



TACKLING THE URGENT NEED FOR MORE INDUSTRY PROFESSIONALS IN THE APPRENTICESHIP WORKFORCE CREATIVE INDUSTRIES

A PARTNERSHIP APPROACH



HI!

WE ARE CREATIVE ALLIANCE

As an independent training provider, we believe that EVERY individual should be able to achieve success in the creative, digital or marketing sector.

We support companies and new talent to grow and develop through expert creative careers education and work-based learning.

1000+
Apprentices
hired

Over nearly 20 years



Business Growth
with the right talent

81%
Achievement
Rate

Top 8% of all Training
Providers

What we do

We get young people into work in creative, digital and marketing roles. We're a specialist creative industries work-based learning provider. We do this through:

1

Apprenticeships

- Training programmes created by professionals.
- Tailored to the specific job roles and companies needs.
- Flexible and adaptable to the sector

2

Skills Bootcamps

- Intensive courses focused on foundational skills and employability.
- Curriculum created working with employers, considering what they look for in junior roles.
- Aimed at boosting career opportunities,

3

Careers Resources

- Projects dedicated to support and encourage young creatives in their careers.
- An array of resources (HomeGrown project) and mentorship programmes (Headspace) that provide insight into how to start and sustain a career.

Impact

Over the years, we have worked with businesses of all sizes, including companies like:

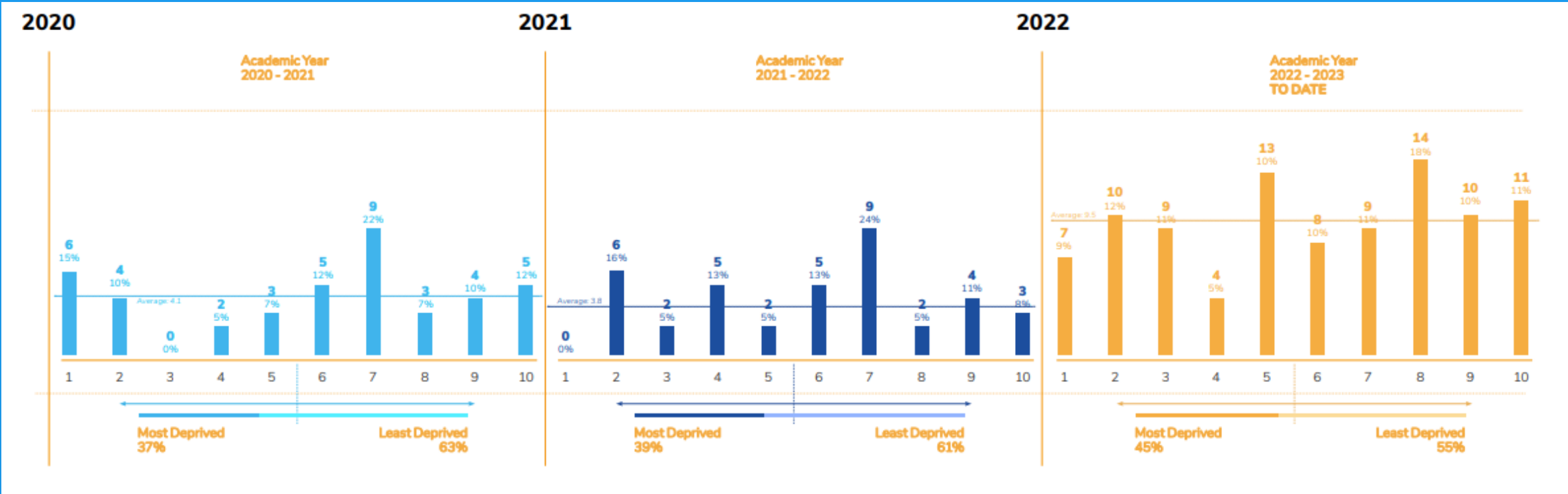


“ Working with Creative Alliance has been a game changer for how we take on apprentices at Global ”

Aimee Barby
Talent Development Manager at
Global Media & Entertainment

Impact

We have also seen the power that work-based learning has in supporting learners in most deprived areas.



Demand

Apprenticeships have become more prominent, and more learners are successfully participating in apprentice roles in the creative sector.

224

Learners started an apprenticeship since 2020



54

Sample of Career Progression Tracking



21 Maintained FT Employment

18 Found New FT Employment

4 Further Education

8 Developed into Freelancing

3 Promoted to Higher Roles

Our latest vacancy with **Royal Opera House** has seen a record number of applications, that reflects a trend in applications and demand for apprentice roles.

20

Average applications on the last months of 2023

145

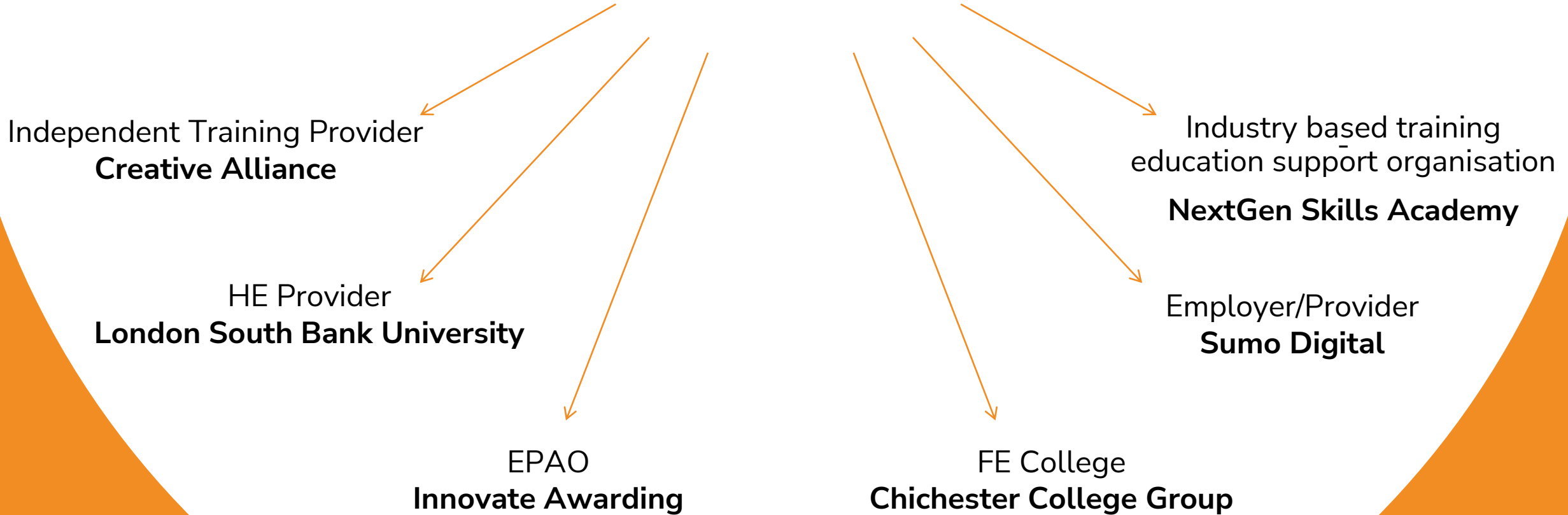
Applications for Royal Opera House vacancy

102

Average Applications for most popular vacancies currently

Apprenticeship Workforce Project Overview

6 PARTNERS



A Shared Problem

- Urgent challenge to improve apprenticeship starts, retentions & achievements. The lack of industry experts and specialists directly involved in delivery and end-point assessment is key issue.
- Anecdotal evidence from across the partners that their success in recruiting is limited, inconsistent and often happens by chance.
- Retention rate for industry specialists delivering and end-point assessing has been low.
- The problem is not unique to creative industries but notable number of Standards here with low/no starts – synergy with IfATE problem.
- Nature of Creative Industry employers similar to Construction.



Project Aims

1

To conduct research to further support our understanding and suggest approaches to tackle the challenges and barriers to attracting, developing and retaining industry experts in apprenticeship delivery and assessment roles

2

To develop sample resources which could be used by training providers and EPAOs to support them to attract, develop and retain industry professionals.

Project Outputs

1 Survey/Focus Group/Individual Interview Responses and Practitioner Case Studies with evaluation and conclusions.

- Current industry specialists delivering on programme learning
- Current end-point assessors
- People from both groups, approached to join the apprenticeship workforce & declined
- Employers
- Sector strategic bodies/ education policy organisations.

70 people involved in research.

2 Sample Information/Training Resources that can be shared across all providers and EPAOs based on findings from survey, focus groups and interviews.

- Example Professional Discussion Video
- 'Apprenticeship Essentials: What's Involved in...'
 - Delivering apprenticeship training
 - Assessing apprenticeship competence

Based on L7 Games Programmer apprenticeship & written for industry professionals.

The Unexpected Outcome

There is a far more fundamental problem that needs to be tackled even before the ideal of sharing resources is furthered.

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There is a need for significant simplification of processes and practice if we are to attract industry professionals to the apprenticeship workforce.

Standards and especially Assessment Plans must be more industry focused & less 'academic'.

Assessment Plans are too complex, too time consuming & too remote from industry practice.



Conclusions

1

There is a fundamental disconnect between creative industries and education.

2

The administrative and pedagogical processes in the case of both on programme delivery and end-point assessment are overwhelming & seen as unnecessarily complicated.

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

4

Remuneration is insufficient and unrealistic for the level of industry experience required.

5

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.

6

The extent of commitment and requirements of the job(s) is not always transparent.

Conclusions

7

The perception of apprenticeship delivery and assessment is that it is 'academic' and therefore not particularly exciting or dynamic.

8

A large percentage of the creative sector does not even realise that these roles exist.

9

Current discussions around the use of Levy spend could open up the potential to discuss relationship with the supply of industry professionals to be involved with the direct delivery and assessment of apprenticeship.

10

The nature of employment in the creative industries, particularly around production, is fluid and often unpredictable meaning that regularly accepted education workforce recruitment practice simply won't work.

11

There is an important synergy between this research and the work being carried out by IfATE on Low/No starts.

12

There are fundamental problematic issues with the Standards and Assessment Plans that directly and indirectly have an impact on the potential to recruit industry professionals.

Recommendations

1 Create, test and trial, a Creative Industries Apprenticeship Recruitment and Resource Hub offering an open space accessible to providers, EPAOs, assessors, employers, creative industry bodies and public bodies.

Specifically, the inaugural activity for the Hub development to include:

- Building a Partnership Team across the provider, EPAO and employer base to develop and manage the Hub.
- Developing a resource for information, training materials and sharing of good practice.
- Developing a resource space for assessor opportunities & availability across creative industries apprenticeships.
- Further develop, test, trial and evaluate 'industry reflective prototype materials'. Cut out the education jargon.
- Launch an awareness and promotional campaign for industry professionals to highlight the need, the availability of freelance work and benefits to CPD of working with apprenticeships.
- Invite a second industry sector to engage in parallel to assess the potential of this model to support the wider apprenticeship workforce development.

Recommendations

2 As Standards come up for Review or are identified as being particularly problematic, review and simplify KSBs and Assessment Plans.

For example: explore the potential for assessment plans in creative industry standards to comprise a Professional Discussion and a Portfolio only.

Rationale: more aligned with usual industry recruitment practice & therefore, more familiar to industry professionals considering joining the apprenticeship workforce.

3 Explore a model of employer release of staff to undertake end-point assessment/support on programme delivery to specifically include CPD accreditation and how costs of staff release might be reflected in Apprenticeship Levy spend.

What Next?

We hope for Government support for our recommendations to create a 'Hub' but regardless we think it vitally important to take the work we have started on resources forward by:

- Testing and Trialling the Sample Resources
- Extending and Expanding the Project Partnership

We are keen to involve other industry areas.

If you are interested, please contact :

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