

ICT Apprenticeships

Good Practice

The ICT Industry from the strategic perspective

- The technology sector is hugely important for the Scottish Economy now and in the future
- The nature of jobs in the sector is changing rapidly and there is a wide diversity of job opportunities, including apprenticeship opportunities, for people from all backgrounds
- SDS and the Scottish Government are supporting a number of projects which providers may wish to get involved in - particularly relating to overcoming barriers around recruitment and improving the diversity of the workforce

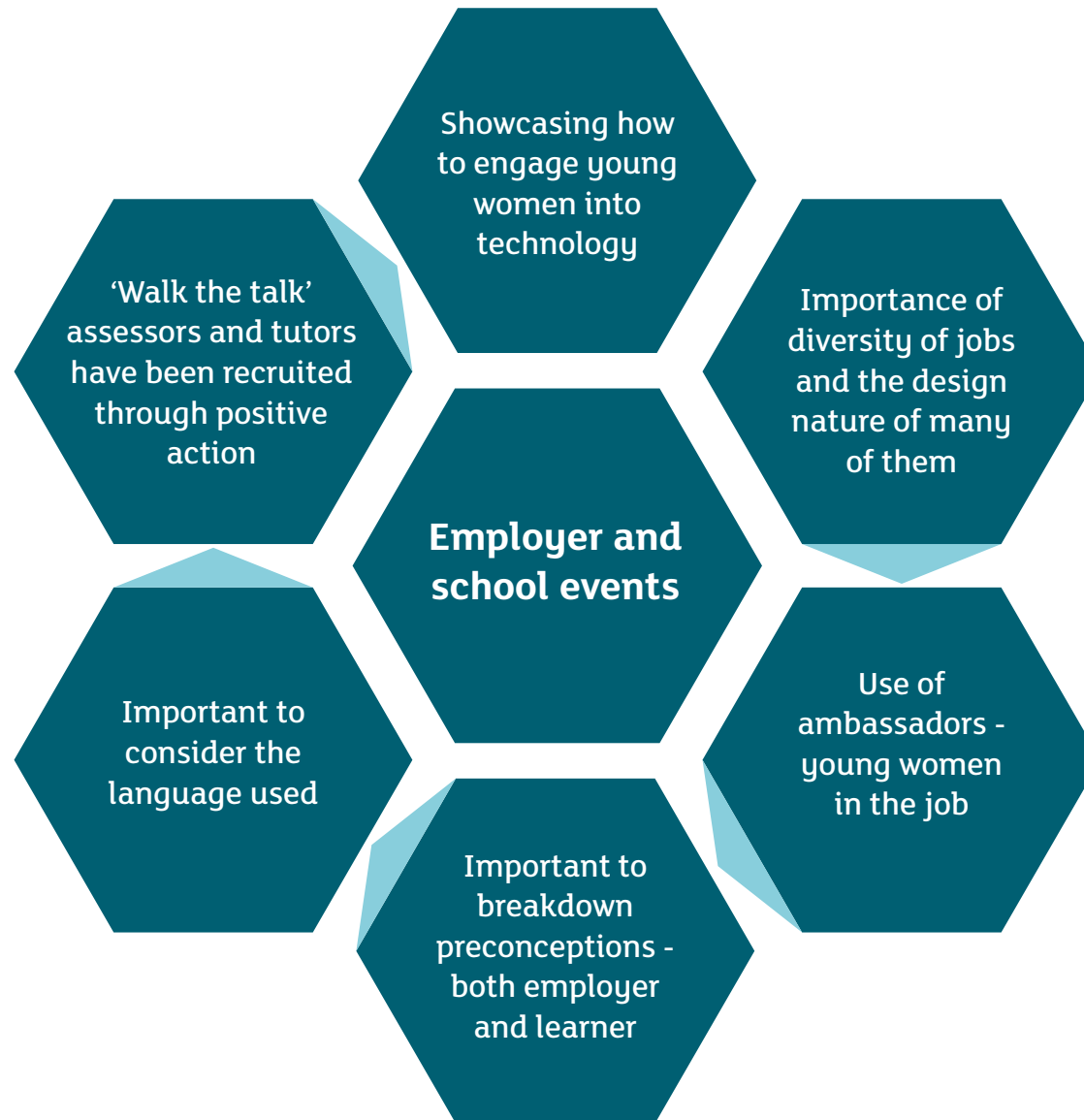


Outcome of the Education Scotland thematic review of ICT Modern Apprenticeships

- The review took place the spring of 2018
- The findings were that provision was graded as “Very Good” in relation to all of the Education Scotland (ES) quality indicators
- A significant amount of “good practice” was also identified, particularly in relation to flexibility of delivery and taking positive action to recruit more diversely
- Areas for development included: developing local links with employers, the contextualising of core skill delivery and the effective use of apprentice voice to inform delivery
- [Click here](#) to view the full Education Scotland report



Tackling the gender gap - QA Ltd approach



What did providers think they could take away regarding addressing gender balance in ICT MAs?

Providers thought they can:

- Use the information and data provided by SDS and others such as [LA Equality Reports](#) to target under-represented groups
- Make it clear to non-ICT employers where they have technology MA opportunity roles
- Offer Equality and Diversity CPD to their employees – SDS advertises CPD opportunities through the Provider Newsletter
- Find opportunities to market in schools through [SDS Marketplace](#)

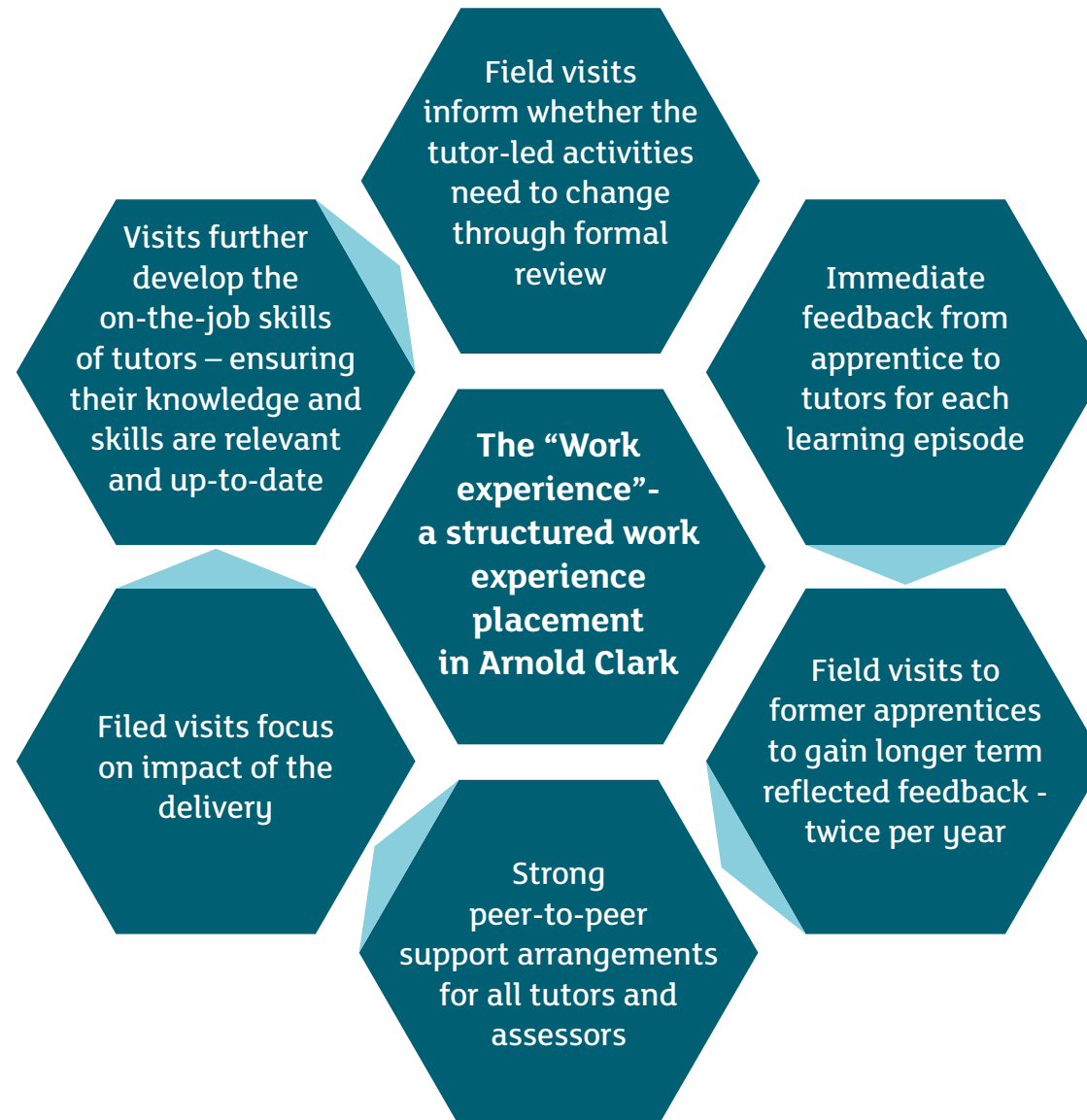
Providers thought that SDS and Education Scotland could:

- Share gender-related case study material through their communication channels i.e. [Zoe](#) and [Sonja's](#) stories
- Consider a repository of support materials
- Increase links between Career staff and providers to help them share information
- Host a digital space where best practice and discussions can happen

Providers thought that partners and employers could:

- Change language used by employers about IT careers and raise awareness of the range of IT job opportunities in schools. Support is available on the [SDS website](#) and providers can also contact an SDS Equality Executive to get some advice on language to use in recruitment by emailing MAEquality@sds.co.uk
- Benchmark perception changes in young women pre and post events – so that long term change can be more accurately tracked

Reflective practice and CPD for tutors - BT Openreach approach



What did providers think they could take away regarding reflective practice and CPD for ICT Tutors/Assessors?

Providers thought they can:

- Introduce field shadowing sessions for trainers that are training centre bound - to make it “real”
- Dedicate team time for reflection and innovation amongst assessors/tutors to support continuous improvement
- Reward tutors (not necessarily financial rewards) for lightbulb moments
- Gain apprentice and employer feedback whenever they are out at the workplace and “bring it back”
- Include an employee “buddy” in the apprentice review process
- Ensure feedback is anonymised to ensure its integrity and honesty
- Find better ways of capturing anecdotal feedback and using it effectively e.g. using webcams/recording devices

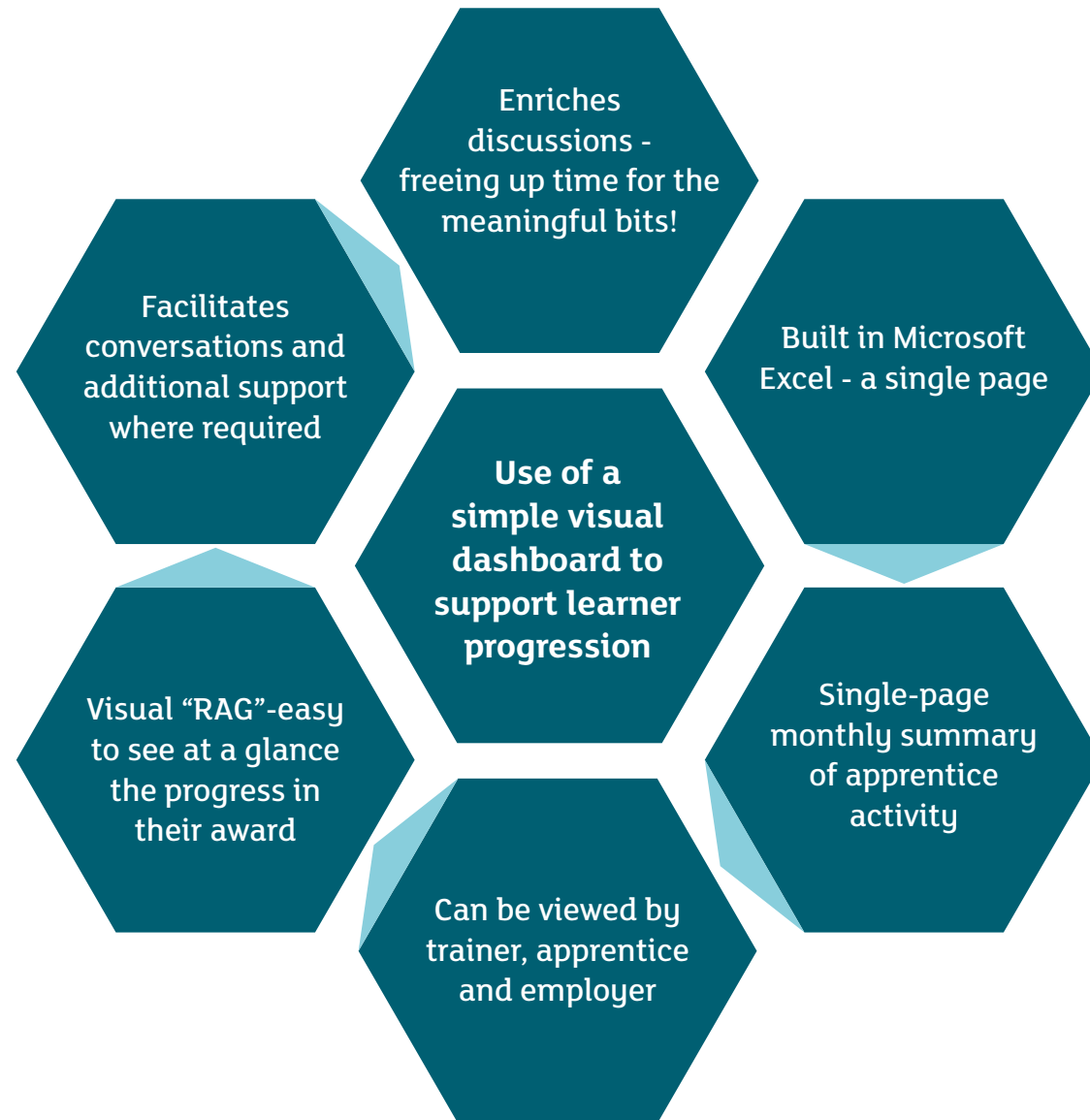
Providers thought that SDS and Education Scotland could:

- Share CPD opportunities around gaining and utilising feedback to inform future training
- Consider a repository of support materials
- Host a digital space where best practice and discussions can happen e.g. a google group

Providers thought that partners and employers could:

- Engage in the learner process and give feedback to tutors/assessors when on-the-job

Communicating learner progress - You Train Ltd approach



What did providers think they could take away regarding recording apprentice progress for ICT MA Providers?

Providers thought they can:

- Create a visual one page document that identifies individual apprentice progress at a glance

Providers thought that SDS and Education Scotland could:

- Create a central basic template that is made available to all providers (e.g. in FIPS). This should have a timeline that shows progress against planned progress
- Consider how this can also measure overall distance travelled - not just progress against individual units of an award
- Link this to an e-portfolio template that providers could adapt

