The Apprenticeship (Scotland) Bill

Public Consultation
by John Park MSP

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As someone who left school and was fortunate enough to go straight into an apprenticeship I know from first-hand experience that an apprenticeship provides more than skills for doing a job. The combination of learning, on the job training and personal development provides the foundations for an exciting career for individuals. Apprenticeships also deliver skilled people to meet our current and future economic needs.

Since entering Parliament in May 2007 I have not had a single enquiry from a constituent highlighting a lack of an opportunity in a college or university. I have however had many people contact me, mainly parents, raising concerns about the availability of apprenticeship places for their sons and daughters. These are young people with the right qualifications who are not being given the opportunity to follow their chosen career path.

My proposal is designed to introduce measures that will give a right to an apprenticeship for those aged between 16 and 18. I believe this would not only meet the aspirations of a generation of young people but would also provide our country with an army of appropriately skilled people to meet the economic challenges of the future.

I believe that we need to see a radical shift in apprenticeship policy to ensure our people are best equipped for the economic challenges of the future.

If you, like me, are enthusiastic about apprenticeships and want to build on the recent increases in apprenticeship training in Scotland over the last ten years, please respond to this consultation.

Your views are absolutely vital to ensuring the development of this proposal and I look forward to engaging in a meaningful way with you or your organisation in this consultation process.

Best regards

John Park MSP
Mid Scotland & Fife
1. Introduction

1.1 What is being proposed?

1.1.1 The following proposal is for a Bill to establish a right to undertake an apprenticeship for those aged between 16 and 18.

1.2 How will this entitlement be created?

1.2.1 To deliver this entitlement the amount of apprenticeship places will require to increase significantly. To support this expansion:

- the Scottish Government will require to increase the promotion of apprenticeships in schools through advice and guidance to pupils.
- the Scottish Government will require to provide additional support for employers in training apprentices; and
- the public sector will require to match its apprentice training levels with its overall employment levels - it employs 22.4% of the workforce in Scotland suggesting 22.4% of apprenticeship places would be in the public sector.

1.3 What is an apprenticeship?

1.3.1 An apprenticeship is a part work, part academic training programme where an individual is employed on a fixed term contract for the duration of the training. Apprenticeships are in the main, although not exclusively, taken up by school leavers or by those who have undertaken a pre-apprenticeship course at college. On the completion of their training apprentices either take up employment with the employer who supported their training if a job is available or seek employment in their chosen vocation with an alternative employer. (Undertaking an apprenticeship does not guarantee employment at the end of the training.)

1.3.2 An apprenticeship can last between 2-4 years depending on which industry a trainee enters. Most technical apprenticeships, e.g. electrician, last around four years. Apprentices study towards a Scottish Vocational Qualification (SVQ) or National Vocational Qualification (NVQ) at Levels 3 and/or 4 of the National Qualifications Framework (Annex A). These qualifications are normally undertaken in a college on day/block release or in a training centre. Some apprentices start by working towards a Level 2 qualification and move on to Level 3. Some use their qualifications to move into advanced level courses at college or university.
1.4 Why do we need more apprenticeships?

1.4.1 In Scotland over the next few years we will see the construction of two new aircraft carriers, a new Forth crossing, many Commonwealth Games related projects and a new generation of council housing. These projects, similar future projects and developments in growing areas, such as the finance sector, across the UK will create a huge demand amongst employers for relevant skills.

1.4.2 The building of the skills base of the Scottish workforce is vital to our economic success. Expanding apprenticeship training will improve our skills base. More apprenticeship places will deliver a better and higher skilled route into work. In addition, providing a right to an apprenticeship will create opportunities for those leaving school.

1.4.3 Apprenticeships have a strong brand. They are highly thought of in the public domain.

- Individuals recognise that an apprenticeship provides high quality work based training. This offers young people another option for those who don’t wish to follow an academic route. It is a real alternative to possible unemployment by opening up more work based opportunities and allows the person to earn a wage whilst also giving them skills that will be practical and useful throughout their working life.

- Employers recognise that apprenticeships deliver employees with relevant skills for their businesses. Employers often complain about skill shortages creating rising wage costs and leading to the poaching of staff - one of the great disincentives from investing in workforce development. However, having a skilled workforce can provide a competitive edge. Former apprentices are usually loyal to the original employer which helps provide a stable staff base.

1.4.4 In turn, these benefits can improve Scotland’s future skills base for the economic challenges that lie ahead.
1.5 Apprenticeship numbers in Scotland

1.5.1 As you can see from the figures in the table below apprentice numbers in Scotland have increased significantly over the last 10 years.

<table>
<thead>
<tr>
<th>As at:</th>
<th>Modern Apprenticeships</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1998</td>
<td>8,110</td>
</tr>
<tr>
<td>October 1999</td>
<td>13,265</td>
</tr>
<tr>
<td>October 2000</td>
<td>16,202</td>
</tr>
<tr>
<td>October 2001</td>
<td>18,421</td>
</tr>
<tr>
<td>October 2002</td>
<td>21,479</td>
</tr>
<tr>
<td>October 2003</td>
<td>23,722</td>
</tr>
<tr>
<td>October 2004</td>
<td>26,362</td>
</tr>
<tr>
<td>October 2005</td>
<td>27,161</td>
</tr>
<tr>
<td>October 2006</td>
<td>28,037</td>
</tr>
<tr>
<td>October 2007</td>
<td>28,028</td>
</tr>
</tbody>
</table>

1.5.2 Even with this increase there is anecdotal evidence to suggest that, for example particularly in smaller employers where there are perceived risks of training an apprentice, employers would recruit a larger number of apprentices if more government support was available. Gerard Eadie, chairman of CR Smith Ltd, and vice-chairman of The Prince’s Trust Scotland in a recent article in the Sunday Herald said:

“I am convinced that better government support for employers would see more businesses taking on apprentices. This is not about hand-outs, nor diverting funds from colleges, which receive support for the classroom element of any apprenticeship. It would show that government understands the business realities for all types of employer, and would demonstrate a serious commitment to motivate, train and provide everyone with a sustainable future.”

1.5.3 The Scottish Government stated in their recent skills strategy that “we are committed to ensure Modern Apprenticeships (MAs) meet employers current and future needs” - however the Scottish Government has made no commitment to set targets for modern apprenticeships. In contrast the UK Government are aiming to have 90000 more young people in modern apprenticeships by 2013 to ensure a place for every suitably qualified person between the ages of 16 and 18 who wants one.

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1.6 Demand for apprenticeship places

1.6.1 Considering the significant numbers applying for apprenticeship training places we can assume that increasingly young people aspire to go into the workplace when the time comes to leave school - seeking vocational skills as an alternative to academic skills. Quality vocational training opportunities are often hard to come by and modern apprenticeships have many more applicants than places available. BT have reported having 75 applicants for every apprentice they take on.3 Ericsson - the telecoms firm - recently advertised for 4 advanced IT based apprentices and received 250 applications4. City Building in Glasgow recently saw around 2400 people apply for 75 construction based apprentice positions5.

1.6.2 The proposal for a bill giving a right to an apprenticeship is designed to ensure that opportunities for both individuals and employers are maximised.

1.6.3 This proposal will mean that Scottish public sector employers will be duty bound to increase the amount of apprentices. These proposals also mean that the Scottish Government would be duty bound to provide appropriate support to private and charitable/voluntary sector employers in employing apprentices.

1.7 The case for legislation

1.7.1 This proposed bill is designed to improve on the wholly employer-demand driven apprenticeships system which is now favoured by the Scottish Government. The foreword and introduction to this consultation document highlights anecdotal evidence that many more young people want to undertake an apprenticeship. It further highlights that there is sufficient future demand for skills to justify the establishment of an entitlement to an apprenticeship.

1.7.2 Apprentice numbers have grown over the last ten years but there are no set targets to sustain or grow apprentice numbers. Apprenticeships provide high quality skills for work. With around 1 million people moving out of the Scottish workforce in the next ten years and the Leitch Review6 predicting a requirement for a higher skilled workforce then apprenticeships would help the Scottish economy meet these demands.

1.7.3 Leitch also predicts there will be fewer low skilled jobs in the future and therefore less opportunity for unskilled young people to enter the job market straight from school. This proposal is not designed to create jobs but alternatively creates fixed term apprenticeship places which will produce a higher skilled workforce to meet our future needs thus providing a bridge between school, learning and work.

5 Evening Times, (12 September, 2007).
6 http://www.hm-treasury.gov.uk/independent_reviews/leitch_review/review_leitch_index.cfm
1.7.4 This proposed legislation aims to:

- Expand the number of apprentices
- Support employers in taking on apprentices for the duration of their training
- Ensure adequate support from government and relevant agencies in expanding the number of apprentices
- Stimulate demand amongst employers for a more highly skilled workforce

1.8 The challenge for Scotland

1.8.1 Much consideration is being given in England to similar proposals that are covered in this proposed bill. However this consultation document looks in particular at the Scottish landscape and the challenges we face in Scotland.

1.8.2 In looking at this landscape it is important to recognise that because of the increasing mobility of workers we are competing not only with other parts of the UK for skilled people to work in Scotland but also with other parts of the UK for skilled migrant labour that is entering the country.

1.8.3 Support for my approach is mirrored in many of the key findings that influence policy development around skills in Scotland such as the Leitch Review of Skills\(^7\), the Scottish Government’s Skills for Scotland\(^8\), the Evaluation of Modern Apprenticeships and Skillseekers\(^9\) by Scottish Enterprise and Future Skills Scotland Labour Market Projections\(^10\). These findings provide background information highlighting the importance of skills in the global economy; explain the apprenticeship framework in Scotland and the challenge of a labour market that will lose 1 million people in the next ten years.

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7 http://www.hm-treasury.gov.uk/independent_reviews/leitch_review/review_leitch_index.cfm
9 http://www.scottish-enterprise.com/modernapprenticeships
Carnegie's Rosyth campus - the School of Engineering and Technology occupies the former Rosyth Dockyard apprentice training centre. As apprenticeships were scaled down in the 80’s and 90's the centre saw less and less young people given the chance to acquire workplace skills. Initially through a partnership with Babcock, Lauder College as it was known at that time, invested a significant amount of resource into the centre to once again make it into a viable training establishment.

Now, every year between 600 and 700 people study for a Modern Apprenticeship at Carnegie College from all over east central Scotland. The time taken to study for a Modern Apprenticeship ranges from between 1 year to 4 years and the courses available range from engineering, construction and plumbing to hospitality, business and administration and furniture making.

Carnegie College works with employers to recruit around 300 Modern Apprentices every year. However, it is not unusual for companies to have over 300 people applying for 10 vacancies.

Carnegie College runs pre-apprenticeship programmes and have successfully acted as broker between students and employers to facilitate progression on to the Modern Apprenticeship programme. However, the pre-apprenticeship programme places can be limited also. Currently, Carnegie College has a completion rate of 75-80% for the Modern Apprenticeship programme.
2. Details of Proposal

The proposed bill would have the following measures:

2.1 Establish a right to a Modern Apprenticeship (16-18)

2.1.1 This would ensure there would be a place for everyone who wishes to undertake a modern apprenticeship between the ages of 16 and 18 providing they meet the entry requirements. Modern Apprenticeships require applicants to pass an aptitude or selection test while a significant number also require minimum standard grade passes and this will continue.

2.1.2 This proposal would ensure that apprenticeship training places are developed in conjunction with employers by providing financial support to create and fund positions. As with the current system, all apprentice places would remain employed status and this may also mean the Scottish Government considers providing financial support to employers, in key sectors for example, to meet wage costs.

2.1.3 The bill does not intend to remove the opportunity to access a modern apprenticeship over the age of 18 nor remove the discretionary powers of enterprise agencies to fund modern apprenticeships for those over 25.

2.2 Place a duty on the appropriate enterprise body to fund apprenticeship training

2.2.1 Central to the current success of the modern apprenticeship system is the delivery role of Scottish Enterprise/Highlands and Islands Enterprise. This proposal would place a duty on the relevant enterprise delivery body to fund apprenticeship training to support the new right to a modern apprenticeship for a suitably qualified 16-18 year old.

2.3 Place a duty on the Scottish Government to promote apprenticeships

2.3.1 Leadership and direction from the Scottish Government is vital for the success of workforce development. This measure would ensure that apprenticeships are promoted effectively by government. The Scottish Government would also be compelled to promote apprenticeships in schools primarily through improved advice and guidance to pupils. This may be supported by a promotion strategy to be agreed and published by the Scottish Government which can be scrutinised by the Scottish Parliament and used to hold the Government to account. This proposal may also mean the Scottish Government states that having an apprentice training programme in place is a prerequisite for contractors bidding for public sector projects.
2.4 Place a duty on public bodies to offer apprenticeships

2.4.1 The role of the public sector as an employer is vitally important in meeting the future skills challenge. This element of the proposal would ensure that Scottish public bodies would have a duty to provide apprenticeships for those aged between 16 and 18. As mentioned previously, the public sector accounts for 22.4% of employment in Scotland. Therefore the public sector should aspire to account for a similar level of apprentice training in Scotland.

2.5 What will this cost?

Apprentice funding in Scotland

2.5.1 Training for Modern Apprenticeships is administered and funded through the enterprise network. There is no current contribution from the public purse to the associated wage costs paid to apprentices by employers. Scottish Enterprise/Highlands and Islands Enterprise have developed a funding model to ensure equality of access to training, and to ensure that no person is disadvantaged because of location, occupation or other personal circumstance. Modern Apprenticeships are placed in a banding system of high (key skills), medium and low priority which each attract an appropriate level of funding. Payments are made to training providers from Local Enterprise Companies at the start, at various milestones and on trainees gaining Vocational Qualifications and Modern Apprenticeship certificates.

2.5.2 In 2006 around 28,000 people were in apprenticeships. Training costs for apprentices are projected at £52m in 2007/8. Around 20,000 young people leave school each year and either enter further education or are unemployed. To give an indicative example, if half of those school leavers became an additional 10,000 participants in an apprentice training programme this would lead to around 48% increase in training cost leading to a total annual figure of approximately £77m (based on 2007/08 costs).
3. How this differs from the current framework

3.1 The current framework in Scotland

3.1.1 The Scottish Government’s skills strategy - *Skills for Scotland*, which was published in September 2007 - outlines the agreed purpose of modern apprenticeships:

“Modern Apprenticeships offer those aged over 16 paid employment, combined with the opportunity to train for jobs at craft, technician and management level (SVQ level 3 or above). This is an excellent example of employers and Government working together to ensure individual businesses gain skilled employees whilst providing Scotland with a deployable and flexible workforce. We recognise that the Modern Apprenticeship (MA) programme achieves two separate, but interlinked objectives: to build skills thus growing the economy and supporting a wider social inclusion agenda. On balance we believe that the primary aim of the MA programme is economic development through enabling individuals to earn while they learn and develop skills relevant to their job.”

3.1.2 There are over 200 apprenticeships across 80 industry sectors in the UK. Apprenticeships are available in what can be described as less traditional areas such as accounting, adult care, and business management as well as traditional areas such joinery, welding and engineering. A full list of available modern apprenticeships in Scotland can be found in Annex B.

3.1.3 There has been past concern about the number of individuals completing apprenticeship training. Employers have been apprehensive about taking on apprentices because of the poor completion rate and the perceived impact this has on their businesses in terms of wage costs and time set aside for training. Completion rates in Scotland have gradually improved over the last few years. In 2006, the completion rate for modern apprenticeships was 60%. This was an increase on a 55% completion rate in 2004-05, and a 48% completion rate in 2003-04. We are sure that strong promotion by government and agencies and direct support to employers will assist in driving up completion rates.

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13 Learning and Skills Council, http://www.apprenticeships.org.uk/
14 S2W-23866 - Marlyn Glen (North East Scotland) (Lab) (Date Lodged Monday, March 06, 2006); www.scottish.parliament.uk
3.2 The labour market

3.2.1 The Scottish economy will face a number of challenges going forward. Along with the need for a higher skills profile of our existing workforce there will be considerable demand for new employees to replace those who leave employment over the next ten years. The Future Skills Scotland publication Labour Market Projections 2007-2017 predicts:

“Between 2007 and 2017, it is projected that around 100,000 new job openings will occur every year in Scotland.

Growth in the economy is projected to provide 84,000 of the jobs openings between 2007 and 2017.

Further opportunities - 922,000 job openings - will arise due to the need to replace workers who leave employment, either permanently or semi-permanently”.

“Employment growth will be concentrated in public and private service industries and in higher skilled and service-orientated occupations.

Similarly, most of the job openings will arise in service industries and managerial and professional occupations.” (Labour Market Projections 2007-2017)

3.2.2 This establishes the premise that skilled workers in the non-traditional service sectors will become even more important as the shape of our economy changes. If lower skilled jobs become less available, Scotland will also face a growing demand for skills over the next 10 years in the more traditional sectors of the economy such as construction and shipbuilding. This means that we need to train people for higher skilled jobs and apprenticeships can provide that desired level of skills development.

3.2.3 A good example of an area of the economy that requires more people with high skills is construction. The Engineering Construction Industry Training Board (ECITB) has identified major projects, which are listed below, that will place a burden on the Scottish labour market.

Power Generation Upgrades
Aircraft Carrier New Build
Construction associated with the Commonwealth Games
Nuclear Decommission in former sites in Scotland
Glasgow Cross Rail
Edinburgh Tram Line

3.2.4 Currently 27%\(^5\) of ECITB members anticipate challenges in attracting appropriately skilled staff. The planned projects in Scotland and some of the other potential projects at UK level such as new build nuclear plants, Gatwick/Stansted expansions and the London Olympics highlights that many more skilled workers will be required in this industry.

3.3 Skills for work

3.3.1 The benefits to employers

Apprentices often go on to contribute a great deal to the organisations that invest in their initial training. The Learning and Skills Development Agency Career Paths of Former Apprentices report notes that “Employers encouraged their qualified apprentices to stay with the organisation and rewarded their loyalty through internal promotion opportunities. Consequently, former apprentices are in post at all levels in some organisations, notably at senior levels.”

Interestingly the findings in the report also highlight that employers see apprenticeships as key to succession planning, “employers in large companies and in some sectors offered apprenticeships not only to address immediate skills needs in a particular role but also to equip their younger employees to progress to other roles at a later stage.” (Career Paths, 2006)

Taking on an apprentice can be a big commitment particularly for companies without a history of doing so or smaller companies where the perceived commitment can seem daunting. Employers will find some encouragement from the Learning and Skills Development Agency report which also highlights that “most former apprentices stay with their original employer” and that “former apprentices exhibited loyalty to their original employer and this was encouraged and rewarded by internal promotion opportunities” (Career Paths, 2006).

3.3.2 The benefits to apprentices

All apprentice training programmes provide participants with core skills in communication, collaboration, and problem solving, providing trainees with the best foundations for making a long-term contribution in work. The Scottish Vocational Qualifications (SVQs) (see Annex A) which underpin modern apprenticeships provide a basis for skills development, further learning and career progression. This means trainees are gaining skills for the job as they progress; they are working towards a nationally recognised qualification; they are developing valuable experience and an acceptance of vocational development as a fundamental of work - a prerequisite for high performing workplaces. A trainee’s progress is monitored, and supported, by their employer and local enterprise agency.

3.4 The race to the top of the global economy

3.4.1 The Leitch Review of Skills identifies the key economic challenges facing Scotland as part of the UK and in particular the importance of developing the skills of our workforce to sustain and improve our global competitive position.

“Evidence shows that a significant contributory factor to the UK’s relatively poor productivity performance is its low overall level of skills. For example, one fifth of the gap with France and Germany is a result of the UK’s comparatively poor skills. Low levels of skills in the UK constrain growth and innovation in firms. Those with low levels of skills are far less likely to be in employment and, when they are, earn less than their more skilled contemporaries.”

3.4.2 Much of the work undertaken by the review considered what is required to ensure the best comparative UK skills position by 2020. The Sector Skills Development Agency report Alternative Skills Scenarios to 2020 for the UK Economy concluded:

“Our own view is that although supply-side improvements in the provision of education and training are no doubt a prerequisite, the more important factor is stimulating the demand among employers for more highly skilled workers, with the concomitant changes in training and product strategy that this implies.”

3.4.3 One of the key issues identified which forms part of the recommendations from the Leitch review is the need to find ways to increase employer investment in higher level qualifications - especially in apprenticeships. Employers generally have good experiences with apprentice training programmes but many, particularly small medium enterprises (SMEs) are nervous about the implications of investing resources into an apprentice programme without being sure about the outcome for the individuals concerned or the business. Of those who do participate in Scotland 78% have identified that productivity had increased slightly or a great deal as a result of participation while 43% of employers felt that participation had contributed to company employment growth.

18 Skills in the UK; The Long-Term Challenge Executive Summary Interim Report, HM Treasury, http://www.hm-treasury.gov.uk/independent_reviews/leitch_review/review_leitch_index.cfm, (2005) p4
Mark first got into the Modern Apprenticeship programme when he was in 4th year at school. He opted out of studying for a standard grade and instead took a vocational programme. Following a summer school that he took to try different trades, he applied for a Modern Apprenticeship in Carpentry and Joinery with City Building.

His Modern Apprenticeship was a combination of time in college developing his hand skills and time on site learning from people already employed in the trade who passed on advice and experience.

Marks feels that his Modern Apprenticeship gave him confidence and belief in himself and also allowed him to meet new people from a variety of backgrounds. He also said that it gave him a learning platform and the opportunity for a long term career.

Mark is currently working with City Building to build a new Alcohol Rehabilitation Centre for Glasgow City Council’s Social Work Department which will give recovering alcoholics temporary accommodation.

Mark is now studying for an HNC in Construction Management which City Building are funding him through and that he hopes to complete in December. He hopes that this will help him become a Foreman or Operations Manager.

Since completing his Modern Apprenticeship, Mark has spoken at conferences about his experience and promoting Modern Apprenticeships. He has even managed to convince his brother who is now doing the same course that he did!

Completing his Modern Apprenticeship and starting his job with City Building hasn’t been the only good thing to come out of his experience. Since finishing his Modern Apprenticeship in August 2007, Mark has won a number of awards: The Scottish Building Apprentice training council award – commonly known as the James Birnie award – for craft excellence, National Young Apprentice of the Year by the Federation of Master Builders in the UK beating hundreds of apprentices to the title and £1000 prize, and runner up in the Glasgow Trade House awards for Modern Apprentice of the year which was presented by Princess Anne.
4. Issues to consider

1. In what ways do you think apprenticeships enhance employee skills?

2. In what ways do you think apprenticeships benefit employers?

3. What incentives do you think are required to encourage 16-18 year olds to take on apprenticeship positions?

4. What incentives do you think are required to encourage employers to take on apprentices?

5. Are there any disadvantages in stimulating a growth in apprenticeship places?

6. What costs will be involved in delivering an increase in apprenticeship places?

7. Who do you think should bear the cost of creating apprenticeship places?

8. Are there any equal opportunity impacts that may arise from this proposal (either positive or negative ones)?

9. Do you have any other comments?
5. Conclusion

6.1 This proposed bill seeks to stimulate both the supply and demand side of the modern apprenticeship system by ensuring the appropriate level of entitlement for individuals, support for business and intervention from government.

6.2 An entitlement to an apprenticeship will ensure a clear and consistent route into work from school or college and the start of a career that will potentially change many times. Of course this key measure must have the correct level of government and agency support and that is why the proposed bill places a duty on enterprise bodies to provide and on the Scottish Government to promote apprenticeships.

6.3 The public sector which accounts for 22.4%\(^1\) of all employees in Scotland should be an exemplar employer in terms of apprentice training and workforce development more generally. It must be recognised that a culture of apprentice training existed in the past in some areas of the public sector. For example many of the areas where apprentices trained in more traditional vocations, such as the MoD, have seen jobs move to the private sector. The public sector is a significant employer and is key to meeting the future skills challenge. This bill proposes to place a duty on public bodies to provide modern apprenticeships.

6.4 The proposal recognises that we must build a wider and higher skilled workforce for the productivity challenges of the future and that the skills gained by apprentices today will become the minimum standard in the workplaces of the future. Leitch covers the dangers of neglecting our skills base in the interim report of the review:

“Despite our weak performance, I am struck that too many of us in the UK do not perceive that higher skills are crucial to long-term prosperity. It is also clear from my analysis that, despite substantial investment and reform plans already in place, by 2020, we will have managed only to ‘run to stand still’. On our current trajectory, the UK’s comparative position will not have improved. In the meantime, the world will have continued to change and the competitive environment will be even harsher.” (Skills in the UK, 2005, p2)

6. Ways to respond

You are now invited to respond to this consultation paper by answering the questions posed in this document and making any other comments that you consider appropriate.

Responses, which should be submitted by **17 June 2008**, should be sent to:

**Write to:** John Park MSP  
M2.20  
The Scottish Parliament  
Edinburgh  
EH99 1SP

**Email:** john.park.msp@scottish.parliament.uk

**Tel:** 0131 348 6753

**Fax:** 0131 348 6755

Please make it clear whether you are responding as an individual or on behalf of an organisation.

If you wish your response to be confidential, please say so. Otherwise it will be available for public inspection, in accordance with the principles of transparency and freedom of information. Confidential responses will be included in any summary or statistical analysis but this will not reveal the identity of any respondent who has requested confidentiality.

Additional copies of the paper or alternative formats can be requested using the contact details above and calls via Typetalk are welcome. An on-line copy is available on the Scottish Parliament website The Scottish Parliament: - Bills - Proposals for Members’ Bills.

**Drop in consultation session**

A drop in consultation session will be hosted in the Scottish Parliament during the mid way point of the consultation on 2 May 2008. If you would like to participate in this session please contact me at the details above.
Annex A

SVQ Qualification

Scottish Vocational Qualifications (SVQ) are designed for people already in employment as they are career based.

SVQs are specially designed to provide the participant with the relevant skills and training they will need for a new career and for many people they offer an excellent route to a degree.

The SVQ is generally work based and available at varying levels (1 to 5) to suit everyone, from beginners, to those with a high level of skills and responsibilities. An SVQ at Level 3 is equivalent to a Scottish Higher qualification.

They are usually offered in partnership between an employer and a College.
List of Modern Apprenticeships available in Scotland

Accounting
Accounts
Administration
Administrator
Administrator/ Trainee Accountant
Adult Care
Air Conditioning Engineer
Amenity Horticulture
Amees Taper
Auto Electrician
Automobile Body Repairer
Automobile Parts Person
Automobile Refinisher/ Painter
Automobile Technician
Body Repair and Paint
Body Repair Technician
Body Repairer
Bricklayer
Brickwork
Building Services Engineer
Built up Felt Roofer
Business Administration
Business and Administration
Business Management
Carpenter and Joiner
Carpentry and Joinery
Ceiling Fixer
Chef
Childcare
Childcare/ Nursery Nurse
Children’s Care, Learning and Development
Civil Engineering Technical Assistant
CNC Machinists and Assembly Test Fitters
Commercial Vehicle Service Mechanic
Commercial Vehicle Technician
Commis Chef
Craft Bakery
Customer Service
Customer Service Administrator
Dental Nursing
Developing IT Systems
Distribution and Warehousing
Distribution Warehousing and Storage Operations
Distribution, Warehousing and Storage
Early Years Care and Education
Electrical Engineering
Electrician
Engineering - Railway Industry
Engineering Apprenticeship
Engineering Maintenance
Engineering Fabrication/ Welding
Engineering Manufacturing
Engineering Production
Engineering: Multi-discipline
Fabrication and Manufacturing
Fabrication and Welding
Fabrication and Welding Engineering
Fast Fit
Fire Cadet
Floor Layer
Food and Beverage Service Staff
Food and Drink Service
Food and Drink Service and Hospitality Supervision
Food Preparation and Cooking
Food Processing and Cooking and Hospitality Supervision
Furniture Manufacture
Gas Engineer
Gas Service Engineer
General Construction Operative
Glazier
Hairdressing
Health and Social Care
Heating and Ventilating Fitter
Heavy Vehicle Technician
Home Carer
Horse Care and Management
Hospitality
Hospitality Quick Service and Hospitality Supervision
Hospitality Supervision
Housekeeping and Hospitality Supervision
Information Technology
IT Systems Support
IT User
IT User Skills
Junior Administration Assistant
Laboratory Technician in Education (Chemistry)
Land Based Service Engineering
Learning and Development
Light Vehicle Service Mechanic
Light Vehicle Technician
Lightning Protection Engineer
Management
Management 3 & 4
Mastic Asphalter
Meat and Poultry Processing
Mechanical and Electrical Engineering
Mechanical Engineering
Mechanical Manufacturing Engineering
Mixed Farming
Motorcycle Technician
Office Administrator
Oil and Gas Technicians: Process, Mechanical, Instrumentation and Electrical
Paint Refinishing
Painter and Decorator
Painting and Decorating
Parts Consultant
Parts Operative
Pharmacy Technician
Plant Mechanic
Plant Operator
Plasterer
Playworker
Plumber
Production/ Maintenance Engineering
Professional Cookery
Professional Cookery Level 3
Refrigeration Engineer
Residential Service and Hospitality Supervision
Retail
Retail Operations
Roof Sheeter and Cladder
Roof Slater and Tiler
Roof Slating and Tiling
Scaffolder
Science Technician in the University of Strathclyde
Security Installation
Security Systems Engineer
Service and Maintenance Engineer
Service Technician
Shopfitter
Signmaker
Specialist Tyre Fitter
Sport and Leisure
Sport and Recreation
Steeplejack
Stonemason
Technical Careers
Telesales/ Sales
Trainee Travel Consultant
Using Information Technology
Vehicle Body Repairer
Vehicle Maintenance
Vehicle Maintenance Technician
Vehicle Paint Technician
Vehicle Painter
Vehicle Parts Operatives
Vehicle Parts Person
Vehicle Sales Executives
Vehicle Spray Painter
Veterinary Nurse
Wall and Floor Tiler
Wall and Floor Tiling
Warehousing Positions
Wood Machinist
Woodworking Machines
Stakeholders involved in Modern Apprenticeship process

The Evaluation of Modern Apprenticeships and Skillseekers 2006 sets out the stakeholders involved in the development and delivery of the MA programme as follows:

- Responsibility for policy and financial support rests with the Scottish Government’s Education and Lifelong Learning Department.

- Scottish Enterprise and Highlands & Islands Enterprise are responsible for delivering through their network of Local Enterprise Companies (LECS).

- Sector Skills Councils develop and review the content of their respective MAs, in consultation with employers and are responsible for promoting MAs.

- The provision of training is undertaken by private training providers, further education colleges and voluntary organisations who provide a range of expert services to employers that employ trainees. In some cases, employers themselves carry out the training.

- Employers support the trainee throughout the apprenticeship. Where the employer does not wish, or is not accredited to undertake direct delivery, they may appoint an appropriate training organisation accredited to manage and undertake delivery on their behalf.

- Awarding bodies are responsible for developing, reviewing and certificating SVQs.

- The MA Implementation Group (MAIG) is the key Group for MAs in Scotland. Its main role is to approve all new and revised frameworks.


**Annex D**

**Destination of school leavers**

- In 2006/07 there were 57,364 school leavers from publicly funded secondary schools, of these:
  
  17,037 or 29.7% went on to Higher Education
  13,366 or 23.3% went on to Further Education
  2926 or 5.1% went on to Training
  16,234 or 28.3% went on to employment
  6195 or 10.8% were unemployed but seeking employment or training
  860 or 1.5% were unemployed and not seeking employment or training
  803 or 1.4% destinations were unknown

- In the same year, 2006/7, there were 2,925 school leavers from private schools. Of these:
  
  2311 or 79% went on to Higher Education
  205 or 7% went on to Further Education
  0 went on to training
  88 or 3% went on to employment
  59 or 2% were unemployed but seeking training or employment
  117 or 4% were unemployed and not seeking training or employment
  176 or 6% destinations were unknown.
More information on funding of Modern Apprenticeships

Further information about how Modern Apprenticeships are funded can be found at:

http://www.scottish-enterprise.com/modern-apprenticeships