

# Quality Assurance

## National Thematic Report

### 2023-24

#### Employer Engagement

A report on the quality of *Employer Engagement* within Modern Apprenticeships

## Contents

1. Executive Summary .....	3
Background .....	3
Methodology .....	3
Conclusions .....	4
2. Design, Planning and Delivery .....	5
How well do providers onboard employers and secure commitment to designing, planning, and delivering Modern Apprenticeships? .....	5
3. Quality Assurance and Employer Satisfaction .....	8
How well do providers quality assure employer involvement and how satisfied are employers? .....	8
4. Effective Practice Summary .....	10
5. Recommendations .....	10
6. Effective Practice Exemplars .....	12
Competence Matters Ltd .....	12
East Kilbride & District Engineering Group Training Association Limited (EKGTA) .....	13
Elite Training and Consultancy (Scotland) Ltd .....	13
LAGTA Group Training Limited .....	14
Museums Galleries Scotland .....	15
Print Scotland .....	15
SNIPEF Training Services Ltd .....	16
Xtra-Mile.com Limited .....	16
Appendix 1 – Provider Sample .....	18
Appendix 2 – List of Employer Sectors .....	19

# 1. Executive Summary

## Background

SDS undertake thematic quality reviews which are short reviews focussed on a specific topic in relation to Modern Apprenticeships.

The key aims of this review, focused on Employer Engagement, were to find out:

- What are the common characteristics of involved employers;
- The added value (both actual and perceived) by employers of their own involvement in choosing, planning, developing, and delivering Modern Apprenticeships as part of their business strategy;
- How well our Modern Apprenticeship contracted learning providers secure and sustain active participation from employers in the design, planning and delivery of learning and assessment for their apprentices; and
- what is the capacity and capability of our current learning provider base and the employers they work with to be ready to meet the future needs for Scottish apprenticeship quality delivery?

The key objectives of the review were to assess:

- The extent to which employers are involved in choosing, developing, planning, and delivering MA programmes;
- The types and quality of support employers give to apprentices including input to learning and assessment; consideration of support needs for different equality groups, learning support, support for health and wellbeing; and
- The perceived (by themselves) added value of employer involvement in delivering MA programmes (versus leaving it all to learning provider) and any link to their motivation for offering MAs.

23 providers were included in the review activity and a list is included in Appendix 1.

## Methodology

The review activity was carried out by a team of five SDS Quality Assessors and 18 Skills Investment Advisers. The approach was one of interviewing a range of staff from employers and learning providers.

The findings of each of the reviews have been brought together in this national report which is designed to inform relevant stakeholders about the quality of employer engagement and input into the design, planning and delivery of Modern Apprenticeships in Scotland. The report should assist learning providers in

developing quality improvement and enhancement activities and includes examples of effective practice identified during the review. In total, the review team interviewed:

- 207 employer staff; and
- 82 learning provider staff

The report uses the following terms to describe numbers and proportions in relation to our sampling<sup>1</sup>:

almost all	over 90%
most	75 – 90%
majority	51 – 74%
half	50%
less than half	15 – 49%
few	up to 15%

## Conclusions

The review confirms that active employer engagement within the design, planning and delivery, is a key strength of the Modern Apprenticeship programme in Scotland.

205 employers were interviewed, covering a wide range of sectors (listed in Appendix 2), which highlighted that:

- All are involved in planning and delivering training including participating in inductions, coaching and mentoring, developing technical skills, developing core and meta skills, contributing to progress reviews, and assessing competence;
- most are satisfied with the learning package established by the provider;
- almost all report a positive working relationship with their provider;
- most have the opportunity to provide feedback on the provider’s delivery; and
- most confirmed their views are listened to, and acted upon, by the provider network.

Employers did report some challenges in engaging effectively with the programme such as staffing issues making it difficult to release apprentices for training; managing delays to training; sector instability; gathering evidence for units; and general communication with their provider.

The main considerations for employers when selecting a learning provider to work with are the reputation of the provider, and their ability to understand their business and skills needs. Only 2% of employers choose a provider because of their geographical location.

All learning providers are effective at securing and sustaining active participation from employers by explaining the business benefits; agreeing at the outset the distinct roles and responsibilities of each party; developing formal written

<sup>1</sup> These proportions follow custom and practice utilised by recognised vocational education quality models

agreements; and offering flexible training pathways to suit individual apprentice and employer needs.

Most providers have sound approaches in place to build capacity within their employer base, ensuring that workplace mentors are sufficiently coached, to allow them to effectively support their apprentices. This is achieved in a variety of ways such as development of mentor guides and handbooks, networking events and webinars.

In conclusion, employers highly value the MA programme as a means to address new and replacement skills needs; upskill existing staff and support effective succession planning, and the provider network is highly effective at facilitating a flexible Modern Apprenticeship offering to meet the needs of employers. Combined, the provider and employer network demonstrate a strong capacity to meet the future needs of Scottish Apprenticeship delivery.

The remainder of the report contains detailed findings; examples of effective practice; and a number of recommendations.

## 2. Design, Planning and Delivery

How well do providers onboard employers and secure commitment to designing, planning, and delivering Modern Apprenticeships?

### Employer feedback

#### Learning Package

The influence on the choice of qualification and learning package is something that varies between employers. 39% of employers stated they have some influence, a further 34% indicated they have a large influence, while 27% of employers reported having no influence. There is a correlation between the size of employer and the degree of influence they have on the learning package, with a significantly bigger proportion of large employers reporting a greater influence than micro employers:



Overall, **82% of employers indicated they are satisfied with their current level of influence** in the choice of qualification and learning package.

#### Planning and managing training

The majority of employers interviewed are involved in planning and delivering training. This ranges from being substantially involved in various aspects, to completely involved in all aspects. Employers are involved in a wide range of

activities including induction; coaching and mentoring; health and safety; wellbeing; making adjustments to take account of individual support needs; providing learning opportunities to develop technical skills; developing core and meta skills; participating in progress reviews; assessing competence; and offering support for career progression.

The majority of employers interviewed were satisfied with their current levels of involvement in planning and delivering training, and less than half expressed a need to be more involved.

For employers satisfied with their involvement at present, most thought that the current system works well the way it is, and they value the providers' knowledge and external involvement. Employers felt they would not be able to take on a greater role due to their existing workload and are happy for learning providers to take a leading role. Moreover, most employers also are happy with their individual learning provider and value the existing and clear expectations that exist.

For employers who did wish to get involved more, they felt they have a day-to-day knowledge of apprentices in the workplace, and different ideas or knowledge. Some employers would like to support apprentices more or would like to influence changes.

## Provider findings

### Communicating benefits and impact of employer involvement

**All providers** explain to employers the business benefits and impact of their active involvement in planning, delivery, and resourcing of their apprenticeship to ensure a positive learning experience for apprentices. This tends to be through proactive engagement by providers to highlight benefits such as upskilling, attracting new talent, and more efficient staff. Providers understand that this helps ensure buy in from employers and influences the planning and resourcing dedicated to the programme. By being involved, this gives employers the chance to choose units which best meet their business needs and allows them to take ownership of the apprenticeship.

### Reaching agreements about respective roles

**Almost all providers** reach agreements with employer(s) about the respective roles in the apprentices' learner journey. Providers utilise meetings, inductions, and formal written agreements to ensure key roles and responsibilities are clear. Where forms are used, these are signed by employers to confirm their understanding of arrangements. Ongoing consultation was also observed within a few providers. For example, one conducts a survey to capture employers' feedback on their level of

engagement and involvement with the programme and uses this to inform their continuous improvement processes.

**However**, a few providers have insufficient approaches to agreeing roles and responsibilities with employers. For one provider, not all employers sign the formal document created by the provider which details the roles and responsibilities of all parties. For another provider, employer staff are not invited to the induction or provided any supporting information to help them to understand their roles and responsibilities in the apprentices' learning journey.

### **Approaches to diverse recruitment**

**A majority of providers** secure senior / strategic commitment from employers and have strategic approaches to recruit diversely to the MA programme. The benefits of diverse recruitment are discussed regularly with employers, with a focus around considering recruitment and advice on how best to approach this. A mixture of approaches is used by providers to engage with employers and promote diverse recruitment, for example, reviewing equality data and recognising the need to focus on the gender split within specific frameworks. Examples also included providers producing case studies, videos, and podcasts to promote their industry and encourage recruitment from more diverse backgrounds. For one provider who identifies opportunities to collaborate with employers this included a joint event delivered to local schools.

**However**, less than half of providers do not sufficiently engage with employers in relation to diverse recruitment. Some providers do not engage their employer base or have a formalised approach to discuss and encourage diverse recruitment. Moreover, a couple of providers do not use inclusive recruitment techniques when advertising apprenticeships or have no discussion with employer on the value or use of diverse recruitment materials offered by provider.

### **Addressing business needs and utilising appropriate frameworks**

**Most providers** have sufficient approaches for communicating with employers and agreeing how delivery can be shaped and tailored to meet the needs of employers and ensure the apprentice is placed on the appropriate framework. This includes utilising industry knowledge and taking the time to understand employer business needs. Providers ensure meaningful conversations are held, including face to face visits within employer premises, about how delivery can be shaped to meet employer needs. For example, one provider promotes a "one size fits no one" approach, focussing on flexibility and tailoring of services and training to ensure employer needs are met and apprentice learning goals are understood and are achievable.

**However**, a few providers do not sufficiently ensure that the offer meets employer needs. For one provider, there is some disruption to employer business due to apprentices attending college at the same time – despite provider efforts to avoid this. For another provider, employers have a lack of understanding of the apprenticeship qualification. For one provider, employer staff (i.e., managers / mentors) do not have any active involvement in choosing the right qualification and units to meet their business needs.

### 3. Quality Assurance and Employer Satisfaction

How well do providers quality assure employer involvement and how satisfied are employers?

#### Employer feedback

Employers were asked a range of satisfaction questions relating to their relationship with their learning provider, with almost all confirming they have a positive working relationship.

Most employers confirmed they have an opportunity to provide feedback on the quality of support from the learning provider, and the majority confirmed their views are listened to, and acted on, by their learning provider.

Employers identified a range of additional challenges in delivering the apprenticeship programme:

- staffing issues which can make it difficult to allow the apprentice time away from their day job to complete their work for the qualification. This was present in a range of sectors, particularly Accommodation and Food Service activities;
- for small employers it can be difficult to find the time managing some of the apprenticeship requirements or providing the timetabling / space for the apprentice;
- some employers found it a challenge maintaining enthusiasm of apprentices in between assessment visits;
- a few employers highlighted delays to training when the provider had no spaces; and
- general sector instability (e.g., in automotive there can be resource shortages, economic instability, products changing).



## Provider findings

### Capacity and capability building of workplace staff / trainers

**Most providers** have approaches to build the capacity and capability of workplace staff/trainers to deliver their role operationally. This tends to include being involved in the initial assessment and induction processes for apprentices, where mentor roles are made clear during these phases. Other approaches observed included formalised training for mentors and a 'mentor in the workplace' document which provides an overview of what is required to support apprentices.

**However**, less than half of providers have limited approaches to capacity and capability building. For some, there are limited resources and support to build the capabilities of employer mentors. For one provider, while information is given at the initial stages of the MA, there is not an ongoing resource to formalise information given and ensure consistency. In the case of one provider, employer staff are not invited to the induction or provided any supporting information to help them to understand their roles and responsibilities in the apprentices' learning journey.

### Strategic communication to inform the continuous improvement

**Most providers** engage employers in strategic communication to inform the continuous improvement of the apprenticeship. Feedback is typically gathered through surveys and is used to identify areas for improvement. Examples of effective use of feedback was observed including sharing results and any subsequent changes with employers.

**However**, for less than half of providers, approaches to gathering employer feedback are insufficient. Some providers do not have a structured approach to gather feedback from their employers, and in other examples, while an approach to gathering feedback may be in place, this is limited in scope or does not allow for the identification of trends in satisfaction data. For one provider, employer views were gathered, but employers did not know how their feedback might be used to inform improvements.

### Quality Assurance of sub-contracted provision

**All providers** who sub-contract provision have appropriate methods in place to quality assure the standard of employer involvement. These include issuing surveys to gather feedback which is then used to inform improvement activities. Positive relationships are established through strong collaboration, and this ensures the employer voice is integral to the design of the programme and the continuous improvement of delivery.

## 4. Effective Practice Summary

**The following effective provider practice was highlighted during the review:**

- Use of e-portfolio and online systems to provide employers with 24/7 access to training records; assessor feedback; and upcoming activities, which facilitates provider and employer collaboration, and effective communication.
- Development of employer “communities” and formal employer engagement workshops, seminars, networking events and webinars which ensure employers are integral to design and delivery of the MA programme.
- A wide range of approaches to gather employer feedback through surveys, meetings, and workshops which inform provider’s continuous improvement activities.
- Activities to build capacity and develop workplace mentors so they can effectively support apprentices in the workplace and understand their roles and responsibilities in relation to delivery of the programme.

Further detail on the effective practice exemplars is provided on pages 12 – 17.

## 5. Recommendations

**All learning providers should ensure that employers are involved in the design, delivery and planning of apprenticeships, and have the opportunity to provide feedback on the quality of service offered to inform improvements to delivery of the MA programme.**

This should include:

- ensuring the MA is meeting a demonstrable business need of the employer;
- offering employers the opportunity to select the correct pathway, optional units, and enhancements to meet their bespoke requirements;
- being flexible and offering day / block / twilight off-the job-learning opportunities where appropriate and practical;
- encouraging employers to recruit from a broad and diverse range of applicants OR where new apprentices are already employees, encourage and influence employers to consider diversity within their existing workforce when placing prospective apprentices on the MA programme;
- ensuring employers contribute to key activities such as induction; learning and assessment planning; and apprentice progress reviews;
- supporting workplace mentors to ensure they can be valuable in their role and support the apprentice effectively; and
- having appropriate mechanisms in place to gather feedback from employers.

**Employers should continue to:**

- ensure diversity is embedded in recruitment practices;
- plan the apprentice's learning programme to ensure it meets individual business needs;
- contribute to the provider's induction process and set clear expectations for apprentices on standards and behaviour;
- ensure their staff are equipped to mentor / coach the apprentice;
- actively contribute to apprentice progress review discussions; and
- give constructive feedback to the provider to support quality and continuous improvement of apprenticeship delivery.

**SDS will:**

- continue to support providers to develop and enhance their employer engagement approaches by sharing effective practice and offering CPD, including the findings of this report;
- share these findings with Education Scotland to inform future quality assurance review arrangements;
- share this report with Scottish Government to inform policy development in relation to the future apprenticeship delivery; and
- utilise the findings of this report to benchmark future practice of providers in relation to employer engagement approaches.

## 6. Effective Practice Exemplars

### Competence Matters Ltd

Competence Matters aim to provide a 'one-stop-shop' training offering for employers within the construction sector. Account Managers support employers to conduct Training Needs Analysis (at organisational / individual level) which contributes to the formulation of annual training plans. This is facilitated through the provider's online Learning Portal, their unique selling point. In a highly regulated sector where employers require to prioritise health and safety responsibilities, and the online platform addresses the key challenges of managing the skills and competencies for their staff, hosting relevant training and competence records and providing a means of tracking upcoming training, with inbuilt reminders. For apprenticeships, the Learning Portal serves as an e-portfolio and enables apprentices to access resources, upload evidence, gain assessor feedback and as a key collaboration tool with employers and internal verifiers. Based on stakeholder feedback, the provider continues to invest in and develop this resource for the digital age. Employer feedback recognises the utility of the platform to streamline and support their activities, all of which meets their needs.

In addition to traditional methods of gathering employer feedback, Competence Matters has recently deployed Employer Engagement Workshops. This enables the provider to understand the employer experience and implement strategic goals to support their stakeholders' skills planning. This is informed by Regional Skills Assessments and relevant demographic and labour market information and allows the provider to present the benefits of upskilling and having a broad and diverse workforce in the context of current and future industry demands. Such activities also enable the provider to challenge a culture which has primarily viewed apprenticeships as a means of attaining accreditation within the sector.

The provider has been proactive in taking positive action as part of Scottish Careers Week and Scottish Apprenticeship Week in recent times, profiling participation in schools /careers events on their social media channels. Whilst in the early stages, the Employer Engagement Workshops have enabled the provider to partner with employers who share the same values and looking to recruit new talent into the sector. Plans are already in place to jointly deliver a 'Women in Construction' event in a central belt High School, highlighting the variety of career paths available together with practical exercises and mock interviews which will be presented by a female site manager.

The provider has set specific equality and diversity objectives, focusing on the 16-19 year old age group and under-representation of ethnic groups within the same age

profile. In the current year, the provider has seen a four-fold increase in starts in this key target group.

### **East Kilbride & District Engineering Group Training Association Limited (EKGTA)**

Employers are brought into apprenticeships as a means of bringing in new talent to the engineering industry and are fully engaged from the outset. As an employer-led training association, the provider makes a conscious effort to understand the employer's business and their training requirements with programmes tailored to meet their needs. For new employers, the approach is one where EKGTA's key contact with specialist knowledge of their specific engineering discipline visits premises to gain an understanding of their business, products and services and there is encouragement for employers to tour the Training Centre to see what's on offer. This supports in-depth discussions around pathways/units with all confirming they were fully involved in selecting the right qualifications.

Employers are especially complimentary regarding the excellent resources and flexibilities/ tailoring in place which they feel differentiates EKGTA from its peers. Significant investment is made to ensure the delivery environment is future-proofed, all of which is done in consultation with its membership and industry specialists and comments such as "excellent facilities, I was very impressed". In terms of delivery models, the academic component can be delivered via 16-weeks block release or day release over two years and apprentices with the same employers have bespoke programmes which supports the development of skills which are delivered at a pace to suit the individual. Wraparound support delivered by provider and subcontractor staff ensures that apprentices are able to sustain on their programme and make progress. Early intervention is made to remove barriers, e.g., additional one-to-one tuition and there is provision of pastoral care which is especially relevant for apprentices requiring to reside away from home during training blocks.

Employers are well informed about their apprentice's progress off the job through attendance updates and regular reports. Seen as a provider of choice, long-standing and positive relationships are in place and repeat business is a feature.

### **Elite Training and Consultancy (Scotland) Ltd**

The provider has developed the Elite Leadership Community. This is a free resource where community members and associated employers' benefit from:

- Expert-led Seminars ~ Our industry experts host regular seminars on a range of leadership topics. These sessions are designed to provide actionable insights and practical strategies that can be applied in a leadership journey.

- Networking Events ~ Connect with other leaders in our community during our networking events. These are great opportunities to share experiences, learn from others, and build valuable relationships
- Webinars ~ A series of regular webinars on various leadership topics. These online events allow participants to learn and engage with our community, no matter where they are based.

The provider has a successful programme of staff shadowing each other to ensure that all parties who have contact with employers fully understand the roles and responsibilities of colleagues and how all roles in the organisation fit together to seamlessly support employer needs and collaboratively deliver the MA programme. This ensures that both strategic and operational roles have a clear understanding of the end to end process for delivering the MA programme and how their role fits into the "bigger picture".

### **LAGTA Group Training Limited**

Lagta offers a recruitment service which around half of their employer base utilise. The provider is fully aware of their obligations regarding equality and ensures that advertising meets all legal requirements. Vacancies have no minimum qualification requirements, are posted on App.scot and Indeed and its social media platforms which profiles to pupils participating in their schools programmes - a number of young people have transitioned into full-time employment from these pathways. The Business Development Manager sifts C.V.s against individual employer criteria which progresses onto an informal screening interview and aptitude testing with all applicants to establish motivation and capability as well as provide advice and guidance even when the individual will not progress. This enables a short list of applicants to be put forward for the employer's consideration. Such support is appreciated by large and small employers alike who value the provider's deep knowledge and understanding of their requirements - in particular, for micro and small businesses, this service gives them access to expertise, removing an admin burden and saving costs when looking to recruit new talent.

Employers are highly appreciative of the off-the-job learning environment with access to the latest technology which supports their apprentices to gain relevant knowledge, skills and behaviours. The custom-built centre has a wide range of specialist technical workshops equipped with state-of-the-art equipment and tools and attached classrooms which accommodate different specialisms/ dealership requirements (some of these having been donated by employers for the benefit of their apprentices). Together with high levels of pastoral support available, employers highly value Lagta's approaches and recognise their apprentices are gaining in confidence, benefitting from opportunities to network with their peers and return to the workplace energised and keen to progress with their qualification.

Positive feedback and comments from employers include “good practical learning”; “training builds softer skills working in teams”; and “it’s good that all learners are able to work on the latest branded cars”.

### **Museums Galleries Scotland**

As the national development body for Scotland's museums and galleries, the provider has a 7 year strategy document (2023 - 2030) which shapes their approach to operational delivery. Diversity and Fair Work are two of ten priority areas within the strategy with Workforce being one of three interlinking strategy strands. Full details of the provider's approach to promoting diversity is published on their website, along with a helpful video demonstrating how the strategy strands interlink.

Outcome goals and actions to reach these are published on the website and employers are encouraged to access these resources to support them to understand the benefits to their organisation and to the sector. This supports the provider to gain strategic commitment from employers to recruiting diversely.

As part of the provider's strategy to promote diversity in the workplace and build the capacity of employers, the provider delivers Lunch and Learn sessions and one to one surgeries for employers. These sessions cover specific topics such as Fair Work elements, recruitment practices and leadership. Case studies are available on the provider website highlighting success stories of individual employers in relation to Diversity and Fair Work priorities of their strategy.

### **Print Scotland**

The provider has introduced a Mentor Programme where employer staff are invited to become mentors to new apprentices. Training sessions are delivered to build knowledge and confidence both in the theory of what a mentor is; the responsibilities of the role; how it contributes to the MA programme; and how to be an effective mentor.

As well as having a positive impact on the learning journey of apprentices, the mentor programme provides opportunities for employer staff to develop as individuals and make a positive impact not just to the MA programme but to their employer and the wider print industry.

The Mentor Programme has been running now 6 - 9 months and will be evaluated at a future date to gather feedback on its impact.



To further encourage good practice in their employer network, Print Scotland have introduced a Mentor of the Year award to recognise the positive contribution that mentors in the workplace make to apprentices training.

### **SNIPEF Training Services Ltd**

SNIPEF has an Equality, Equity, Diversity & Inclusion Action Plan, which demonstrates their approaches to influencing engagement and supporting participation and achievement for under-represented apprentices. It includes trends over a five-year period, targets and benchmarks, which allows them to track improvement and compare performance. SNIPEF have a dedicated resource to monitor performance and drive improvement in this area.

This includes approaches associated with engagement with employability events at schools and career fairs; promoting diverse workforce within employer marketing materials; and collaboration with employers at industry events, such as the Construction & Built Environment. Employers can also opt for a blind CV via their portal, which promotes unbiased assessment of the individual ahead of the interview selection stage.

This demonstrates the provider's strategic commitment to addressing the challenges for under-represented groups in their SDS provision. It is clear that equality outcomes are at the forefront of their service.

### **Xtra-Mile.com Limited**

Xtra-Mile has effective approaches in place to shape and tailor their offer to meet the current and evolving needs of their employers. This begins immediately at the initial engagement with new clients, where they gain an understanding of the scale of the business and how workplace requirements for candidates can be matched to MA programmes and pathways. Routine conversations take place at a strategic level to review and refine programme(s) to better meet the needs of the employer. For example, linking into learning and development planning for the Balmoral Hotel, the provider meets with the HR Director annually to ensure MA provision remains aligned to the employer's objectives. Another example is the engagement with Starbucks, where monthly calls with nationwide management in London are in place, as well as district meetings in Edinburgh and Glasgow, creating a space to contribute towards future workforce planning and understand their evolving needs. Whether there are formal or informal arrangements in place, Xtra-Mile collaborates closely with all employers to tailor provision and plan workforce development.

Xtra-Mile's Junior Hotelier Programme is an excellent example of this. This programme is a joint venture between the employer and the provider, where the apprentice receives the added benefits of achieving additional qualifications



besides their primary MA. This additional activity, funded and supported by the employers (currently Balmoral and Fairmont Hotels), allows apprentices to get a broad learning experience and associated qualifications that reflects their skills in different aspects of the hotel industry through departmental rotations on top of their primary role.

Xtra-mile's approach to employer engagement nurtures a strong reputation of delivering MA programmes effectively. Most employers interviewed as part of this thematic review commented on Xtra-Mile's strengths as being strong communicators to apprentices and staff, understanding of business needs, and flexible around work schedules and responsibilities. Being very flexible around shift patterns is important to assessors in delivering an excellent service, including supporting candidates who work nightshift.

Overall, the provider is committed to provide a bespoke, flexible service, accommodating business requests, and working hard to develop their employers' workforce in a way that meets current and evolving needs.

## Appendix 1 – Provider Sample

The 23 providers included in the thematic review were:

- Aberlour Child Care Trust
- Alma Training Limited
- Andrew Gibson (trading as ATT)
- CEiS Ayrshire
- Competence Matters Ltd
- Craft Skills Scotland Limited
- East Kilbride & District Engineering Group Training Association Limited
- Elite Training and Consultancy (Scotland) Ltd
- Fife Council
- G M Training Limited
- Galloway Training Limited
- LAGTA Group Training Limited
- MGT Training Ltd
- Museums Galleries Scotland
- NHS Ayrshire and Arran
- Print Scotland
- QA Limited
- Raytheon Systems Limited (ta Raytheon Professional Services)
- REMIT Group Limited
- Simplicity SVQs Ltd
- SNIPEF Training Services Ltd
- TALA Training Limited
- Xtra-Mile.com Limited

## Appendix 2 – List of Employer Sectors

The range of employer sectors covered is listed below<sup>i</sup>:

- Construction
- Wholesale and retail trade; repair of motor vehicles and motorcycles
- Accommodation and food service activities
- Human health and social work activities
- Manufacturing
- Education
- Arts, entertainment, and recreation
- Transportation and storage
- Information and communication
- Administrative and support service activities
- Public administration and defence; compulsory social security
- Agriculture, forestry, and fishing
- Financial and insurance activities
- Electricity, gas, steam, and air conditioning supply
- Real estate activities
- Water supply, sewerage, waste management and remediation activities
- Professional, scientific, and technical activities

---

<sup>i</sup> Employer sectors were classified using the ONS (Office for National Statistics) [Standard Industrial Classification](#) hierarchy.