



Key Messages

The system for apprenticeship Standards and Frameworks in Scotland is changing to make it more agile and responsive to the evolving world of work - to ensure that apprenticeships reflect what work looks like today and in the future.

Employers and employees are now at the heart of apprenticeship development in Scotland.

Having employers and employees involved in the development process ensures greater alignment between jobs, the apprenticeship and the realities of the world of work.



Context & Summary

Scotland has a new model for the development of apprenticeships.

The new model aligns occupational competence to job activity. Through different forms of consultation with employers and employees, they design and construct apprenticeships to align with their sectors and occupations - and the realities of the world of work.

This means that all apprenticeships will be redeveloped over the next 3-5 years, to make them more responsive to the opportunities and challenges created by the changing nature of work. This employer-led system ensures apprenticeship content remains relevant now and in the future.

Over 12,000 employers recruit apprentices in Scotland to develop their workforce with around 40,000 individuals currently in an apprenticeship. A consistent approach is being applied to all existing apprenticeships – around 160 Foundation, Modern and Graduate Apprenticeships are being redeveloped.

A key aim is to simplify apprenticeships, making them easier and more accessible for individuals and employers to navigate. This will help employers, individuals, parents and teachers make more informed career decisions while also suiting the needs of the learner.

The need for a modern, agile and responsive system for Scottish apprenticeships is more important than ever as we deal with the impacts of the pandemic in an already changing labour market.

Employers, apprentices, trade unions, professional bodies, learning providers, awarding bodies and other interested stakeholders can find out more about how to get involved by visiting apprenticeships.scot and registering their interest online.

Drivers for change

The world of work is changing

As advancing technologies change how we work and the type of work people do, apprenticeships need to respond to change and disruption to reflect what work looks like today and in the future.

Employers need future-ready employees

Employers need more than just technical skills to grow their business. There is an increasing need for employers to develop new skills within their workforce, so that individuals can cope in a changing environment, collaborate and empathise with others, and to create their own futures. We refer to these skills as 'meta skills'.

Right skills at an early stage: pathways from school to work

Increasingly, employers seek talent pathways from school, with learners that are better equipped to understand the modern world of work. Work-integrated learning at school should raise awareness and give insight into work. It needs to offer pathways and opportunities into employment, based on learner preference and employer needs. (See *Figure 1*)



Figure 1: Drivers For Change

Development Fundamentals

The employer-led Scottish Apprenticeship Advisory Board (SAAB) is overseeing apprenticeship developments to:

Align apprenticeship standards to occupational activity

The competence of current apprentices is determined by satisfying criteria within an apprenticeship qualification. Future apprenticeship competence is determined by a standard set by employers and reflects activity and performance needed to do a job. Apprenticeship standards will be, built from a series of work-situations, informed by employees and employers, which align to occupations.

Bring employers and employees to the centre of the development process

Employers design and construct apprenticeships to reflect their sectors and occupations, ensuring that they get apprenticeship frameworks and standards that deliver the skills needed in their workforce. By involving the experiences of employees, the new system creates apprenticeships that directly align to occupational requirements and the world of work. This places both the employer and employee at the centre of the system.

Create a more adaptable, agile, and responsive system

Ensuring apprenticeship development is underpinned by strong collaboration and alignment between employers, government and its agencies, as well as learning providers, is vital in creating solutions and responding to employer and systems' needs.

Future-proof apprenticeships

By employers taking a leading role in the development of apprenticeships, it helps to create a stronger apprenticeship system and shape Scotland's workforce now and for the future.

Provide greater democracy and wider collaboration

The new development approach calls for all interested stakeholders to get involved. While consultation is weighted towards employers, it also includes employees, awarding bodies, unions, trade federations, professional membership and qualification bodies – who all help shape apprenticeships.

Improving the structure of apprenticeships

■ The layered model for future apprenticeship standards supports efficiency, simplifies development and enables a tighter fit to employer-need while delivering value for money

■ New apprenticeship standards and frameworks are different, with the learner and employer experience improved. The incorporation of transferable, high value, human skills through ‘meta skills’ delivers a more flexible and responsive system and provides individuals with the capacity to adapt throughout their working lives and thrive in the new world of work. (See Figure 2)





Apprenticeship Skills Layers explained		
	Meta Skills	Timeless, higher order skills that support the development of additional learning and promote success in whatever context the future brings. e.g., Communication and collaboration
	Generic Skills	Skills and knowledge shared by all the members of a group of occupations. e.g., General customer service skills
	Specific Skills	Skills that are common within a branch of an occupational group but not necessarily shared by others in that family e.g., Personal training and coaching skills
	Local Skills	Skills required by the employing organisation but which may not be needed within other similar organisations e.g. Skills relevant to personal training and specific employer

Figure 2: Apprenticeship Skills Layers

Build pathways to employment from school

■ Work-integrated learning from school will focus on developing meta skills - creating a bridge from school to work-based apprenticeships. Learners are encouraged to think about what type of work is best suited to their personality, interests, values and motivations.

Six groupings of career pathways: ‘create’, ‘discover’, ‘support’, protect’, ‘care’ and ‘produce’, provide the starting point for work-integrated programmes which offer learners insight to the world of work. This demonstrates the importance of meta skills and gives an opportunity to understand occupations across multiple sectors that will appeal to each learners’ preference. Employers seeking talent then have access to a pool of interested candidates who match with apprenticeship opportunities. (See Figure 3)

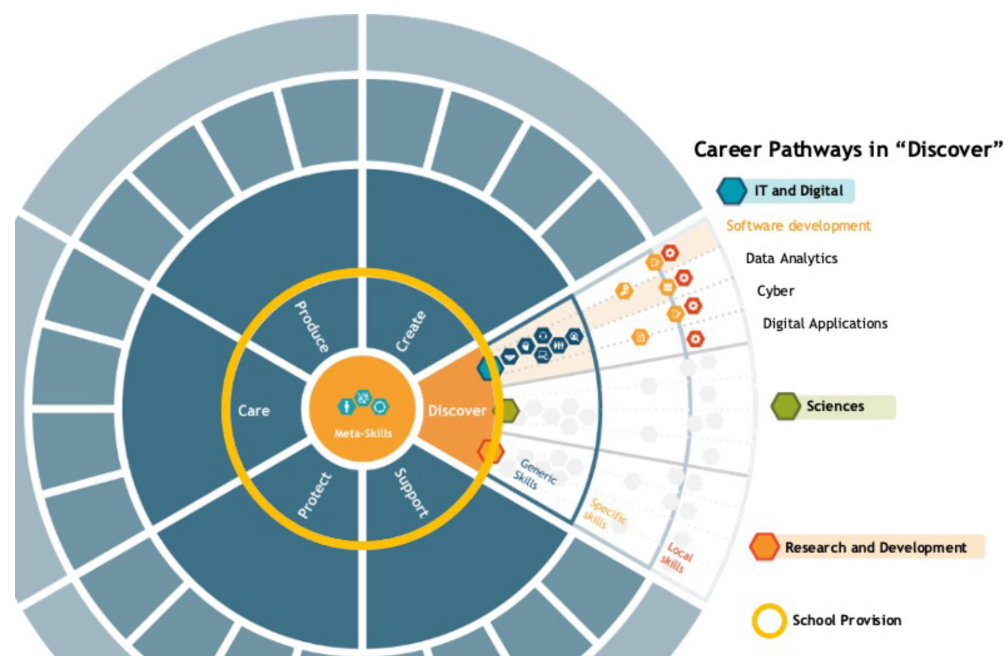


Figure 3: School Pathways to Employment

Development approach

The development approach

- Based on the highest performing apprenticeship systems, the development approach is an employer-led collaboration with government, trade bodies including federations and unions, as well as learning providers and awarding bodies.
- All apprenticeships will be constructed with work-integrated learning, directly aligned to occupational activity and competence requirements.
- This is achieved through structured engagement with employees and employers within a Technical Expert Group (TEG) where a list of core work related activities and competence makes up the apprenticeship.
- The purpose of a TEG is to develop an apprenticeship through the expertise of its membership.
- The people who make up the group are from a specific sector or occupation and have the experience, knowledge and understanding of what is needed to develop a competent apprentice in their field.
- Members understand the apprenticeship role and know the skills and behaviours that are required from an employee within the sector.
- This is an entirely employer-led approach to development which ensures the result is an apprenticeship which meets the needs of employers.
- TEG membership is representative of sector and occupational groupings.

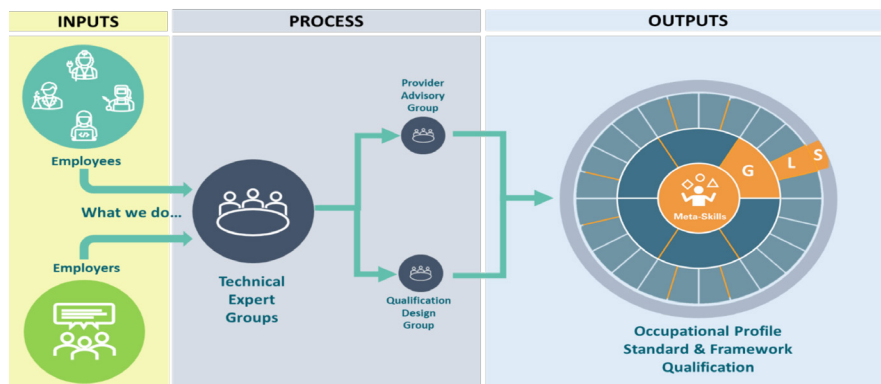


Figure 4: Apprenticeship Development Process

Benefits: What difference will this make?

Benefits for Scotland and its economy

- An efficient and effective system - creates value for money and return on investment as well as a closer match between skills supply and demand.
- An adaptable system and workforce - a system of apprenticeships that adapts to changing jobs and industries, with a workforce that can adapt to changing trends and technology
- Future skills alignment – ensuring the future, broader needs of the economy are considered and included - digital technologies, sustainability.

Benefits for employers

- The right skills for employers – to meet current and future employer' needs.
- Increased productivity - supporting high productivity and demonstrating value.
- Improved loyalty and retention of staff – creating talent pipelines and improving knowledge transfer between staff.

Benefits for learners

- Provides skills for the future and improves wellbeing – develops resilience to change within a context of meaningful work.
- Recognised achievement - recognised and transferable qualification, skills, knowledge and behaviours.
- Wider employment opportunities – helps individuals gain experience of work, understand interests, talents and explore opportunities.

How to get involved

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