

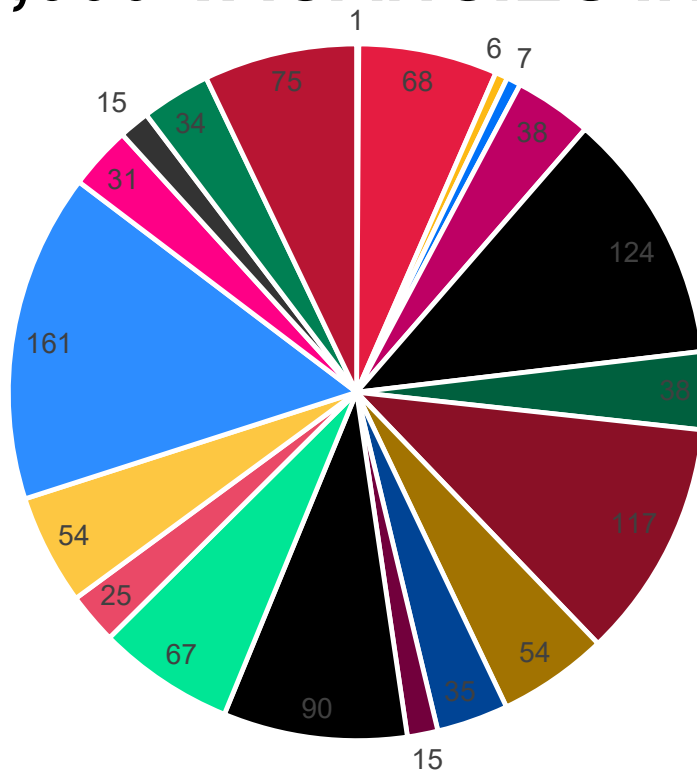


**DEVELOPING APPRENTICESHIP SCHEMES TO
MEET SKILLS SHORTAGES POST-COVID-19**

**PAUL KESSELL-HOLLAND
NATIONAL HEAD OF CURRICULUM DESIGN PROJECTS**

WHAT ARE OUR SKILLS SHORTAGES?

935,000 VACANCIES IN UK



ONS dataset Labour market overview,
August 2021

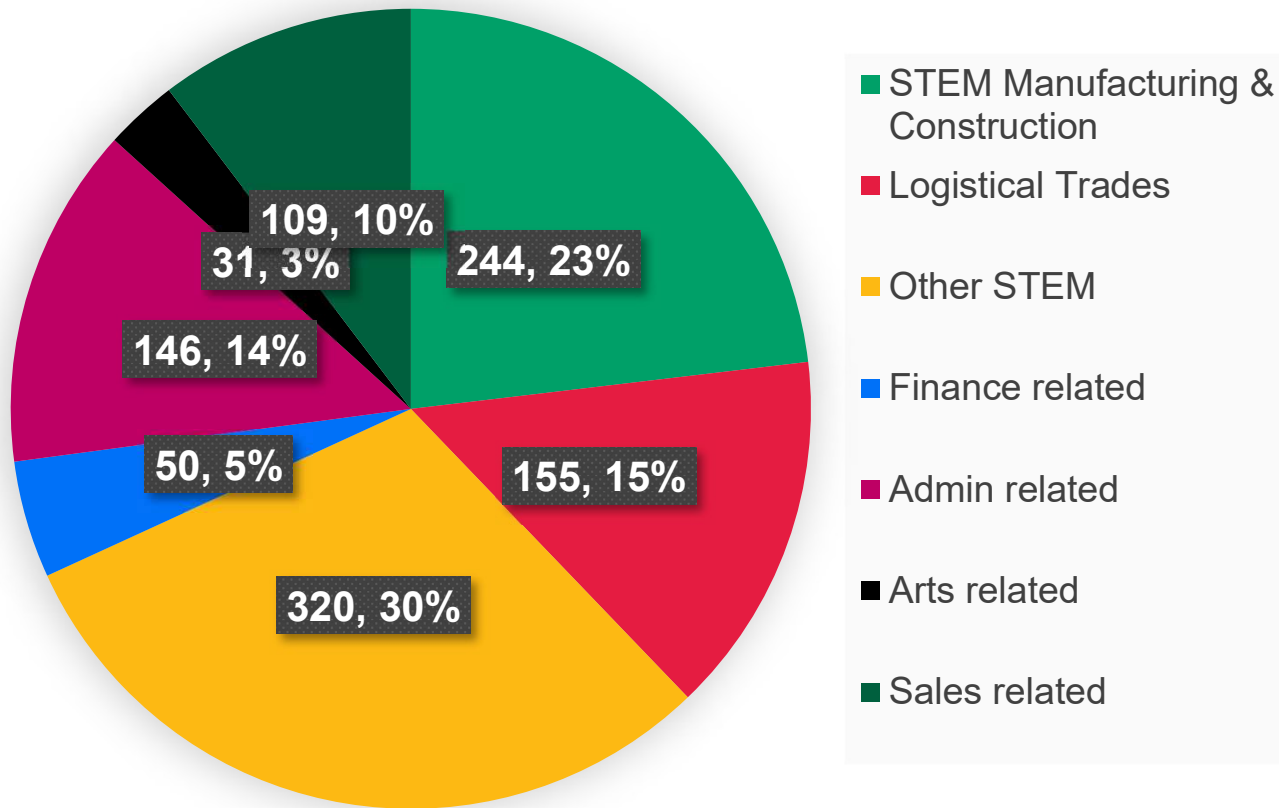
LMI complex and multi-layered, particularly after both the pandemic and Brexit

While vacancies are reported across all sectors, many do not at first appear hard to fill

Longitudinal trends and future changes to work are crucial to explore best next steps

WHAT ARE OUR SKILLS SHORTAGES?

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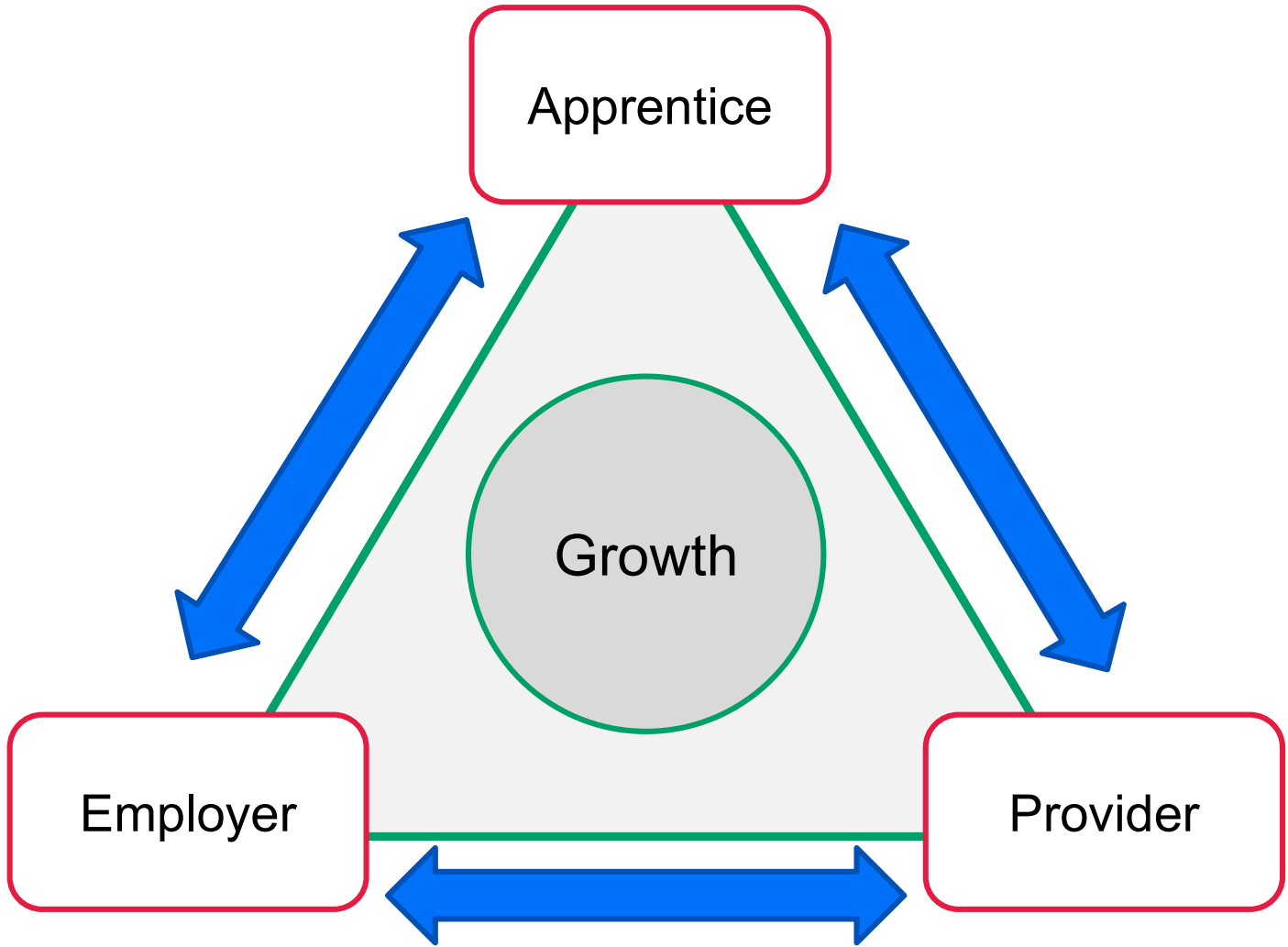
Grouping ONS data into larger sets helps to analyse potential need nationally

Approx 75% of vacancies currently are likely to require a level of technical skill which is met by prior matching experience or training.

Economic growth will be stifled unless vacancies in skill shortage areas can be met, including in emerging technologies which do not appear in historic datasets

APPRENTICESHIPS; ONE OF THE CRITICAL ANSWERS

- Opportunity for learners of any background to succeed – *but we need to offer support*
- Development pipeline to higher skilled employment – *L2 to L7 needs to be available everywhere*
- Resolves local skills challenges – *but we need to ensure there is coherence in the system*
- Opportunity to learn the most cutting edge practices – *but must be supported by excellent teaching and assessment*



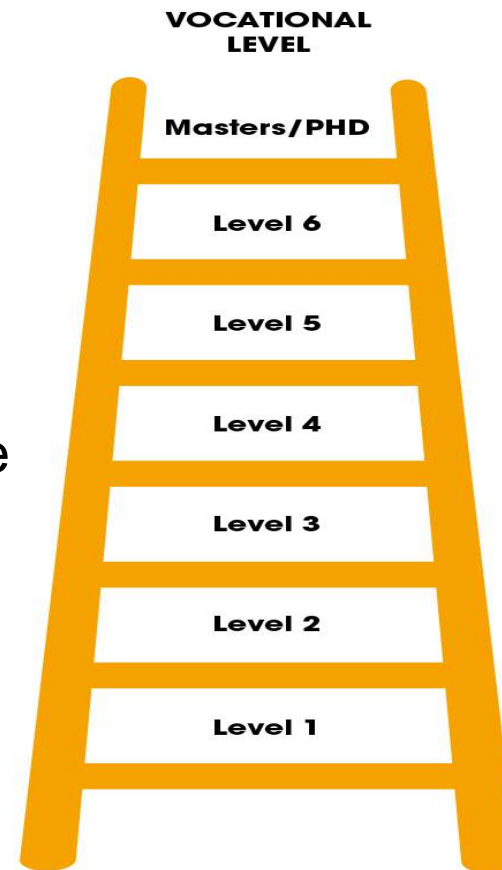
Three
EQUAL
partners for
success

INFORMATION SHARING AND COLLABORATION

‘Triangle of success’

– Apprentice, Employer, Provider –
all three need the best information and advice

- CEIAG must start in schools, particularly for target audiences
- Potential Apprentices and Employers alike must understand the whole ladder – L2 – L7 is crucial to drive mobility and ambition
- LMI needs to drive decisions made by Providers alongside meeting strategic needs of Employers



RESPONSIVE CURRICULUM DESIGN

Lessons learned to date



Employers need to lead – but require support to articulate their needs

Providers need information - often they do not know what all of their options really are

Partnership working rather than ‘us and them’ generates the best apprenticeship offer – this should include sharing expertise on both sides to build the best offer

High quality teaching forms an essential part of an Apprenticeship – employers must not lose sight of this

RESPONSIVE CURRICULUM DESIGN



Assessment , particularly **End Point Assessment** requires careful thought and planning from day ONE

Sharing Skills and Expertise makes delivery far more powerful – technical experts from industry are essential in Apprenticeships

16-19 year olds can deliver innovation it isn't reserved for 'advanced skills, but...

Degree and Higher Apprenticeships- can deliver long term growth in crucial advanced skills- make them part of the development strategy for your business *but also your workforce*

WIDENING PARTICIPATION



Build a pipeline – work experience becomes training becomes apprenticeship. Recruitment starts early to get the best and most diverse apprentices

Show the value of diversity to employers – and explain the additional funding this may bring to them and their apprentices

Make adjustments but not excuses – learning to ‘be at work’ is universal

Employer Mentor Role – many organisations underestimate the importance of mentoring in work

WHAT HAS COVID CHANGED?

- Headlines of learner drop out
- Business closures / redundancies
- Young people less certain about the future
- Delivery more challenging

But is any of this NEW?

The challenges faced by young people, businesses and providers alike were all the same in 2019 as they are today – only some are more acute than previously.

ETF delivers the [Apprenticeship Workforce Development Programme](#) which mitigates for a number of challenges

WHAT HAS COVID CHANGED?

- Building back will take time
- Some Apprentices will need to be supported after unemployment
- Young people have different expectations after two years of remote schooling (and no formal exams)
- Some apprentices are *more motivated* as a result, this is not all negative
- Apprenticeship and other on the job learning is a reflection of the wider economy – some sectors will bounce faster and higher than others

Expressions of interest being sought now on the flexi job apprenticeship [here](#) (closes 28th January)

CLOSING OBSERVATIONS



- There is a golden opportunity NOW to strengthen the economy and skills via Apprenticeships
- No one part of the jigsaw can 'fix' things on their own
- Apprenticeships are one the job *learning* – they must be taught well, as much as employed well
- The potential benefits are enormous – individually and collectively
- Only collaborative thinking, partnership working and long term planning will make a local and regional apprenticeship offer successful
- Make use of the support available, look out for phase two of AWD later in 2022

START YOUR T LEVEL JOURNEY HERE

Learning providers: etfoundation.co.uk/tlpd-ardls

Individual practitioners: pdp.etfoundation.co.uk

THANK YOU