

Automotive Apprenticeships

Good Practice

The Automotive Industry from the strategic perspective

- The modern retail motor industry sector operates at the forefront of transportation technology and is constantly undergoing significant change to ensure that car manufacturers keep ahead of the technology curve and new developments
- For apprenticeships in this sector, the significance of this cannot be over emphasised
- For example, the increasing volumes of hybrid and electric vehicles being introduced to the market, combined with legislative requirements around vehicle emissions and ever more complex electronic and software control systems, are demanding that apprentices gain new skills and the ability to keep pace with these advances

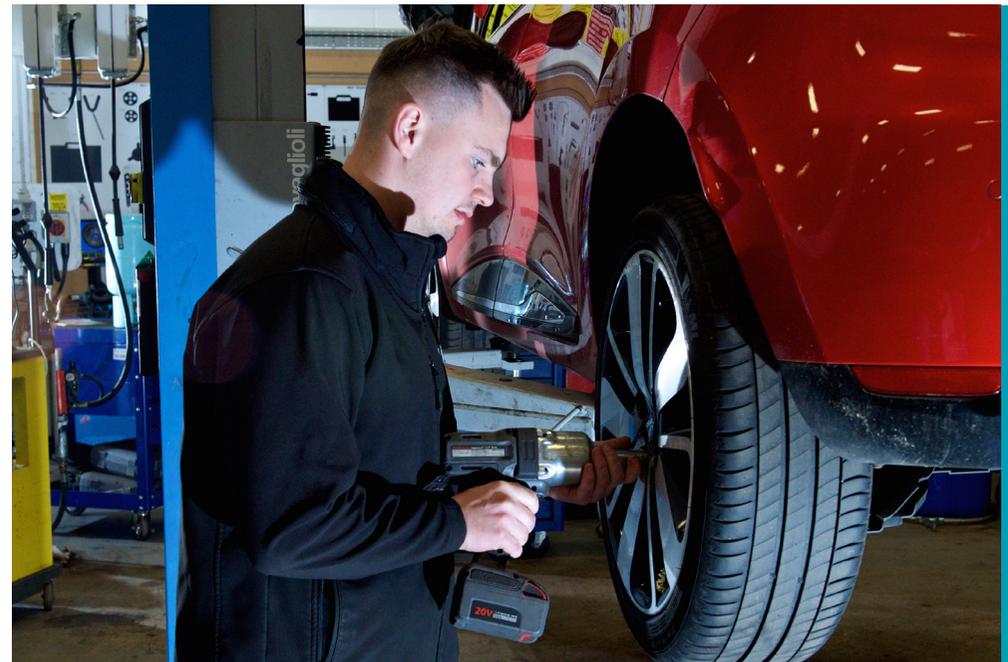


The Automotive Industry from the strategic perspective

- In Scotland the Automotive retail sector employs approximately 48,500 people, which accounts for 2% of the total Scottish workforce, and 9% of the total UK Automotive retail workforce
- The number of employees has remained relatively constant for the last 10 years. There are approximately 4,315 automotive retail enterprises operating across Scotland, which equates to 3% of all Scottish businesses, across all sectors, ranging from small rural garages to large multi-franchised dealer groups
- The Automotive Retail sector is a significant contributor to the Scottish economy, contributing, in 2010, £1.3 billion, which is 6% of the total Scottish Gross Value Added (GVA) figure
- In comparison, the UK Automotive Retail Sector contributed 3% GVA to the UK economy
- Skills Development Scotland (SDS) has identified the Automotive industry as having national economic importance and a number of funded MAs are offered within the sector

Outcome of the Education Scotland thematic review of Automotive Modern Apprenticeships

- The review took place in the spring/early summer of 2017
- 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 identified, particularly in relation to: high achievement, bespoke training beyond minimum requirements, positive staff and apprenticeship relations and high standards of learning equipment and VLE use
- Areas for development included: some out-of-date equipment in a few providers, lack of formal mechanisms to feedback and use of feedback in some providers
- Click [here](#) to view the full Education Scotland report



Tackling the gender gap - Babcock Training approach



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

Providers thought they can:

- Run dedicated recruitment events or taster sessions that target a female audience
- Utilise social media as a new channel to reach young women – communicating opportunities through the channels they use
- Reassess marketing materials and recruitment aptitude questionnaires for gender bias. 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.
- Consider using [Equate Scotland's Career Hub](#) which is a job vacancy portal aimed at women looking to apply for jobs in STEM. Any job advert that is put on this portal will be reviewed by Equate for its use of language etc.
- Change the language used in job titles; for example use 'service technicians' not 'mechanics'. Take advice on job descriptions. See '[Write your job ad](#)' dos and don'ts on Our Skills Force.
- Take training equipment, such as engine management diagnostic systems, into schools
- Use female ambassadors and female apprentice case studies i.e. [Kelsey's story](#)

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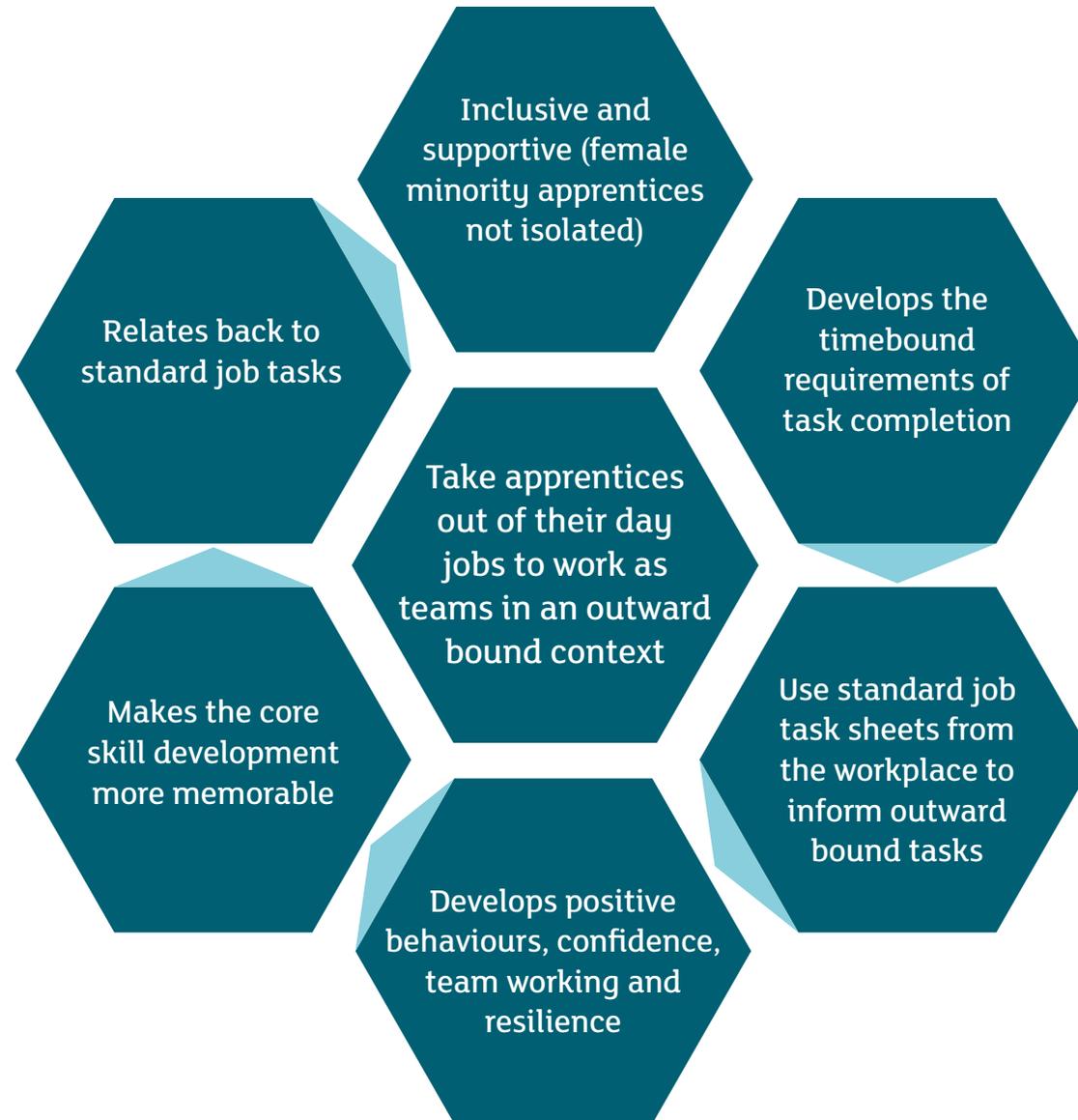
Providers thought that SDS and Education Scotland could:

- Promote the diversity of job roles in the automotive industry and their parity of esteem with job roles in other industries
- Do more to positively influence/challenge the perceptions of the parents of school pupils/potential apprentices for example through [My World of Work for Parents](#)
- Influence schools to raise awareness of a larger range of career opportunities to all pupils – removing any preconceptions about automotive work experience
- Provide marketing resources that support recruitment of women into automotive careers
- Celebrate female automotive apprentice success
- Utilise CIAG to help change perceptions of the diversity of career pathways in the automotive industry

Providers thought that partners and employers could:

- Employers - do more to make all staff aware of the benefits of recruiting a diverse workforce
- Employers - advertise placement opportunities on [Marketplace](#) - and tick the diversity column!
- Local Authorities - promote apprenticeships and the automotive industry as a positive choice
- Local Authorities - facilitate access to schools for independent providers

Developing core skills and taking them back to the workplace - the VW Group approach



What did providers think they could take away regarding developing core skills to take back to the workplace in the automotive industry?

Providers thought they can:

- Use extra job-related activities, for example community-based projects, to develop apprentices' core skills – a low cost option if delivered in partnership
- Use the signposting documents from [SQA Accreditation](#) to ensure core skills are developed in context
- Take time to come up with a holistic automotive project and make it fun eg. Soap Box Derby

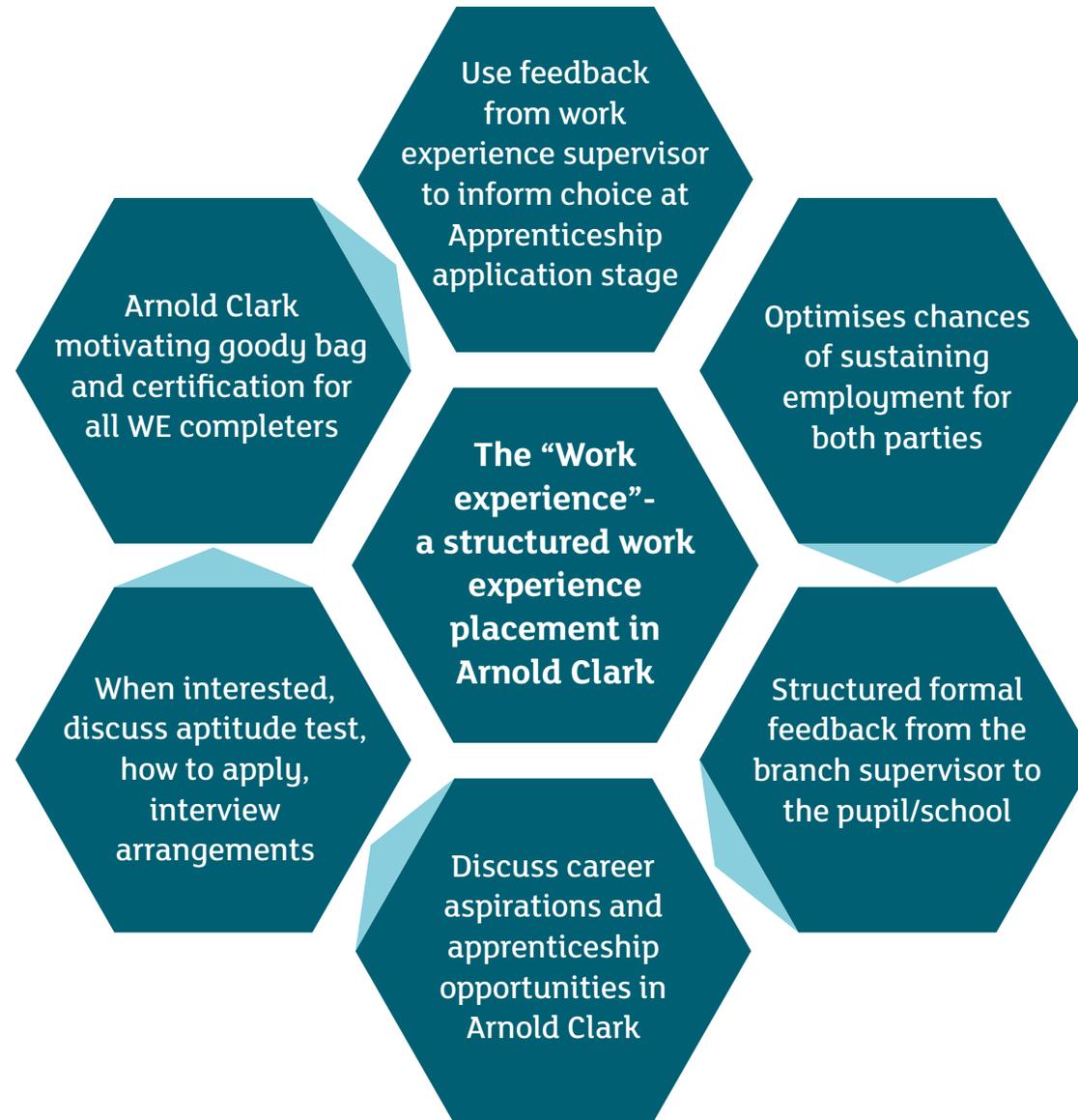
Providers thought that SDS and Education Scotland could:

- Influence schools to emphasise the importance of core skills attainment at school phase
- Provide CPD opportunities to support development of core skills, and share the importance of why they are part of an apprenticeship
- Share for development, contextualised high level/adaptable project ideas mapped to frameworks

Providers thought that partners and employers could:

- Awarding Bodies/SQA Accreditation Develop simple work based core skills packages to “get ideas flowing”

Using work experience as a pre-apprenticeship taster approach



What did providers think they could take away regarding provision of work experience as a taster for an automotive apprenticeship?

Providers thought they can:

- Ensure that work experience opportunities are structured and everyone knows their responsibilities
- Do work experience taster nights, where smaller employers come together, and make it fun e.g. carting
- Use things like diary keeping for participants
- Make connections with schools and offer work experience opportunities
- Advertise their opportunities on [SDS Marketplace](#)
- Larger providers/colleges - have bank of employers willing to take work experience placements

Providers thought that SDS and Education Scotland could:

- Share practical advice on addressing health and safety/risk assessment/insurance requirements for work experience
- Work with employers to get more buy-in on the importance of work experience
- Share good practice in relation to how it works for Foundation Apprenticeships
- Explore potential to fund work experience e.g. 1 month internship, structured work experience such as taster activities or Certificate of Work Readiness

Providers thought that partners and employers could:

- Advertise their opportunities on [SDS Marketplace](#)