, Visit My Farm and LEAF Open Farm Sunday, among other organisations.

The Royal Highland Education Trust can do the following.

- Arrange for you to experience a farm visit in your local area.
- Introduce you to other farmers who host farm visits, to hear how they prepare, what they talk about during the visit and why it's important for farmers and growers to talk to a generation of new consumers and potential employees.
- Provide the necessary health-and safety- paperwork, guidance on risk assessments and equipment.
- Work with you to identify what children might be interested in seeing and hearing about during their visit to your farm.

## Resources

You can see a video produced by the Royal Highland Education Trust on their website at [www.rhet.org.uk/volunteers/farmers](http://www.rhet.org.uk/volunteers/farmers).

LEAF Open Farm Sunday provides advice on how to host a visit, fun activities to provide, and how to answer tricky questions. Visit their website at [www.farmsunday.org](http://www.farmsunday.org).

See Visit My Farm's code of practice for information on practical measures to help you keep to the law and keep visitors safe, as well as suggestions for activities.

The code is on their website at [www.visitmyfarm.org](http://www.visitmyfarm.org).

## Health and Safety and Insurance

Carry out a risk assessment.

You will need public liability insurance.

If the children will be close to livestock, you must provide facilities for them to wash their hands. Cold running water and soap is enough. It is also good practice to ask them to disinfect their shoes or boots.



Identify type of visit and  
how you will host it



Contact your insurer



Contact RHET or LEAF Open  
Farm Sunday for advice or  
support if needed



Plan tour and activities



Carry out a risk assessment



Set up handwashing and  
boot disinfectant

For more information on Farm Visits, see page 12.

Information correct as of April 2022. For the latest version see [www.scotland.lantra.co.uk/employers-toolkit](http://www.scotland.lantra.co.uk/employers-toolkit)

# 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 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 farm, making it flexible to meet the needs of your particular farm. The apprentice gains knowledge and skills through a mix of practical work and learning in the classroom. 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.

Job levels	Work-based	SCQF level	School, college or university
Director level		12	Doctorate
		11	Masters
Managerial roles	Technical Apprenticeship in Rural Land Use and Management	10	Honours Degree
		9	Degree
		8	HND
Supervisory roles	Modern Apprenticeship Scottish Vocational Qualification	7	Advanced Higher HNC
		6	NC Agriculture Higher
Supervised roles	Modern Apprenticeship Scottish Vocational Qualification	5	National 5 NPA Rural Skills
Entry level	Pre-Apprenticeship City & Guilds Level 1	4	Skills for Work: Rural Skills National 4 NC Rural Skills Certificate of Work Readiness

# Types of apprenticeships

## Other apprenticeship programmes

There are also the following types of apprenticeships:

- **Pre-apprenticeship**

A pre-apprenticeship is a three-week residential training programme followed by a paid six-month work placement. The pre-apprentice is employed by the local agricultural machinery ring and hosted by one of the ring's member businesses. Training support is provided by the ring, a mentor business and either SRUC or Borders College. Mainly for young people aged 16 to 24, the programme helps trainees find a job, progress to a Modern Apprenticeship, or gain a place on a college course.

- **Dairy farming apprenticeship**

This is a Modern Apprenticeship in the south-west of Scotland that is specifically for the dairy industry. This programme aims to increase the uptake and effectiveness of training and career opportunities in dairy farming. The long-term goal is to roll out the programme across Scotland and to include sheep- and beef-farming apprenticeships.

- **Shared apprenticeship in agriculture**

The shared apprenticeship, currently being trialled in the north-east of Scotland, gives farmers greater flexibility when taking on an apprentice and also helps with balancing workloads throughout the year. Trainees are placed at different farms or rural businesses, giving them hands-on experience within more than one business. In the pilot, the local machinery ring recruited then employed the apprentices, dealing with all the paperwork, payroll and holidays. Apprentices work with the employers, gaining technical knowledge including handling and caring for livestock, using and maintaining machinery, maintaining the land and buildings, and health and safety.

- **Technical apprenticeship in rural land use and management**

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 framework are agriculture, game management, fisheries, forestry and land management.

To find out more about any of these apprenticeships, contact your local training provider (see **Useful contacts and links** card) or [scotland@lantra.co.uk](mailto:scotland@lantra.co.uk)

Information correct as of April 2022. For the latest version see [www.scotland.lantra.co.uk/employers-toolkit](http://www.scotland.lantra.co.uk/employers-toolkit)

# 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 (see the **Useful contacts and links** card).
- 3 Check if any funding is available from your local training provider to support the training (see the **Useful contacts and links** card).
- 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).
- 13 Evaluate the success of the apprenticeship programme and give the training provider and apprentice feedback during and at the end of the programme.

**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, costs and equipment

## Paying an apprentice

Apprentices are employees whose wages are paid by your business. They are like any other employees in that they receive a wage, holidays, overtime and sick leave in line with employment law relating to agriculture.

Wage rates for agriculture apprentices are set by the Scottish Agricultural Wages Board (SAWB). They meet twice a year to set the minimum wages for agricultural workers, including apprentices and those with qualifications, and to set conditions for holiday pay and sick pay.

## Rates of pay and overtime

Change to 'From 1 April 2022, the rate of pay for modern apprentices in agriculture is £5.95 an hour for a maximum of 18 months. After this period, the minimum hourly rate will be £9.50 until 31 March 2023. Many employers pay more than the minimum wage as they recognise the value of the apprentice to the business. Apprentices are entitled to the same overtime rate as any other farm worker, which is a minimum of £14.25. Apprentices over 24 are entitled to the minimum wage for their age.

- **Hours of work**

This must be less than an average of 48 hours a week over a 17-week period. The period that the number of hours is averaged over can sometimes be extended. For more information see

[www.gov.scot/publications/scottish-agricultural-wages-board](http://www.gov.scot/publications/scottish-agricultural-wages-board)

- **Holidays**

Someone who works five days a week would be entitled to 28 days' paid holiday, which includes bank holidays, over the year from January to December.

- **Sick pay**

To qualify for sick pay the apprentice must have been working for you for at least 52 weeks with no break in their employment.

- **Time away at college**

You must pay the apprentice for the time they are at college.



For more details on Contract of Employment see page 18.

Information correct as of April 2022. For the latest version see [www.scotland.lantra.co.uk/employers-toolkit](http://www.scotland.lantra.co.uk/employers-toolkit)

# Apprenticeships: Salaries, costs 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.



# Further training

**Sometimes learning can be infectious!**  
The industry 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, training options include machinery driving, livestock management, tree cutting, health and safety or business and leadership.

There are many providers. A good place to start would be to contact your local college or university, Lantra, City & Guilds or your local machinery ring.

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.

The Scottish Farm Advisory Service ([www.fas.scot](http://www.fas.scot)) has free events across the country, offering advice and guidance, providing you with the opportunity to meet other people from across the agricultural community to share ideas.

This toolkit has been developed by Lantra Scotland with support from Skills Development Scotland and the Scotland Food & Drink People & Skills Board, and in consultation with the Skills for Farming Group partners..



If you have any feedback or queries, email us at [scotland@lantra.co.uk](mailto:scotland@lantra.co.uk).



**“As well as attracting new people to the sector, we must keep them here, supercharged and at the top of their game. We can do this by rewarding them, investing in them, being responsible employers and making agriculture a career destination of choice.”**

**Gerry McBride,**  
Skills Development Scotland

