

A photograph of two people wearing blue jackets and green gloves, working together to plant a sapling in a field. They are bent over, with one person holding the sapling and the other using a tool to work the soil. The background shows a grassy field with other trees and a cloudy sky.

Employers'

# TOOLKIT

For Forestry  
apprenticeships, training  
and placement support

FROM LITTLE ACORNS...



# Contents

**Introduction – page 3**

## **Getting started**

**Apprenticeships – page 4**

**Work Experience**

**and Internships – page 9**

**Education Visits to Forests – page 14**

## **Getting involved**

**Mentoring – page 16**

**Formal Agreement – page 20**

**What if the apprenticeship  
doesn't work out? – page ??**

**Extra Support – page ??**

## **Getting technical**

**Contract of Employment – page 21**

**Insurance – page 22**

**Induction – page 22**

**Health and Safety – page 23**

**Equality and diversity – page 24**

**Further Training – page 26**

**Remember – page 27**

**Employer's Checklist – page 32**

**Types of Apprenticeships – page 34**

**Contact Us – back page**

**Useful Contacts and Links – page 28**



# Introduction

Training and skills development are vital to the success of any organisation, especially those wanting to attract and retain skilled workers. But where do you start? What do you need to know about health and safety? Insurance? Or managing young workers?

This toolkit will guide you through the different types of training available for young workers. It also addresses wages, responsibilities, funding and mentoring.

Apprenticeships are formal, structured training options for entering the industry while working on the job. There are also shorter, temporary options that may or may not pay wages, such as work experience, internships and volunteering.

Some forestry businesses may be considering hosting educational visits from schools, colleges or universities, and this toolkit offers tips on how to work with educational organisations so that they can use your site for learning.

At the end you will find quick reference cards with important information about hosting newcomers in your business.

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

## Training will:

- Increase job satisfaction and morale among employees
- Motivate employees
- Help retain them
- Improve efficiencies in processes
- Increase your ability to adopt new technologies and working methods
- And improve your organisation's image and reputation





# 1 – Getting started

## Apprenticeships

A great return on investment

### What is an apprenticeship?

An opportunity that combines a real job with a structured programme of learning and leads to an industry-recognised apprenticeship or qualification(s). You can either recruit an apprentice or put one of your existing employees through the programme.

An apprentice is aged 16 or over and will be employed either full-time or part-time, for a minimum of one year (depending on the length of the programme). Most programmes for new starters in forestry are 2 years.

Apprentices earn while they learn, gaining a wide mix of skills and knowledge on the job. This is supported by formal training from a university or college (the training provider). The training content is agreed between you and the provider. It is built around the job role and the needs of your business. You pay the apprentice's wages, but the Government will cover all or part of the training and assessment costs, depending upon factors such as the location and the age of the apprentice. There will be formal agreements between you, the apprentice and the training provider so that everyone knows what their responsibilities are.

Apprentices are given real responsibilities, and expected to work hard. They get an employment contract which sets out their rights under employment law, including paid holidays and sick pay.

### How do they work?

Apprenticeships are offered by an employer and a training provider. You work with the provider to make sure the training is tailored to your needs and the job role. The programme is formalised in an individual training plan, which is supported by the three parties involved.

The apprentice is employed by you while working towards their apprenticeship. Most of the training is on the job, with time off for training, study or completing assessments. This can be day release or block release (a week or more at a time) or in England it might be delivered in the workplace, the apprentice will still need time off the job to learn. The training provider supports the apprentice to achieve their qualification or certificate and will also help them identify next steps when the programme is complete.

There are different types of apprenticeships. There are examples at the end of this toolkit which provide more information to help you decide which suits your organisation best.

Apprenticeships offer a great return in terms of training young people.

# Apprenticeship programme content

The skills and knowledge built into each apprenticeship programme has to be approved by employers as suitable for the job. The content of apprenticeships are set by external organisations but determined by employers. There are some differences depending upon where you are and in Scotland and Wales there is more flexibility about what you can teach your apprentice. However, the way they are developed, the content and the subject choices available vary depending upon whether you are in England, Scotland or Wales.

All apprenticeships contain essential or core skills such as numeracy and communication. 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 most successful apprenticeships are those where the apprentice is made part of the team, is well mentored, and is given a broad range of experience.

## Scotland

In Scotland the content is defined in documents called 'Frameworks', which are designed by the Sector Skills Council (in this case, Lantra)<sup>1</sup> in partnership with industry and training providers. They contain a package of learning including a large competence qualification called an SVQ<sup>2</sup>. This has core skills and optional units that allow the training provider to tailor the learning programme to the needs of your organisation, 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 organisation. 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 apprenticeship.

## England

In England employers form an apprenticeship group (sometimes called a trailblazer) which is responsible for developing the content in documents called 'standards'. The Institute for Apprenticeships and Technical Education sets the

**Before you take on an apprentice, ask yourself...**

- What skills do we need?
- How would having an apprentice benefit us?
- How would we involve an apprentice on a day-to-day basis?

rules and the quality standards.

English apprenticeships do not always contain qualifications – the certificate is the equivalent of the 'qualification' and apprenticeship 'end tests' are rigorously quality assured. English apprenticeships cannot be tailored, by picking units, to suit a specific organisation's needs. They may have more than one option, but all the content within each choice will be mandatory and 'one size fits all'.

To achieve an apprenticeship learners must reach minimum levels of maths and English. The colleges help them achieve this. In specific circumstances apprenticeships may contain some qualifications. An example in forestry might be spraying or chainsaw certificates. Any such qualifications are named in the standard and must be completed by the apprentice before they can take the final end point assessment.

## Wales

In Wales, as in Scotland, the content is defined in documents called 'Frameworks', which are designed by the Sector Skills Council (in this case, Lantra) in partnership with industry and training providers. They contain a package of learning including a large competence qualification for example a Diploma in Work Based Trees and Timber. This has core skills and optional units that allow the training provider to tailor the learning programme to the needs of your organisation, 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 organisation. These could include, for example, chainsaw skills, machinery driving or first aid.

Welsh apprenticeships include numeracy and communication skills. They may also have digital literacy skills if needed for the job. Apprentices need to gain a minimum level in these to successfully complete the apprenticeship.

<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.

<sup>3</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.



# 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 on the national Government websites. Your chosen training provider can also help you, through their links with schools, youth employment initiatives and career advisors.

Before you employ an apprentice, you should contact a training provider. Information on finding providers can be found in the Useful Contacts and Links section. It's a good idea to contact several as they will all have different ways of delivering the learning and one might suit your organisation better than another.

To enrol on an apprenticeship programme the potential apprentice must meet certain requirements, including that they must:

- Be over 16 (in Scotland, usually up to 24)
- Have a full-time or part-time paid job
- Not be in full-time education
- Meet residency and citizenship criteria

The detailed criteria will vary depending on your location and once you have found a suitable person, the training provider will help you check that they are eligible and that the funding is available. They will arrange to visit your business to look at the working environment and carry out a risk assessment.

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





## How are apprentices assessed?

In Scotland and Wales, apprentices are assessed throughout their training – 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. In England they must pass an end point assessment that is independent of the training provider and employer. This is a series of tests, designed by employers to check apprentices can put their skills and knowledge together to do the job.

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



“

The Chatsworth Forestry and Arboriculture Team are keen to help develop the future workforce of the forestry and arboriculture profession and one of the ways we are committed to doing this is by offering opportunities for trainees, students, apprentices and graduates. Trainees and apprentices come into the team with new ideas and enthusiasm and challenge business as usual.”

**John Everitt,**  
**Forestry Manager Chatsworth and Bolton Abbey.**

”





## What is the cost?



### WAGES

You are responsible for paying the apprentice a wage and you decide how much so long as it is above a set minimum. In England this is above the National Minimum Wage apprenticeship rates. In Scotland there is the National Minimum Wage apprenticeship rates. Many employers pay significantly more than the minimum as they recognise the value that the apprentice brings to the business. (see the **Apprenticeships: Salaries, costs and equipment section**).



### EQUIPMENT

You may need to provide protective clothing and extra equipment 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 the national apprenticeship vacancies services to advertise your vacancy, or by contacting local schools and training providers.



### FUNDING

Funding for the training and assessment of the apprenticeship may be provided through Skills Development Scotland (Scotland), Education and Skills Funding Agency (England) or the Welsh Government (Wales) (**Useful Contacts and Links** section on page 28).



## In summary:

### 4 Steps to hiring an apprentice

#### Step 4 Hire your apprentice!

#### Step 3 Advertise or promote the position if taking on a new employee

- In England there is the 'Recruit an Apprentice' service [h/tps://www.gov.uk/government/collections/apprenticeship-vacancies](https://www.gov.uk/government/collections/apprenticeship-vacancies)
- In Scotland Apprenticeships.scot provides an apprenticeship advertising service
- In Wales there is an Apprenticeship Vacancy Service <https://gov.wales/recruit-apprentice-guidance-employers/how>

#### Step 2 Select a training provider to establish funding and appropriate programme.

#### Step 1 Decide who your apprentice will be – new or existing employee.





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

# Work placements and internships

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 forestry or improve their CV. They may be a formal part of a course in forestry, in which case the learner is likely to have some relevant skills and need a more in-depth experience. Placements can be as little as a day or a week, although the preference is normally for a longer period. Vocational qualifications with work placements are available across the UK.

In England employers can offer trainee placements. Traineeships are for 16-24 year olds and include at least 70 hours of work experience alongside a skills development programme. These are more flexible than apprenticeships and shorter – usually less than 6 months although they can be up to a year. In Wales Traineeships are for 16-17 year olds although 18 year old college leavers can also apply. They are very flexible programmes of learning and work experience that last from six weeks to six months and aim to get young people the skills they need for a job. To get started with a traineeship talk to a training provider.

#### **Further information:**

England Traineeship information:

<https://www.gov.uk/guidance/traineeship-information-for-employers>

Welsh Traineeship information:

<https://www.careerswales.com/server.php?show=nav.7731>



## 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. A 'sandwich year' 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.

## How will a work placement or internship benefit my business?

- They 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 our team if you offered them a more permanent role.
- They can be 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 forestry.



## 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 want to offer a work placement, it can be advertised through the Institute of Chartered Foresters website: Forestry Placements - The Institute of Chartered Foresters. Also consider contacting a local school, college or university. Training providers who offer countryside, geography or other related programmes might have learners who need placements as well as those offering forestry courses.

### Scotland

Developing the Young Workforce (DYW) Regional Group can advertise the position for you and you can get support from their School Co-ordinators. Another source for university students or graduates is ScotGrad: <https://www.hie.co.uk/our-region/regional-projects/scotgrad/> See the **Useful Contacts** and **Links** section for other sources of support with work placements.

### England

Jobcentre Plus can signpost and support employers with work placements for over 18 year olds.

### Wales

For schools, employers are encouraged to contact their local Careers Wales Business Engagement Advisor. There is also the GO Wales work experience programme for Welsh university students.



“

“Hosting a placement student is entirely mutually beneficial – to the student, the local team, the organisation and the wider sector. The skills gap exists across our industry and by creating an opportunity we are not only supplementing the learning that these individuals receive from their respective education provider, which will help kick start their career, there are countless further benefits.

The local teams can profit from higher cohesion and delivery from the knowledge, enthusiasm, and questions they bring, the organisation has a potential future strong candidate to fill vacant positions, or the sector will benefit from their wider understanding and join an organisation elsewhere. Forestry is a long-term process, and we all know only too well the advanced thinking we need to invest to ensure sustainable forest management.

Recruitment of skilled staff to deliver the challenges of the future is no different, and I feel we have a responsibility now to provide these opportunities to ensure our own sustainability as a sector”.

Mike Cresswell MICFor,  
Arweinydd y Tm Gweithrediadau Coedwig /  
Forest Operations Team Leader,  
Cyfoeth Naturiol Cymru /  
Natural Resources Wales

Trainee Forester University  
Mid-Year Placement,  
Chatsworth Estate

Jemima Letts (2019–2020)

My time as Trainee Forester on the Chatsworth Estate was incredible and I was exposed to so many different aspects of forestry and sustainable forest management. Over the year I got to be involved with planning the work programme, organising and supervising harvesting operations, outreach activities with the local communities and visitors, woodland creation, surveying and so much more. I got the chance to get out and do practical work such as planting, weeding and help with hand felling operations as well as tackling the related office work. My placement year gave me the necessary experience and skills alongside my degree to go straight into employment after graduating as well as being immensely fun and enjoyable!

Jemima Letts is now the  
Assistant Forester on the  
Chatsworth Estate.

”





## £ What is the cost?

If 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 (PPE) 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).

Work placements will need supervision time, but the amount will vary depending on your assessment of their experience and the activities they are doing. Being realistic and upfront and clarifying both your and the student's expectations will enhance the experience for all concerned.

See the **Employers' Checklist: Work Placements, Internships and Volunteers** section.

By providing work placements you can mentor and support the training of the next generation of foresters, 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 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



# Educational visits to forests



**Perceptions of forestry can be negative with assumptions that felling trees must be bad for the environment. Opening up forest and woodland sites so that people can discover about sustainable forestry in the UK helps to challenge such ideas. It presents modern forestry as an industry with an important part to play mitigating climate change and the benefits of wood and wood products as a sustainable alternative to other materials.**

Schools are often interested in taking their children to experience a local woodland. Consider emailing local schools or using community networks to see if any educational groups are interested in a woodland visit. Or you could register as a Forestry STEM Ambassador, a national scheme that helps to connect teachers and community groups with forestry experts. You can find out more here: <https://www.stemambassadors.scot/forestry-stem-ambassador-scheme>

If you are in an area where the Royal Forestry Society have an Education Officer, they may be able to help: <https://rfs.org.uk/learning/schools-and-outdoor-ed/school-visits/>

Universities and further education colleges are often looking for forestry businesses to give presentations to students in their place of learning, or to host visits on their sites. Contact your local college or university to find out if they are looking for employers to support their teaching,. If they do not offer forestry then look for ones that have geography, biology, countryside management or other related courses.

## What you need to know

**You will need to have public liability insurance and you will also need to conduct a site survey to check that there are not any dangerous trees. If the training provider is leading the activity, they will deal with any further health and safety requirements.**

**If you would like to get more involved, then consider doing a training course on leading educational groups outdoors such as an Outdoor Learning Practitioner course or the Forest School training.**

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





### Kickstart Scheme (Drystone Walling), Chatsworth Estate Jamie Harris (2021-2022)

Jamie was taken on as part of the governments Kickstart Scheme to learn the art of drystone walling and help the Chatsworth Forestry Team maintain its woodland boundaries. After completing 6 months of work on the Kickstart Team, Jamie has now been taken on as a Forestry Worker part time on the Chatsworth Estate.

"Everyone on the team was really friendly and supportive and keen to help me learn and improve. Being part of the forestry team meant I got involved with lots of other things on top of stone walling, like firewood production, and gave me an idea of all the different things involved with looking after forests. I loved that others saw the pride I had in my work, whether it was repairing a section of wall or producing firewood for the Estate Farm Shop."



# 2 – Getting involved

## Mentoring

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

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

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

Mentors provide support to the mentee (for example an 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 relationship, supporting and listening, and gradually building their confidence and resourcefulness.

Good mentoring can make the difference between keeping an apprentice or not. It is important to have regular meetings to constantly touch base.

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



# To be a great mentor you need to be...

- **An enthusiastic volunteer** - interested in helping the apprentice and able to set your own gains aside.
- **Accessible** - apprentices should be able to contact you 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 your own values and weaknesses, and to be open about them. You should also be able to share your 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.
- **Open** - sharing your experiences of your 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 forestry 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? 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 to record outcomes. This may include an agreed timetable of regular meetings 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 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. 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?

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

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

#### Useful documents to produce include:

- A **mentoring code of conduct** so both apprentice and mentor understand the boundaries of the relationship in terms of confidentiality, knowledge and expectations.
- A **continuous professional development (CPD) plan** in which both parties 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.

Further guidance, documents and support can be found at:

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

<https://www.apprenticeships.gov.uk/employers/supporting-your-apprentice>

#### 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



# Formal

# agreements

**When you recruit an apprentice, you are making a commitment to develop and mentor them. There are formal agreements in place to provide a structure for this.**

In Wales it is called an Apprentice Learning Agreement, in Scotland a Training Agreement and in England there is an Apprenticeship Agreement underpinned by an Apprenticeship Commitment Statement.

These documents explain the roles of the apprentice, the employer and the training provider. They either contain, or are supported by, a training plan. They are signed by all three parties to make sure everyone understands the commitment they are making.

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

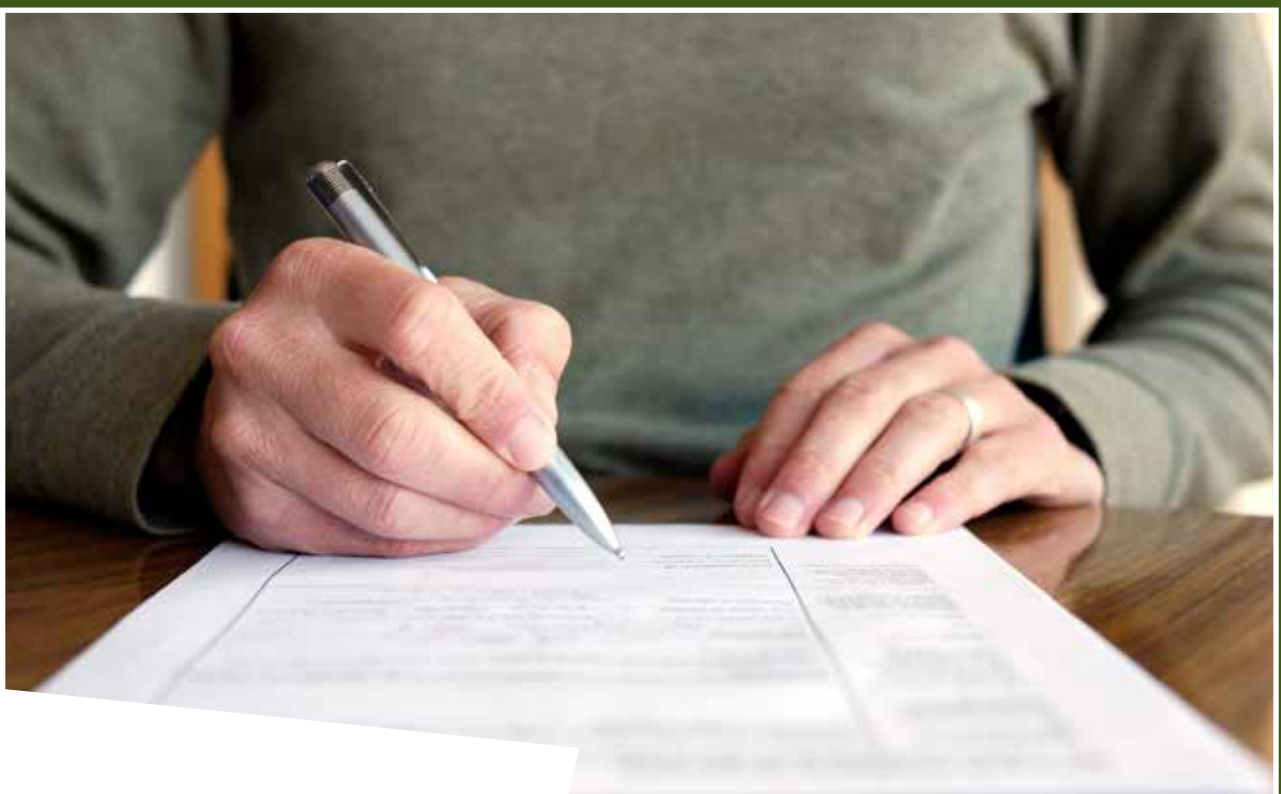
Formal progress reviews are then carried out by the training provider. The progress review is a

chance for the apprentice, their immediate manager or supervisor and the training provider to discuss progress made through the training programme.

## What if the apprenticeship isn't working out?

Apprentices have 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.





## For those who need 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 job, and they can work with learning specialists to make sure they are given appropriate support.

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 their helpline (0345 123 2303) to get advice on your specific circumstances.

In England additional funding is available to help apprentices who need extra support. This might mean help with numeracy and communication. They will need to meet certain criteria so you should discuss this with your training provider.

In Wales training providers can apply for funds to help remove barriers to learning. This might be human or technical support. Alternatively, it might be learning support if your apprentice has a learning difficulty.





# 3 – 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

### England

Your apprentice should have 20% of their normal working hours off the job to learn. This might be in the workplace, or somewhere else such as a college or online. They should be paid for this time.

Apprentices should have the same conditions as other employees working at a similar grade including holidays, sick pay, benefits and support (for example mentoring).

### Scotland

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.

### Wales

They must have an employment contract of 16+ hours a week.

Holiday entitlement is 20 days paid holiday a year plus bank holidays.

## Keeping everyone informed

**Although an apprentice is your employee you need to keep the training provider informed of any changes in an apprentice's circumstances, otherwise their funding and learning experience could be affected. These include if or when the apprentice:**

- Takes a long-term absence
- 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

## Induction

An apprentice should receive a 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 organisation, 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 agreed
- ☐ 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

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.

- ☐ **Introduce the apprentice to colleagues and the workplace.** Take time to introduce your apprentice to other staff to make them feel part of the team. Involving your staff 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, 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.
- 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 top priority. As the employer, you are responsible for their health and safety and must manage any significant risks. Review your procedures and decide what support and supervision a young person with limited experience will need.**

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, it's essential 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. Consider where to give extra support and supervision, for instance tasks that put 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 and ask them to discuss any worries with you so that they can be 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.

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



- ☐ 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 forestry activities, you must provide 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.**



**Constantly be aware that the safety of the apprentice and your other employees is your top priority.**





# Equality and diversity

Work experience and apprenticeship programmes play an important role in challenging stereotypes by providing 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 of opportunity across genders, social background, disabilities, ethnicities, sexual orientation and religions

The Equality Act 2010 protects apprentices from discrimination in the workplace, including bullying and harassment. This protection covers self-employed people working for you on a contract. You are also responsible for addressing any discrimination carried out by your employees. 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)



## Equality Legislation

As defined in The Equality Act 2010 it is illegal to discriminate against anyone because of:

- Age
- Gender reassignment
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation

This includes discrimination at work or in an educational setting. This means you must make sure anyone with a protected characteristic is being treated the same as everyone else, including pay and conditions. Any rules or arrangements should not

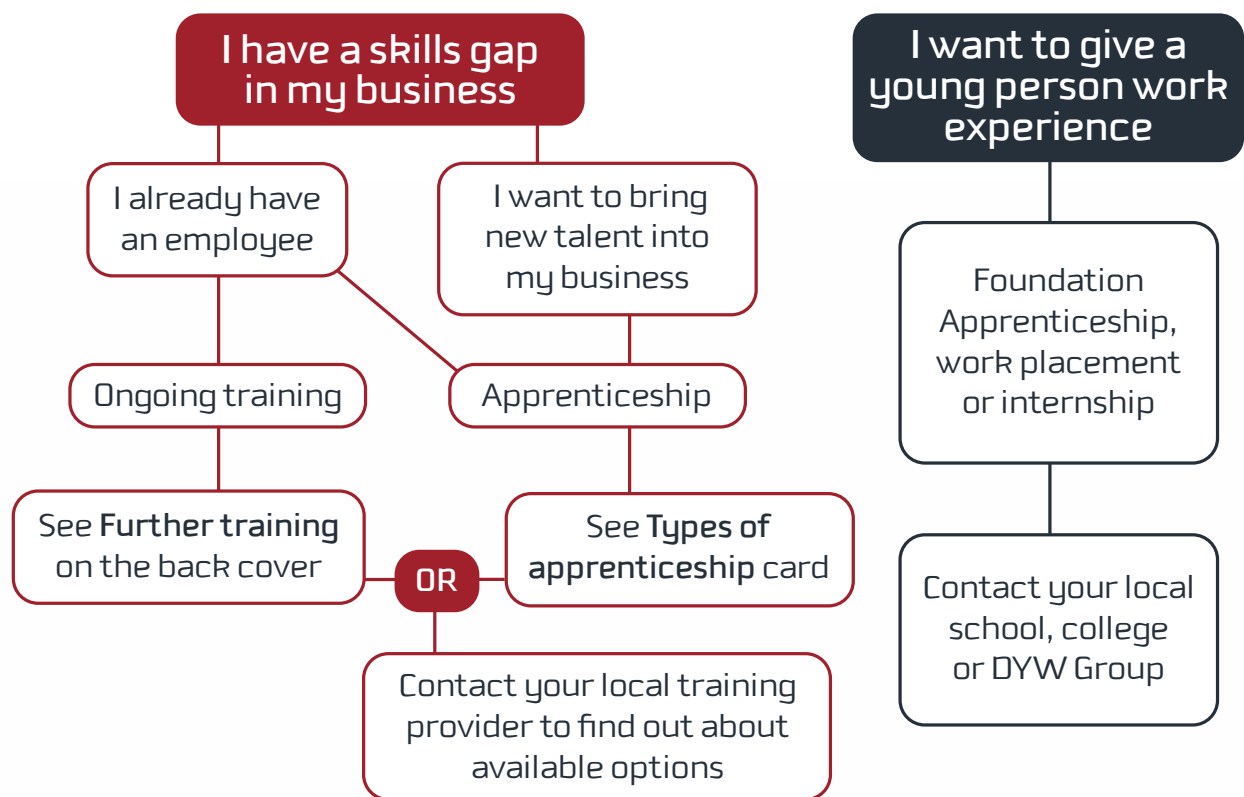
indirectly put them at a disadvantage and they should not be subject to unwanted behaviour (harassment) associated with a protected characteristic. You also need to make sure that you listen to and treat people who complain about discrimination or harassment fairly and fully.

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).

Further guidance can be found in the links on the **Useful Contacts and Links** section on page 28.



## What type of training would suit my business?





# Further training



**Learning can be infectious! The industry has a huge variety of further training available to develop the skills of your team – including yourself!**

Training ranges from one-day courses to part-time study, either online or through a training provider, college or university. Covering different levels of expertise, training options include operating forest machinery, soils, silviculture, health and safety or business and leadership.

Before you start looking at courses, consider what skills you need and the time you or your employee have to commit to it. Look at the business needs and the development goals of the potential learner. For short technical courses consider looking at local training providers, Lantra or City & Guilds websites.

For professional development of existing staff, the trade association websites have lots of information including their own events programmes which will include both web-based and face-to-face offers.

Training providers and universities also offer a range of part time and sometimes distance learning programmes for those who want to achieve larger qualifications.

For training grants in forestry look at the useful links section.

Scottish Enterprise also runs a Rural Leadership Programme aimed at business owners and managers. <https://findbusinesssupport.gov.scot/service/programmes/rural-leadership-programme#involves>

Farming Connect in Wales can support foresters in financial aspects of managing profitable woodlands including skills development and mentoring. <https://businesswales.gov.wales/farmingconnect/land/woodland> Focus on Forestry First can help with the costs of training and their Forestry Focused Future funding scheme concentrates on fostering knowledge transfer and innovation through skills & learning. <https://www.focusonforestryfirst.co.uk/>

**Trainee Machine Operator, Jack Marshall – Forestry and Land Scotland**

**Newton Stewart in the south district of Scotland.**

**“I’ve just been going through my apprenticeship, now I am consolidating my performance and hopefully will become a fully qualified machine operator.**

**I am a fully qualified operator but it’s just about improving my skills every single day. I’ve been to college to get other qualifications like mechanics how to carry out my job effectively knowing about all the legislation and all that kind of stuff. I can do quite a few repairs and maintenance, like checking my oil, checking all the general fluids on the machine making sure you carry out your daily checks around the machine to make sure it’s safe and fit for purpose. Safety is a big concern. I’m currently working on a John Deere forwarder.**

**I normally move between 100 and 200 tons a day. The Harvester cuts it down then I go into the wood and lift it up and take it to the roadside and put it into stacks. try to make the stacks as neat as possible for the lorry drivers. I’ve got tickets for the harvester and forwarder. I prefer the forwarder because I think I’m more suited to it, but you’re always doing different things. Sometimes you could be lifting timber, the next day you could be building bridges, making sure everything’s clean on the roadside and you’re making sure it’s presentable.”**



# Remember:

## Apprenticeships: Salaries, costs and equipment

### Paying an apprentice

Apprentices are effectively your employees. They are like any other employees in that they receive a wage, holidays, overtime and sick leave in line with employment law.

You decide what to pay your apprentice, so long as it is above the National Minimum Wage apprentice rates and, if they are higher, any specific industry minimum wages depending upon which UK region you are based in. The relevant websites are in the useful links section.

Many employers pay significantly more than the minimum as they recognise the value that the apprentice brings to their business. Consider local living costs, the impact of salary on retaining the apprentice and fair remuneration for the job they will be doing.

### Hours of work

As with all employees, this must be less than an average of 48 hours a week over a 17-week period, unless your region has any industry exemptions over the period. These can be averaged.

### Holidays

Apprentices are entitled to the same paid holidays as other employees.

### Sick pay

In England and Wales they should have Statutory Sick Pay and similar working conditions in line with regulations for other employees. In Scotland 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 to learn

Apprentices should be given paid time off the job to study or attend training for example at college. In England this needs to be recorded and should be 20% of their time.

### Equipment

You must provide the apprentice with 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.



# Useful contacts

## and links

### Apprenticeships – England

Apprentices should have statutory sick pay and similar working conditions in line with regulations for other employees. They are entitled to the same workplace perks and benefits, rest breaks, holidays and sick pay as other full time employees.

**Gov.UK** - Recruit an Apprentice service

<https://www.gov.uk/government/collections/apprenticeship-vacancies>

**Institute for Apprenticeships and Technical Education** - Search The Apprenticeships

<https://www.instituteforapprenticeships.org/apprenticeship-standards>

**Gov.UK** - Find apprenticeship training

<https://findapprenticeshiptraining.apprenticeships.education.gov.uk/>

**Gov.UK** - Employ an apprentice

<https://www.gov.uk/employing-an-apprentice>

**Apprenticeships** - Hire an Apprentice

<https://www.apprenticeships.gov.uk/employers>

**Gov.UK** - Employing an apprentice : pay and conditions

<https://www.gov.uk/employing-an-apprentice/pay-and-conditions-for-apprentices>

**Gov.UK** - Supporting Young apprentices : guidance for employers (including mentoring)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/800061/Supporting\\_young\\_apprentices.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800061/Supporting_young_apprentices.pdf)

### Apprenticeships – Scotland

**Apprenticeships.scot** - Apprenticeship advertising service

<https://help.apprenticeships.scot/hc/en-gb/sections/360001457794-Advertising-for-a-Modern-Apprentice>

**Skills Development Scotland** - Modern Apprenticeship Frameworks

<https://www.skillsdevelopmentscotland.co.uk/what-we-do/apprenticeships/modern-apprenticeships/modern-apprenticeship-frameworks/>

**Apprenticeships.scot** - Search learning providers

<https://www.apprenticeships.scot/for-employers/find-a-learning-provider/>



## Apprenticeships – Wales

**Welsh Government** - Apprenticeship Vacancy Service

<https://gov.wales/recruit-apprentice-guidance-employers/how>

**Careers Wales** - Careers Wales Apprenticeship Search

<https://careerswales.gov.wales/apprenticeship-search>

**Welsh Government** - Apprenticeship training providers

<https://gov.wales/apprenticeship-training-providers>

**Business Wales** - Employer Toolkit

<https://businesswales.gov.wales/skillsgateway/sites/skillsgateway/files/documents/Genius%20Decision%20Employer%20Toolkit%20ENGLISH.pdf>

**Business Wales** - Apprenticeships main source

<https://businesswales.gov.wales/skillsgateway/skills-and-training-programmes/apprenticeships/employing-apprentice>

**Business Wales** - Employing an apprentice

<https://businesswales.gov.wales/skillsgateway/skills-and-training-programmes/apprenticeships/employing-apprentice#:~:text=Employers%20must%20provide%20a%20contract%20of%20employment%20of,for%20their%20time%20in%20the%20workplace%20and%20studying.>

## Discrimination and employment regulation

**Gov.UK** - Employers: preventing discrimination

<https://www.gov.uk/employer-preventing-discrimination/discrimination-during-employment>

**Gov.UK** - Equality Act 2010: guidance

<https://www.gov.uk/guidance/equality-act-2010-guidance>

**Equally Ours** - Range of resources on being inclusive

<https://www.equallyours.org.uk/>

**Gov.UK** - Guidance on the Rehabilitation of Offenders Act 1974

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>

**Gov.UK** - National Minimum Wage and National Living wage rates

<https://www.gov.uk/national-minimum-wage-rates>

**HSE** - The Working Time Regulations

<https://www.hse.gov.uk/contact/faqs/workingtimedirective.htm>

**Gov.UK** - Maximum weekly working hours

<https://www.gov.uk/maximum-weekly-working-hours>

**Gov.UK** - Holiday entitlement

<https://www.gov.uk/holiday-entitlement-rights/holiday-pay-the-basics>

**Gov.UK** - Statutory Sick Pay (SSP)

<https://www.gov.uk/statutory-sick-pay>

## Work Placements and young people at work

**HSE** - Young people at work: Placement providers

<https://www.hse.gov.uk/youngpeople/workexperience/placeprovide.htm>

**HSE** - Young people and Work Experience

<https://www.hse.gov.uk/pubns/indg364.htm>

**HSE** - Young people at work

<https://www.hse.gov.uk/youngpeople/index.htm>

**ROSPA** - Work placements and employing young people

<https://www.rospace.com/occupational-safety/advice/young-workers/employer-advice>

**Gov.UK** - Employer guides to work experience

<https://www.gov.uk/government/collections/employer-guides-to-work-experience>

### England

**National Careers Service** - Ways to get work experience

<https://nationalcareers.service.gov.uk/careers-advice/types-of-work-experience>

**Jobcentre Plus** - Guidance Work Experience: employer guide

<https://www.gov.uk/government/publications/employers-could-you-offer-work-experience/work-experience-employer-guide>

**Jobcentre Plus** - Working together with employers

<https://www.gov.uk/government/publications/how-jobcentre-plus-can-help-employers/jobcentre-plus-working-together-with-employers>

### Scotland

**Developing the Young Workforce** - Welcome to DYW Scotland

<https://www.dyw.scot/employers.html>

## Training Grants

**Institute of Chartered Foresters** - Education & Scientific Trust

<https://www.charteredforesters.org/what-we-do/educational-scientific-trust>

**Confor** - Forest Industries Education & Provident Fund

<https://www.confor.org.uk/resources/forest-industries-education-provident-fund/>

**Royal Forestry Society** - Student Bursaries

<https://rfs.org.uk/learning/colleges-and-universities/student-bursaries/>



## Further Training

**Royal Forestry Society** - What types of courses could I do?

<https://rfs.org.uk/learning/colleges-and-universities/careers/what-types-of-courses-could-i-do/>

---

**Forestry Commission** - Forestry Commission Digital Learning portal

<https://www.forestrylearning.org.uk/>

---

**ICF** - Education and Careers

<https://www.charteredforesters.org/what-we-do/education-careers>

---

**Confor** - Events

<https://members.confor.org.uk/Events>

---

**Royal Forestry Society** - Professional Development

<https://rfs.org.uk/learning/professionaldevelopment/>

---

**Lantra** - Awarding Organisation

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

---

**City & Guilds** - Awarding Organisation

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

---

**Landex** - Landbased College Network

<http://www.landex.org.uk/>

---

### England

**HM Government Plan for Jobs** - Find training and employment schemes for your business

<https://find-employer-schemes.education.gov.uk/>

---

### Scotland

**Scottish Enterprise** - Rural Leadership Programme

<https://findbusinesssupport.gov.scot/service/programmes/rural-leadership-programme>

---

**Skills Development Scotland** - Skills Development Scotland Employer helpline

0800 7836000

---

### Wales

**Business Wales** - Farming Connect: Woodland

<https://businesswales.gov.wales/farmingconnect/land/woodland>

---

**Welsh skills Gateway for Business** - Recruit and Train

<https://businesswales.gov.wales/skillsgateway/>



# Employers' Checklist:

Work placements, internships volunteering and woodland visits

## □ Get an agreement in place

Before the work experience, internship or volunteering starts, all parties 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 Protecting Vulnerable Groups (PVG) checked (Scotland) or Disclosure and Barring Service (DBS) checked (England and Wales), but it is always good to ask with the organiser of the work experience, internship or volunteering.

## □ 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 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.

"I can say hosting young people, whether for work experience, as an intern, as a volunteer, or on a visit from a school or community group, is an excellent way to involve the next generation in the sector, educate young people about forestry, promote the exciting job opportunities in the industry and raise the profile of your business in the community."





# 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 Research the apprenticeship options available to you in your location and decide which is most suitable for the role you are considering (see **Useful Contacts and Links** section on page 28).
- 3 Contact training providers to discuss their apprenticeship offer and how it might suit your needs (see **Useful Contacts and Links** section on page 28).
- 4 Check if any funding is available from your local training provider to support the training (**Useful Contacts and Links** section on page 28).
- 5 Write a job description to set out your expectations of the apprentice's role.
- 6 Check you are meeting all relevant laws and guidance relating to insurance, health and safety, and equality and diversity (see page 22-24).
- 7 Write a contract of employment (see page 21).
- 8 Identify a mentor for the apprentice (see page ??).
- 9 Recruit an apprentice or enrol an existing employee on an apprenticeship (see page ??).
- 10 Agree the training programme with the training provider and apprentice (see page ??).
- 11 Introduce the apprentice to your business through a formal induction (see page ??).
- 12 Assess the risks in the workplace, ensure any necessary controls are put in place, explain them to your apprentice and brief them on emergency and accident-reporting procedures. (see page??).
- 13 Make sure the apprentice is mentored throughout the programme (see page ??).
- 14 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.**



**get stuck in!**

# Types of apprenticeships

Main stages of education/employment	Framework for higher education qualifications in England, Wales and Northern Ireland www.qaa.ac.uk	Qualifications and Credit Framework/ National Qualifications Framework for England and Northern Ireland www.ofqual.gov.uk www.ccea.org.uk
Qualifications can be taken at any age in order to continue or return to education or training	LEVEL	LEVEL
Professional or postgraduate education, research or employment	8 Doctoral Degrees	8 Vocational Qualifications Level 8
	7 Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE), Postgraduate Certificates	7 Vocational Qualifications Level 7
	6 Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas, Graduate Certificates	6 Vocational Qualifications Level 6
	5 Foundation Degrees, Diplomas of Higher Education (DipHE), Higher National Diplomas (HND)	5 Vocational Qualifications Level 5, Higher National Diplomas (HND)
	4 Higher National Certificates (HNC), Certificates of Higher Education (CertHE)	4 Vocational Qualifications Level 4, Higher National Certificates (HNC)
Higher education Advanced skills training		
Entry to professional graduate employment		
Specialised education and training		
Qualified/Skilled worker Entry to higher education Completion of secondary education	3 Access to HE Diploma*	3 Vocational Qualifications Level 3, GCE AS and A Level, Advanced Diplomas (England)
Progression to skilled employment. Continuation of secondary education.	<p>*The Access to HE Diploma is regulated by QAA but is not part of the FHEQ</p> <p>The table gives an indication of how you can compare qualifications across national boundaries. Examples of major qualifications at each level are provided. For more detail of the qualifications that are current at the time of publication in each country, you will need to consult the website given at the head of each column.</p> <p>This leaflet is designed to give some information to help you begin this process, for example, by telling you what your qualification, or qualifications you are interested in studying, are broadly comparable to in other countries.</p>	2 Vocational Qualifications Level 2, GCSEs at grade A*–C, ESOL skills for life, Higher Diplomas (England), functional skills Level 2 (England) (English, mathematics & ICT), Essential Skills Qualifications (NI)
Secondary education. Initial entry into employment or further education		1 Vocational Qualifications Level 1, GCSEs at grade D–G, ESOL skills for life, Foundation Diplomas (England), functional skills Level 1 (England) (English, mathematics & ICT), Essential Skills Qualifications (NI)
		Entry Level Entry Level Certificates (sub levels 1–3), ESOL skills for life, functional skills Entry Level (England) (English, mathematics & ICT), Essential Skills Qualifications (NI)
<p><b>Qualifications can cross boundaries</b> – a guide to comparing qualifications in the UK and Ireland, September 2014</p>		





Credit and Qualifications Framework for Wales www.cqfw.net		National Framework of Qualifications for Ireland www.qqi.ie		Scottish Credit and Qualifications Framework www.scqf.org.uk	
LEVEL		LEVEL		LEVEL	
8	Doctoral Degrees	10	Doctoral Degree, Higher Doctorate	12	Doctoral Degrees, Professional Apprenticeship, Professional Development Award (PDA), Award
7	Master's Degrees, Integrated Master's Degrees, Postgraduate Diplomas, Postgraduate Certificate in Education (PGCE), Postgraduate Certificates	9	Master's Degree, Postgraduate Diploma	11	Master's Degrees, Integrated Master's Degrees, Professional Apprenticeship, SVQ 5, PDA, Postgraduate Diplomas, Postgraduate Certificates, Award
6	Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas, Graduate Certificates	8	Honours Bachelor Degree, Higher Diploma	10	Bachelor's Degrees with Honours, Professional Apprenticeship, PDA, Graduate Diplomas, Graduate Certificates, Award
5	Foundation Degrees, Diplomas of Higher Education (DipHE), Higher National Diplomas (HND)	7	Ordinary Bachelor Degree	9	Bachelor's/Ordinary Degrees, Technical Apprenticeship, PDA, SVQ 4, Graduate Diplomas, Graduate Certificates, Award
4	Higher National Certificates (HNC), Certificates of Higher Education (CertHE), Essential Skills Wales (ESW), Wider Key Skills (WKS)	6	Advanced Certificate, Higher Certificate	8	Higher National Diploma (HND), Diplomas of Higher Education (DipHE), Technical Apprenticeship, PDA, SVQ 4, Award
3	ESW, WKS, Vocational Qualifications Level 3, GCE AS and A Level, Welsh Baccalaureate Qualification Advanced	5	Level 5 Certificate, Leaving Certificate	7	Higher National Certificate (HNC), Modern Apprenticeship, PDA, SVQ 3, Certificates of Higher Education (CertHE), Scottish Baccalaureate, Advanced Higher, Award
2	Vocational Qualifications Level 2, Welsh Baccalaureate Qualification Intermediate, GCSEs grade A*–C, ESW, WKS	4	Level 4 Certificate, Leaving Certificate	6	Higher, Modern Apprenticeship, SVQ 3, PDA, National Progression Award (NPA), National Certificate, Award
1	ESW, WKS, Vocational Qualifications Level 1, GCSEs at grade D–G, Welsh Baccalaureate Qualification Foundation	3	Level 3 Certificate, Junior Certificate	5	National 5, Intermediate 2, Modern Apprenticeship, SVQ 2, NPA, National Certificate, Award
Entry Level	Entry Level Qualifications, ESW	2	Level 2 Certificate	4	National 4, Intermediate 1, SVQ 1, NPA, National Certificate, Award
		1	Level 1 Certificate	3	National 3, Access 3, NPA, National Certificate, Award
				2	National 2, Access 2, NPA, National Certificate, Award
				1	National 1, Access 1, Award

# England

English apprenticeships do not always contain qualifications. They are considered equivalent to a qualification with regulated end testing and strong quality assurance in place. They are tested at the end in a series of 'end point assessments', sometimes compared to a driving test, designed to make sure that they can put the skills together to do the job.

English apprenticeships cannot be tailored, by picking units, to suit a specific organisation's needs. They may have more than one option, but all the content within each choice will be mandatory and 'one size fits all'.

Apprentices must be paid to spend 20% of their time learning off the job. This might be off site (for example at college), online or, if in the work place not while carrying out their work tasks.

Forestry has two dedicated apprenticeships. There are a number of other apprenticeships that might be useful for forestry businesses

## Forest Craftsperson at Level 3

This takes the average learner two years to complete. The apprentice will carry out practical forestry operations, including felling trees. They will learn about basic silviculture, forestry operations and the relationship between commercial, environmental and social forestry. They specialise in either forest establishment and maintenance, or harvesting.

## Professional Forester (RQF level 6)

This takes the average learner three years and includes completion of a degree in forest management with the opportunity to gain Chartered Status with the Institute of Chartered Foresters. This programme covers all aspects of sustainable forest management from woodland creation to harvesting. The apprentice learns about collection and analysis of forestry data, production of woodland management or creation plans, and management of forest operations.

## Team leader or supervisor (RQF Level 3)

This one-year apprenticeship gives the learner skills to manage projects and take on first line management responsibilities. It is useful for taking someone with good technical skills and developing them into supervisory positions.

## Countryside Ranger (RQF Level 4)

This 26-month apprenticeship might suit some social forestry roles incorporating management, maintenance, conservation and protection of the natural environment with strong educational and interpretation elements.

## Crop Technician (RQF Level 3)

This two-year apprenticeship is designed for a plant production environment, including arable and production horticulture. It is also potentially suitable for those specialising in tree production in a nursery environment.

# Scotland

The most common apprenticeship type in Scotland 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, making it flexible to meet the needs of your particular organisation. 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

There are SCQF level 5 (average 12 month duration) and 6 (average 18 month duration) Modern Apprenticeships in Trees and Timber that have forestry skills, for example tree felling or planting. The unit choices can be tailored to establishment and maintenance, harvesting or social forestry specialisms.

For tree nursery production, the Modern Apprenticeship in Horticulture (available at SCQF levels 5 and 6 using the plant production pathway) might be more appropriate.



## 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.

### 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.

## Wales

A Welsh apprenticeship can be tailored to specific roles, making it flexible to meet the needs of your particular organisation. The apprentice gains knowledge and skills through a mix of practical work and learning in the classroom.

Apprenticeships involve:

- A competence-based qualification
- A knowledge based technical qualification
- Core skills such as communication and problem solving
- Extra training (enhancements) such as first aid, pesticide spraying, chainsaw safety and forklift driving

There are QCFW Level 2 (between 18 months and two years duration) and 3 (between 18 months and two years duration) apprenticeships in Trees and Timber that have forestry skills, for example tree felling or planting. The unit choices can be tailored to establishment and maintenance, harvesting or social forestry specialisms.

For tree nursery production, the Apprenticeship Framework in Horticulture (using the plant production pathway) might be more appropriate. This is available at QCFW levels 2, 3 and 4.

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



# Contact:

**Dr Rob Hawkins**

**Education and Outreach**

Institute of Chartered Foresters

Brunswick Court, Brunswick Square, Bristol, BS2 8PE

E: [Rob.Hawkins@charteredforesters.org](mailto:Rob.Hawkins@charteredforesters.org)

t: 0117 916 6427

w: [www.charteredforesters.org](http://www.charteredforesters.org)

This toolkit has been developed by the Institute of Chartered Foresters on behalf of the Forestry Skills Forum and funded by the Forestry Commission. It is based on a previously published Lantra Scotland toolkit, which was supported by funding from Skills Development Scotland and the Scottish Government.

## FROM LITTLE ACORNS...

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

