



The Higher Level Skills Agenda and Opportunities for Apprenticeships

John Chudley PhD CMarEng CEng FIMarEST

Objectives re HLS agenda

The ultimate desired outcomes are to:

- increase progression offer to HLS;
- positively develop clear routes for Level 3 and technician class;
- create recognised routes for professions as a work based vocational education route to chartered/license to practice;
- engage a new “cohort” of individuals in HLS;
- create a respected, credible vocational training offer that will have parity of esteem with more academic education at the same level.

Vision & Mission

The National Apprenticeship Service's *vision* is that every employer will choose Apprenticeships as the major route for giving them the skills needed by their business.

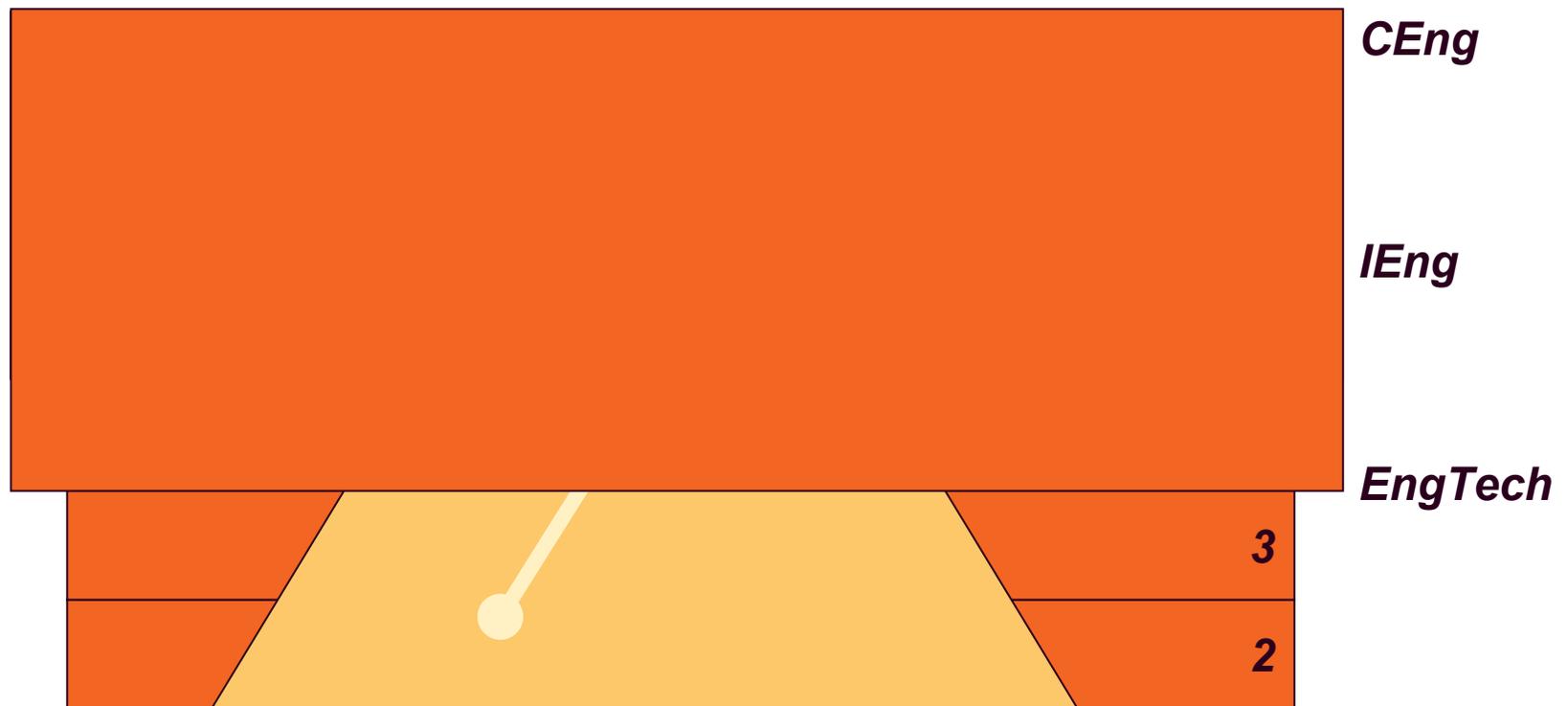
Apprentices will be seen by young people and their families, by teachers and advisers as offering a great way to get the training needed for the world of work and to open up further learning and development.

Apprenticeships are very different today and cover all occupations.

People who work for the National Apprenticeship Service are passionate.

Finally, our *mission* is to recognise the immense talent that we see in Apprentices and ensure that, in the coming years, millions more successfully follow this trusted path.

Progression



Benefits

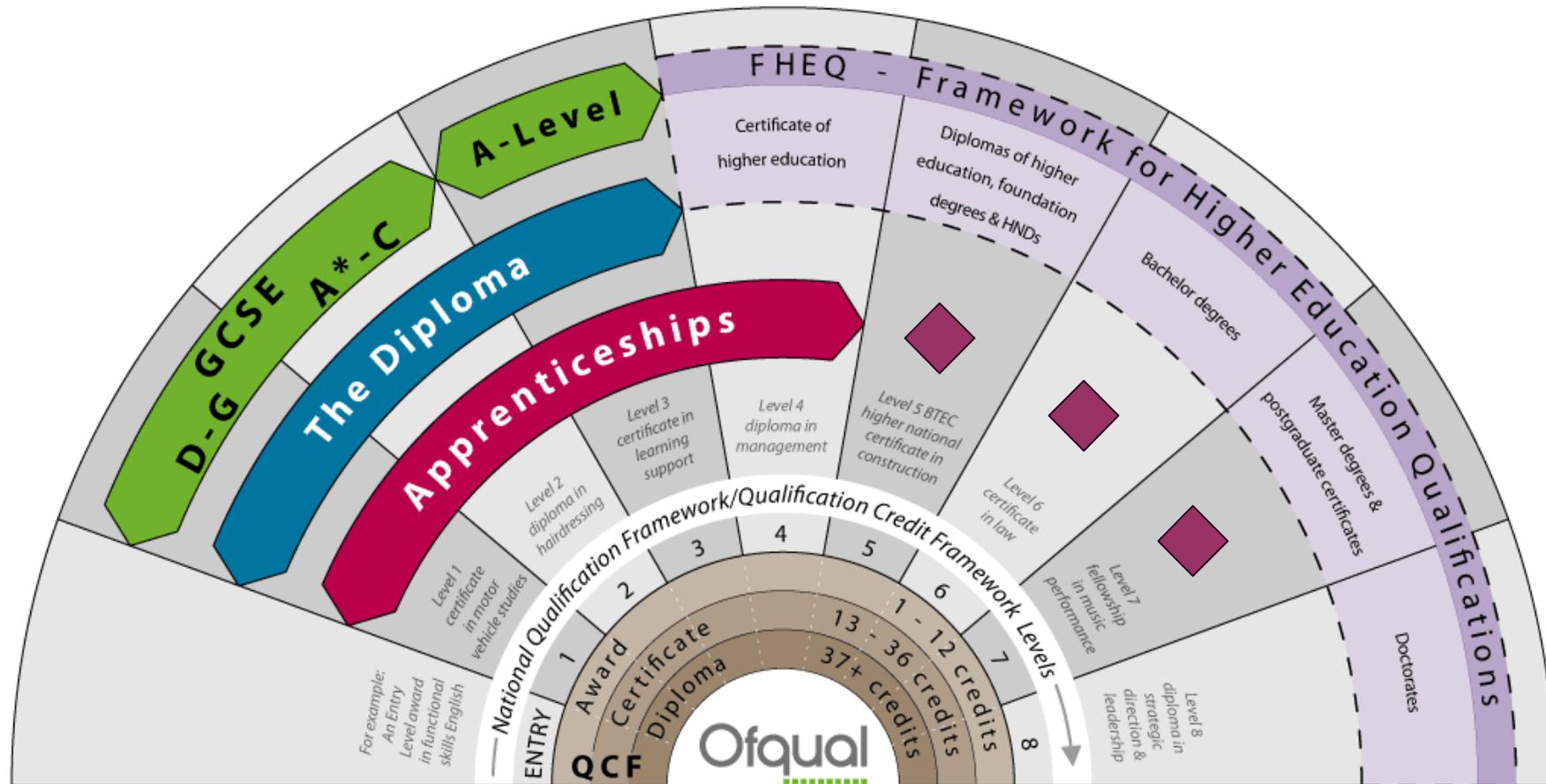
- Raise profile of Apprenticeships
- Establishment of extended Apprenticeship offer/family
- Increase progression offer to Higher Level Skills
- Raise “*Higher Education*” participation
- Positive development of “Technician Class”
- Recognition by “Professions” as a work-based vocational education route to Chartered/Licence to practice

Higher Level Skills

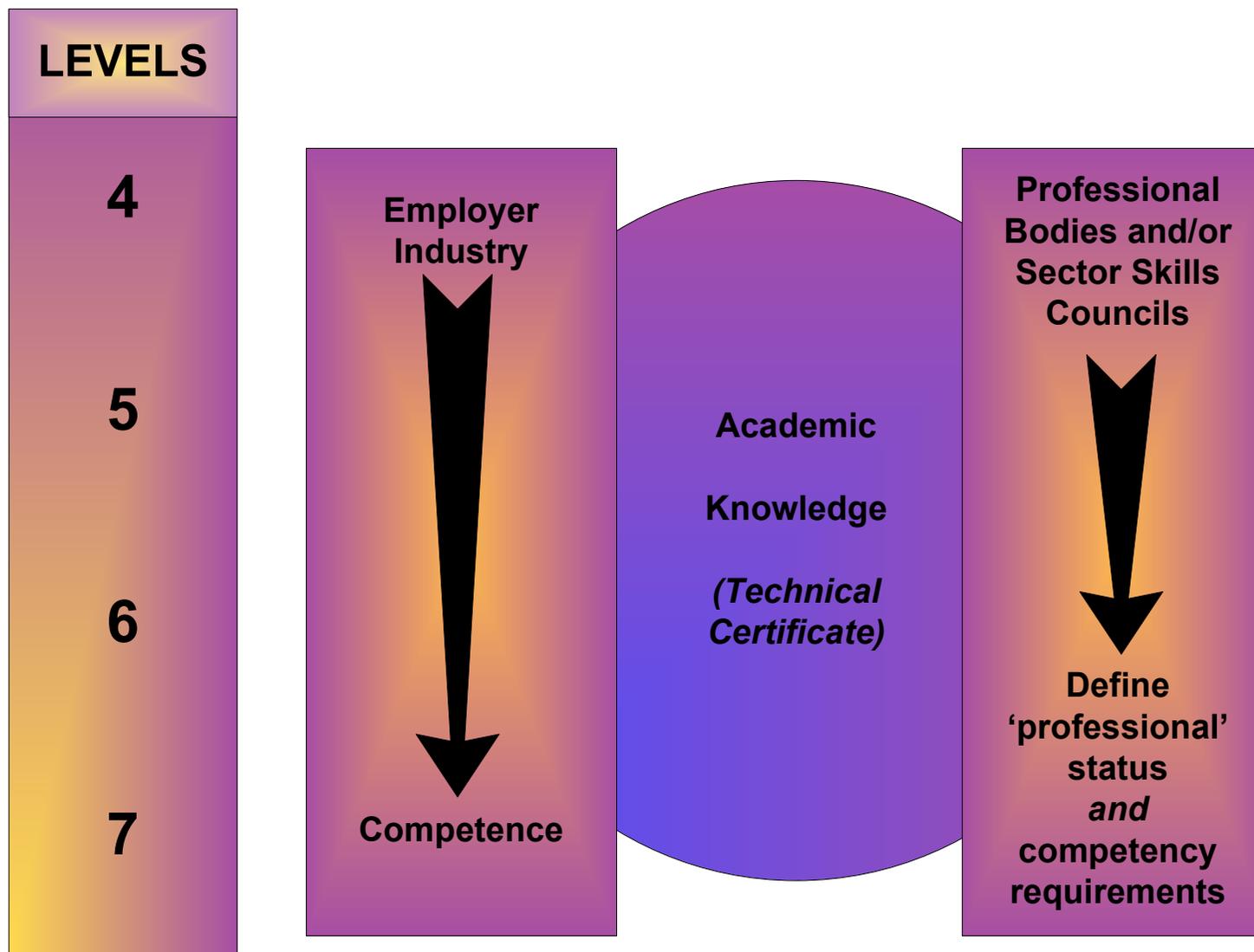
- There is a need for confidence building activity, positive role models and supported progression pathways for able learners who lack confidence but who could otherwise progress and achieve at HE level
- There is a need for greater awareness of Apprenticeship frameworks amongst HE Admissions staff and for their recognition within the UCAS tariff (UNDER REVIEW)
- Current flexible local HE provision is greatly valued by learners; there is a need to extend such flexibility to the 'top up' Honours year

Higher Level Skills

- There is a continued need for accessible HE Information Advice and Guidance, particularly for employers, who are important gatekeepers
- Completing Advanced Level Apprentices generally expect to stay with employers who have supported their training, particularly where there are opportunities for promotion
- Whilst progression figures suggest low levels of progression from Advanced Level Apprentice to HE (2-4%) a significant number aspire to higher level education and training
- *~50% of apprentices who complete an Advanced Level Apprenticeship show an interest in pursuing a degree-level equivalent course*
- There remains a need for continued HE awareness and aspiration raising amongst such work-based learners and development of innovative/flexible provision (ie. Higher Apprenticeships beyond Level 4)

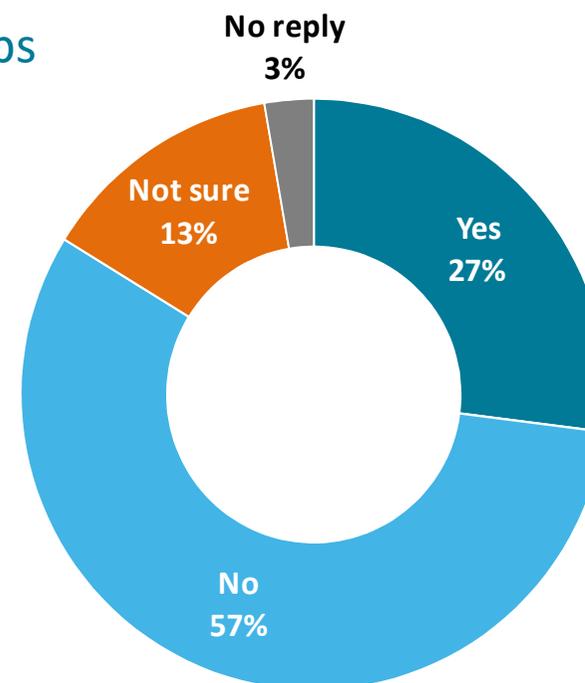
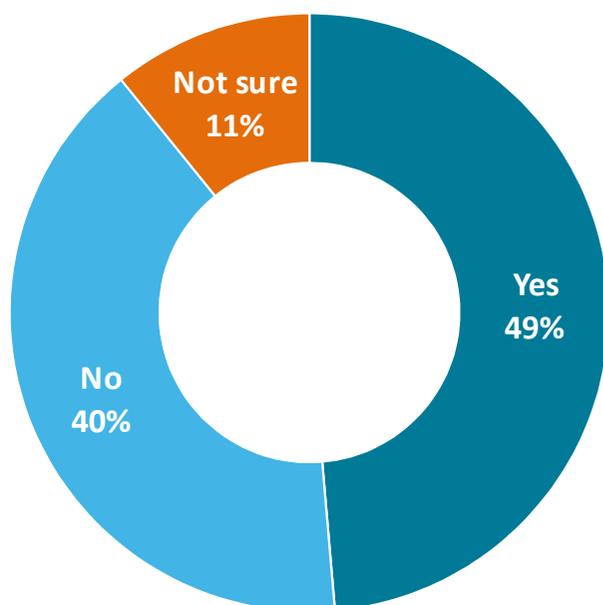


Beyond Level 4



Apprenticeships and the Professions

Are professional bodies aware of Apprenticeships in their sectors?



Do any of the members of your professional body currently join via Apprenticeship routes?

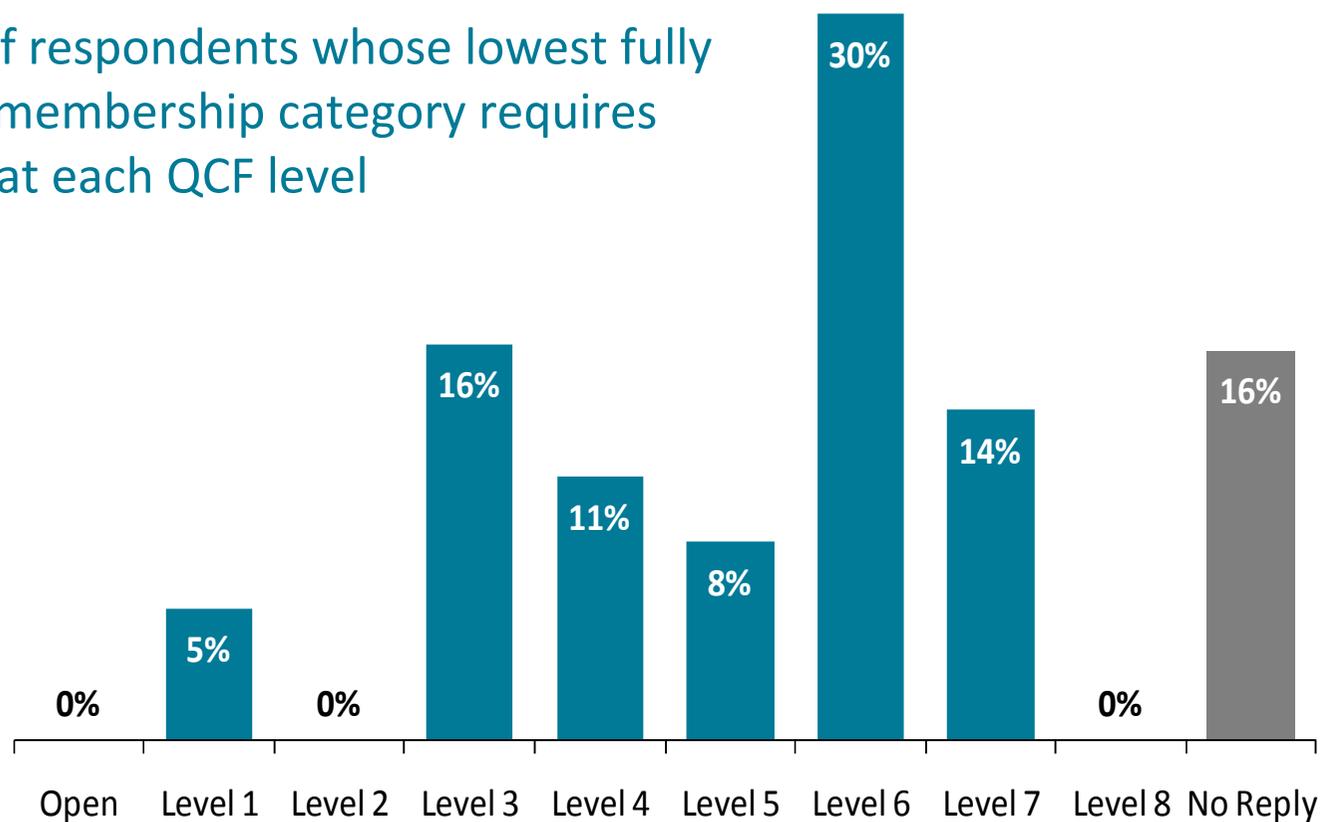
Membership grades and professional status

The number of bodies offering a membership grade requiring qualification at the various QCF levels and the number that consider members in these grades to be fully professionally qualified



Memberships grades and qualifications

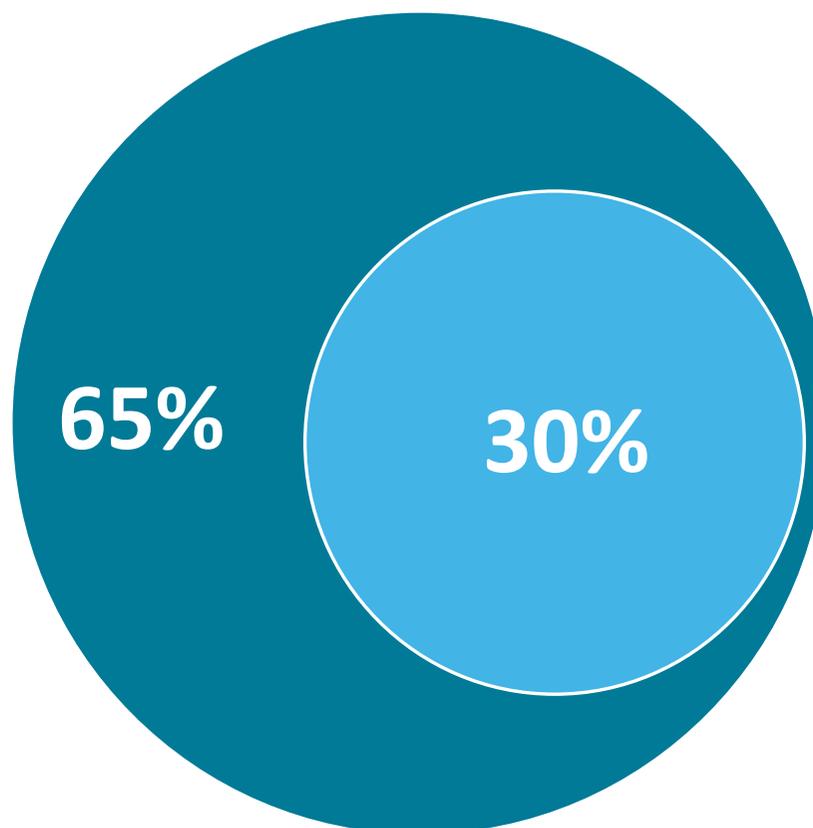
Percentage of respondents whose lowest fully professional membership category requires qualification at each QCF level



Work-based learning

Percentages of responding bodies that already engage with work based learning

65% of professional bodies have a framework in place for assessing work based learning

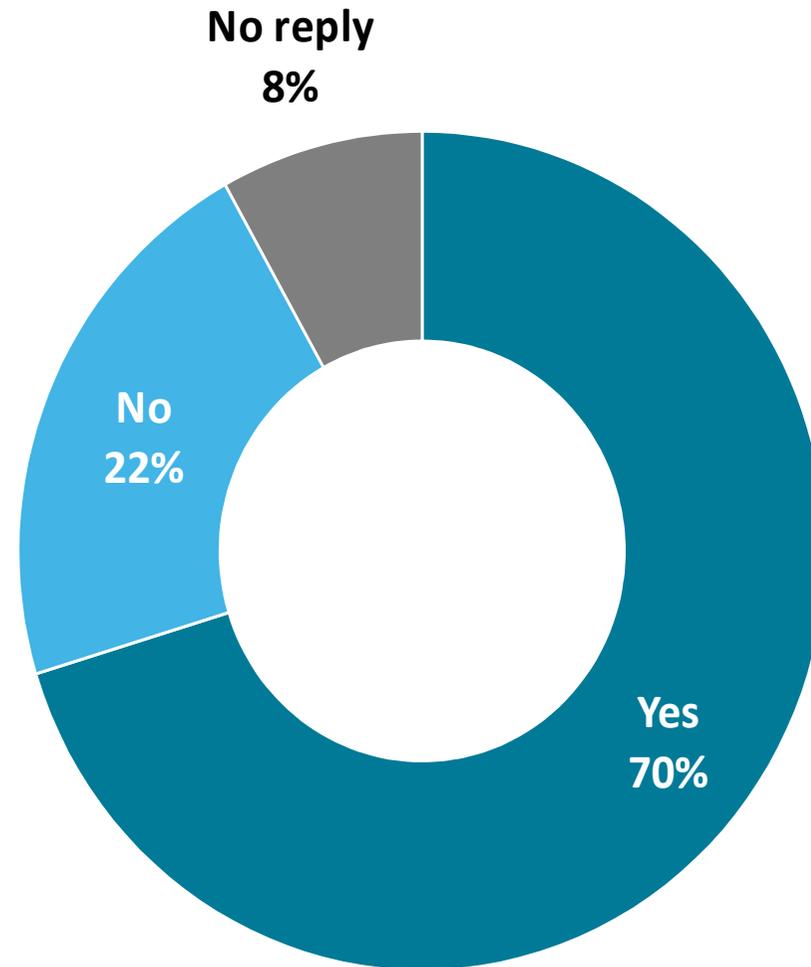


30% are already aligned to NOS

Higher Apprenticeships



In your opinion, would Higher Apprenticeships be appropriate for your sector as a way of gaining 'license to practice'/full membership?



Way forward

- Targeting access to the professions. This is a key political issue following the Milburn Report which has cross party support.
- Higher Apprenticeship Frameworks that define routes through to professional recognition will need both Sector Skills Council and Professional Body involvement.
- Recognition of stopping off points that will allow employers to focus on at what levels their skills gaps are and for apprentices to reach their potential - at what ever level that might be.
- More overt and visible the opportunities that have always existed for technicians to progress to the professions in a number of occupations as an alternative to degree level entrants.

Way forward

- To wrap a higher apprenticeship framework around these already articulated routes that lead to professional body accreditation, will bring employers, sector skills councils and professional bodies together to make these work-based routes more visible. It may be that out of this also comes some work on new hybrid professions to meet new demands.
- The need for Higher Apprenticeship routes here is because of the success of Apprenticeships and the need for Advanced Apprentices to see as clear a way to progress through work-based higher education as their equal peers in Sixth Forms see a clear way to progress to full-time higher education.
- Underlying this is social equity through parity of esteem for work-based vocational education and academic full time education.

Higher Apprenticeship Investment Fund

The aim of the Higher Apprenticeship Investment Fund is to create sustainable, Higher Apprenticeship programmes that are based on employer demand, involve education and business partnerships and that are accessible to all, especially small employers.

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Learning

Whilst Earning

This site provides information about a pathway to professional qualification for working engineers without the full exemplifying academic qualifications, who are interested in becoming professionally qualified and are unable to commit to full-time study. Employees are able to demonstrate the required competences for professional registration (UK-SPEC) at the same time as meeting the learning objectives for an academic qualification.

The framework for this route was developed as part of the government's DIUS-funded 'Gateways to the Professions' initiative. The Engineering Council led the work which also involved [universities](#), [PEIs](#) and employer representatives.

A [Learning Contract](#) approach is used and successful completion leads to the award of an appropriate academic qualification and eligibility to apply for a Professional Review Interview with

Case Studies

- ▶ Manufacturing Systems Engineering graduate at Glaxo Smith Kline
- ▶ Mechanical Engineering graduate at Corus

▶ [Steering Committee](#)

Pendennis

This is a major investment on our part. While it would perhaps be easier to save time by bringing in subcontractors, Pendennis prefers to think long-term and invest in its skill-base. This is reflected in the turnover of our staff, which is among the lowest in the industry.



www.apprenticeships.org.uk

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National Apprenticeship Service