



APPRENTICESHIP WORKFORCE DEVELOPMENT PROGRAMME

**Tackling the Urgent Need for More Industry Professionals in the
Apprenticeship Workforce – Creative Industries**

West Midlands Creative Alliance Collaborative Project

OCTOBER 2023

If recruiting industry professionals to both teach apprentices on their learning journey and support them to demonstrate their achievements is so difficult, have we got the process and practice right?

What stops individual industry professionals actively participating?

Are there opportunities to offer industry professionals a comprehensive support package that would encourage them to play a more active role in teaching and assessing achievement? Is there common ground?

As good ‘creatives’, we are starting with what we know and what we need to know hence our Survey to which we invite your response.

Thank you so much for your help. If you would be willing to follow up with a chat, we would love to arrange that and if you are happy to be listed as a participant in our Final Report, please complete the relevant boxes at the end of the Survey.’

We phrased the questions appropriately for each group:

Respondent Group	Questions
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Industry professionals

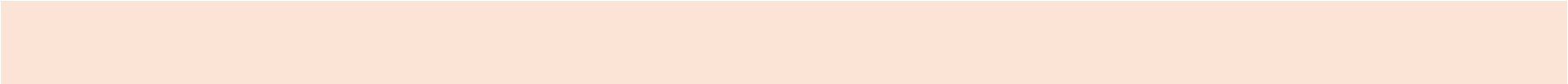






As part of the Project funding, we are required to produce a final report on our research findings, of course. Could you let us know if you are happy for us to insert any of your comments that are relevant? They need not be personally attributed to you, of course and we will seek your permission for anything we include and before listing you as a contributor to the Project.

Thank you so much – your participation is genuinely appreciated and will be extremely valuable as we strive to improve practice in the delivery of Apprenticeships.'



Unsurprisingly, the same messages about the barriers came through.

'Pay rates for the sector are far higher than those that are offered by EPAO and training providers for specialist roles, so giving up higher paid work is a barrier. Also, the industry is freelance by nature, so it is harder for freelancers to give up a day's work to assess or deliver training.'

'Anecdotally, I hear that professionals are often only needed sporadically so it is difficult to keep them engaged.'

'I'm learning as I go along - there isn't any specific training in order to understand the apprenticeships schemes as a whole.'

'The problem does not lie so much with the job of delivering but with the standard for this particular apprenticeship, which is poorly written, over-determined, and unrealistic.'

'More understanding of assessment. Access to training materials.'

'Assessor briefings from EPAO including regular catch ups, especially if for example criteria for KSBs have changed or fundamental changes to the parameters for EPA have changed.'

‘Mostly workload as the company has ramped up in size and projects. Not having enough time to put in the ground work to prepare for the assessment and presentation. Being responsible for grading and passing an apprentice appears daunting too, given the small window of time with them and the strictness the role requires.’

‘Summary 1. I disagreed with the apprenticeship spec 2. I disagreed with the mode(s) of assessment 3. it didn't sound like it would be fulfilling 4. the fees on offer for the work are less than 50% of my minimum freelance day-rate 5. I was told how long each part of the assessment was allowed take when - in fact - it would almost certainly take longer 6. ...so, in fact I was being offered a

2.2 Key messages from the Focus Groups and Individual Organisation Interviews.

We wanted to ensure that people felt able to share their thoughts with us openly and honestly and agreed not to record the session. There was no dissent from anything that our survey had highlighted as a contributory factor in the lack of take up by industry professionals to be directly involved in the off the job trainâ 6 ke up esp



3. Training for industry professionals as end-point assessors could be more focused for an associate role rather than that provided for a full-time employee; comprehensive but concise avoiding what is unnecessary.
4. Industry professionals quite often feel that they do not have the required skills to teach or assess but confidence is improved once they receive training.
5. The extent of commitment and requirements of the job(s) is not i

