

Response to skills delivery independent review: call for evidence

Introduction

Enginuity's response was provided through an online survey.

Part 1 – Skills Delivery Landscape

Question 1: If there was one thing you would like to see change in how our skills landscape is structured and delivering, what would it be?

The system needs to be more flexible. In particular, the Young Person's Guarantee should be amended to ensure that more adults over 24 are able to access funding to support upskilling and reskilling. Demographic changes mean that fewer young people are entering the workforce, while older people are remaining in the workforce for longer at a time when industrial and technological change, and digitalisation, require much greater upskilling and reskilling of the existing workforce. These changes mean that there is no longer a justification for the focus to be primarily on younger people aged from 16 to 24.

Question 2: Thinking about the vision in the Terms of Reference for a system that is simple, people-focused and built on collaboration, how well are we doing against that vision just now? Can you provide specific examples of:

- a) success in the work of public agencies or the private/third sector; or
- b) elements that don't work, are confusing or need to be improved?

Question 3: Thinking about the descriptions above of the different national agencies and partners involved in skills delivery, are there areas where more clarity is required about roles and responsibilities or where you think the balance of responsibilities should be changed?

Greater clarity is required on the respective roles of Skills Development Scotland's (SDS) skills funding and the Scottish Funding Council's (SFC) funding of Further and Higher Education. The system would benefit from greater transparency as to how both agencies are allocating their resources and funding, and clear measures of the direct impact of that expenditure on skills provision across Scotland.

Question 4: Thinking about how our economy and society is changing and the Scottish Government's ambitions for a skilled workforce as set out in NSET, do you have any evidence on where the current skills and education landscape needs to adapt or change and how it could be improved? Please provide evidence to support your answer.

The current skills and education landscape will have to adapt to increasingly rapid industrial and technological changes, digitalisation, and the need to support sustainability and the just transition to net zero. A key part of the solution will be understanding and responding to labour and skills supply and demand, and enabling efficient and effective transitions of workers. We discuss below in Parts 4 and 5 how Enginuity is developing a career conversion tool to support the transition of workers and the efficient provision of modular upskilling and reskilling.

In addition to training, upskilling and reskilling, it is important to consider areas where automated systems and processes can alleviate skills challenges. For example, there are acute skills shortages in welding. Investment in automated welding systems may alleviate those shortages and provide a critical contribution to industries such as renewables and future energy security.

There is also still room for improvement in STEM education. The Government made a significant investment in STEM education after the publication of the STEM strategy for education and training. The strategy's Third Annual report sets out a range of actions that have been taken in support of STEM education and training provision. However, these activities could be better co-ordinated to achieve a more effective collective impact, and greater overall value, for the STEM sector.

Employers are chasing the same cohort of young people interested in STEM careers. This is a diminishing group, with the demographics of an aging population, and particularly a leaky STEM pipeline. Many young people who enjoy and excel in STEM activities at a younger age do not go on to pursue further or higher education in STEM or follow careers in STEM. There is also an issue with STEM graduates not pursuing STEM careers. For example, the Royal Academy of Engineering found that only about half of engineering graduates may be entering an engineering occupation with about 30% of graduates surveyed entering non-engineering roles, and 20% either unemployed or going on to further study.

Question 5: Can you provide any evidence of skills structures in other places that are delivering outcomes in line with Scotland's ambitions which Scottish Government should look to in achieving its ambitions?

The skills structures developed by Skills Futures in Singapore aim to encourage individuals to take ownership of their skills development and lifelong learning. They provide myskillsfuture.gov.sg which offers a one-stop online portal to enable Singaporeans of all ages to make informed learning and career choices.

Enginuity is currently building a skills framework for the Engineering and Manufacturing sector UK-wide, using cross-walks to integrate a range of occupational and employer-demand information. The skills framework will power a range of tools to support businesses in workforce planning and individuals in transitioning roles. The tools include:

- a career transition tool,
- a library of information about Engineering and Manufacturing careers, occupational, job roles, and skills, and
- a skills map.

Part 2 – Apprenticeships

Question 6: Do you have any evidence relating to the outcomes of the current funding and delivery of apprenticeship programmes (Modern Apprenticeships, Foundation Apprenticeships and Graduate Apprenticeships) in terms of either outcomes for learners and/or the needs of employers?

We strongly support the apprenticeship system, which is integrated and, critically, is well respected by most employers. There are some areas where significant and meaningful improvement could be made to better meet the needs of learners and employers.

Contribution rates

Although the Scottish apprenticeship system is well-regarded by employers, contribution rates for delivery remain low. If these low rates were to persist, this could impact the future quality of the apprenticeship system. The apprenticeship system can provide huge benefits to SMEs, but many do not know how to access the system or how to contact a potential provider. However, ROI figures for apprenticeship contributions in SMEs may help engage SMEs which are on a growth trajectory.

Promotion and parity of esteem

The Modern Apprenticeship (MA) Week and MA Awards have proven to be successful promotional vehicles, but there needs to be more promotional activity through-out the year. Creative promotional methods are needed, and more emphasis is required on creating a parity of esteem for apprenticeships with Higher Education and other Further Education programmes. Case studies of successful employers who have set the apprenticeship system at the heart of their business, and well-publicised outcome data on the longer-term benefits of the apprenticeship system for individuals (particular compared to HE) may be a good way of working towards parity of esteem.

Progression from MA to GA

While progression from Foundation Apprenticeship (FA) to Modern Apprenticeship (MA) is reasonably effective, much more needs to be done to support progression from MA to Graduate Apprenticeship (GA). At present, about 95% of graduate apprentices are recruited directly into the programme. Higher Education providers recruit few candidates from MA completers within employers, opting instead to focus recruitment on more experienced workers requiring professional development. In addition, anecdotal evidence suggests that there is a lack of awareness of the GA programme among teachers and school leavers.

The issue is partly historical with the three apprenticeship programmes developed separately rather than as a single linear system of progression. There is a great opportunity to improve, better define and promote the system of progression from MA to GA. A better understanding of progression options will encourage more young people to consider the benefits of the apprenticeship system and how it can help

them fulfil their educational and career ambitions. This will also benefit employers by increasing the number, quality and motivation of learners entering MA.

There are immediate, and relatively straight-forward, improvements which could be made to the existing progression system to support this. For example, MA with a Higher National Diploma (HND) is equivalent to the second year of a GA, but there are no articulated routes between them.

In addition to making the progression routes from MA and GA clearer, Skills Development Scotland (SDS) should promote and raise awareness of progression opportunities among modern apprentices and employers, building on their existing account management system. There is also an opportunity for SDS, and other agencies, to increase awareness of GA among school teachers and leavers.

Funding for older workers

There needs to be better funding opportunities for older workers wishing to take part in the MA system. Funding for individuals aged 25+ wishing to participate in the MA system is restricted to key and supporting sectors. The limited opportunities for funding apprentices older than 24 has significantly limited take-up of MA by adult apprentices and led to a missed opportunity to upskill adult learners.

Question 7: The Terms of Reference sets out an ambition for apprenticeship programmes to be an embedded part of the wider education system to ensure that there are a range of different pathways available to learners. Do you have any views or evidence on how changes to the operation of apprenticeship programmes could support this ambition?

Question 8: Apprenticeships are often described as being 'demand-led'. Do you have any evidence about how process for developing and approving apprenticeship frameworks responds to skills priorities? Please include suggestions of how the development process could be enhanced.

A key theme of the review is how to address supply and demand for labour and skills and understand and respond to future skill needs. This is more important now than ever because of the pervading skills and labour shortages, the constraints on public spending imposed by the current economic and fiscal challenges, the rapid pace of industrial and technological change, the need to support sustainability and a just transition to net zero.

Better understanding supply and demand, and future skills needs, will benefit everyone involved in the apprenticeship system. Learners will make choices that are informed by a better understanding of future career opportunities, while government, providers and employers will be able more effectively to ensure that training is delivering the skills that will be in demand as those learners build their careers.

Part of the solution is already in place with the employer-centric model. We note below how this model can be improved to ensure that employers' understanding of

current and future skills needs is fully incorporated into the design of apprenticeships and vocational training.

The other part of the solution is to improve skills foresighting and to develop tools to enable efficient career transitions and the efficient provision of training. Enginuity has been involved with the HVM Catapult on skills foresighting. We have also been developing our skills framework, with occupational mapping and career transition tools for the Engineering and Manufacturing sector. We discuss in Parts 4 and 5 how these tools can support the efficient development and provision of upskilling and reskilling, although they are just as useful for improving the apprenticeship development process.

Question 9: SAAB and AAG are described as employer-led groups. Do you have evidence on the benefits or risks of employer leadership in apprenticeship development or the impact it has on outcomes for apprentices and/or employers? Please include suggestions for how the governance of apprenticeship design and delivery could be strengthened.

Employer-led design of apprenticeships is essential to ensure that the skills system delivers the right outcomes for everyone involved. If the design is not fully informed by employers' actual skills needs, then employers will not be able to obtain the skilled labour they need, apprentices may not be gaining the skills they need to progress through their education and careers, and providers may allocate resources to teaching out-to-date, or not in demand, skills and technologies. We describe below our concerns about the dated nature of some NOS Suites, and the impact that has on employer-led design.

The governance of apprenticeship design could be strengthened by further improving the effectiveness of employer engagement. Apprenticeship design would benefit greatly from the Scottish Apprenticeship Advisory Board (SAAB) and the Apprenticeship Approvals Group (AAG) being able to take full advantage of the expertise held by employer-led Sector Skills Councils (SSC) and Sector Skills Bodies (SSB). At present, these organisations are represented in the design process by the Federation for Industry Skills and Standards (FISSS) which is not in a position to provide SAAB and the AAG with the full range of knowledge and expertise present in SSC and SSB.

Part 3 – National Occupational Standards (NOS)

Question 10: Do you have any evidence on how the current arrangements for NOS are delivering against the intended ambitions of the NOS Strategy?

In *National Occupational Standards Strategy 2022*, published in September 2022, the governments of Scotland, Wales and Northern Ireland restated their commitment to the National Occupational Standards (NOS) and set out a new set of principles and priorities to improve their use. We strongly support the principles, priorities and actions set out in the NOS Strategy. We are particularly supportive of the commitment and actions to implement a continuous improvement cycle. Up-to-date standards that reflect actual practice in workplaces are fundamental to an effective employer-centric approach.

The commitments and actions need to be implemented effectively, and in a timely manner, for NOS to fulfil the role anticipated in the Strategy and ensure the effectiveness of the employer-centric approach. In this context, we look forward to reviewing the NOS Strategic Development Plan, to be commissioned by the NOS Governance Group (NOS GG).

The NOS GG and the authors of the Strategic Development Plan will need carefully to consider how the Strategy's principles, priorities and actions can be delivered. In particular, the current funding arrangements fall far short of providing sufficient resources to deliver key parts of these commitments, especially the implementation of the continuous improvement cycle through ongoing, regular monitoring. The Strategy addresses this issue briefly with a commitment for the NOS GG to explore alternative and sustainable funding to support the future of NOS. The success of this exploration process will be vital. Years of under-investment mean that many NOS Suites are out-of-date, some having not been reviewed for as long as nine years. For example, the Rail Engineering Overhead Line Equipment Construction Suites were last reviewed in 2013, while Mechanical Manufacturing Engineering Suite 3 was last reviewed in 2016. As a result, many NOS do not reflect new and emerging practices within industry sectors, the changing skills needs of employers, the introduction of new technologies, nor sufficiently address sustainability needs and the just transition to net zero. The impact of out-of-date NOS will be exacerbated going forward, as the pace of industrial and technological change accelerates, and the need to support a just transition to net zero becomes more acute.

The continuous improvement cycle is, also, by itself, not sufficient to address the issue. Before resources are invested in the continuous improvement cycle, an effective three year rolling plan of rationalisation and updating is required to update content, consolidate Suites and remove duplication. We are concerned that the three governments might underestimate the task required which is more than to just refining and refreshing the content of the NOS database and removing duplication. The proliferation of NOS over the last years has led to a significant number of multiple standards, and overlapping NOS, underpinning the same or similar tasks. The improvement cycle will be much less effective, and much more expensive, if a solid foundation is not set up by an effective review and rationalisation process before it starts. The formal review of progress, currently scheduled for 2027, should also include a more limited rationalisation process to support the ongoing continuous improvement cycle.

We strongly support the commitment in the Strategy for NOS to remain demand-led and be based on real-time insights, while continuing to prioritise the employer-centric approach, with better use being made of LMI and strong stakeholder engagement. However, an employer-centric, demand-led model cannot operate effectively if employer feedback is not being regularly incorporated through regular engagement with employers, and timely reviews and updating. Achieving this will require a step change from current practices which have not, overall, been delivering on this priority. In particular, most employers have stopped engaging with the NOS development process. A more systemic approach to the wider employer audience, to re-engage and re-energise these stakeholders, will be critical to delivering the objectives of the Strategy.

Question 11: The NOS Strategy positions NOS as the foundation of vocational training and learning in Scotland. Do you have any evidence to support how changes to the delivery landscape for developing and championing NOS could support this ambition?

The NOS Strategy positions NOS as the foundation of vocational training and learning in Scotland, while current Scottish Vocational Qualifications (SVQ) are based on NOS content and underpin the apprenticeships system. The Strategy relies on NOS being suitable to underpin essential competence in skills. Today, many NOS are not suitable for this purpose. Some SVQs are built on out-of-date NOS which, in one case, has not been reviewed for 9 years. For example, SVQ in Performing Manufacturing Operations and SVQ in Installation and Commissioning are based on NOS Suites were last reviewed in 2016. SVQ in Rail Engineering: Signalling and Telecoms is based on a NOS suite which was last reviewed in 2015. The pace of change in the Engineering and Manufacturing sectors is increasing with the introduction of new technologies and industrial processes, and out-of-date SVQs like these ones are in danger of losing relevance and no longer reflecting actual workplace practices, new technologies, and current approaches to sustainability and net zero.

The Strategy acknowledges this problem and the need for alternative and sustainable funding sources to resolve it. However, we are concerned that the three governments may underestimate the extent of the challenge. We look forward to working with them to ensure that the process put in place, and the resources made available, produce a product that can be used effectively as an excellent foundation for vocational training and learning in Scotland, Wales and Northern Ireland.

Part 4 – Upskilling and Reskilling

Question 12: Do you have any evidence to demonstrate how the existing delivery arrangements for upskilling and reskilling, including the specific funding programmes, are impacting on intended outcomes for learners and/or industry and sectors?

Engaging older workers

It is important to engage workers aged over 40 and ensure they understand the options available to them from professional development. There is currently insufficient upskilling and reskilling among this age group, with research indicating that individuals in general do little or no CPD after the age of 38. This lack of CPD among older workers is no longer an option, with the pace of industrial and technology, digitalisation, and an increase in the creation of new industries and the disappearance of others.

The future skills system and funding arrangements need to create a culture shift to encourage and incentivise these experienced workers to upskill and reskill. There needs to be broad conversation about how we, as a society, make that cultural change and encourage this age group back into learning. Finding the right solution to this will be critical for both the realisation of the National Strategy for Economic Transformation (NSET) and keeping experienced workers as productive members of the workforce for longer.

Staff and equipment

It is important for colleges and training providers to ensure the skills of their staff and their teaching equipment keep up with changes in technology and deliver training that meets the future needs of industry. It remains challenging to bring people with relevant skills into the teaching sector, especially with generally lower remuneration compared to roles in industry. With current fiscal constraints, colleges and training providers should look at partnerships with innovative employers who are willing to share knowledge and equipment for the betterment of the industry.

Question 13: Do you have any evidence about what measures, if any, should be in place to understand the quality of national skills programme delivery funded by public investment through independent training providers?

Question 14: Thinking about the government's ambition to optimise the existing system for upskilling and reskilling throughout life, do you have any evidence to support how changes to the delivery landscape could help to achieve this ambition?

We strongly support the government's ambitions set out in the National Strategy for Economic Transformation (NSET) for lifelong training that meets the changing demands of the economy and society. The NSET rightly notes that a skilled population is the key to business productivity and economic prosperity, as well as enabling individuals to participate fully in the labour market and lead fulfilling lives. Project 12 of the NSET set out a good foundation for supporting and incentivising individuals and employers to invest in lifelong skills and training. The recognition, in Project 13, of the need for a systematic approach to address Scotland's labour market inactivity challenges is very important.

Economic inactivity and low productivity

The key to reducing economic inactivity, and increasing productivity, among older workers is to ensure they have access to the CPD they need to continue to grow professionally, engage effectively with changing technology, and find continuing satisfaction in their careers. Mentoring schemes can be mutually beneficial to enable workers with significant experience to upskill their less experienced colleagues and enable young people to transfer digital skills to the older members of the workforce.

Modular qualifications and career transitioning

We have discussed above the importance of focussing on the upskilling and reskilling of existing, experienced workers to meet the changing skill needs from industrial and technological changes, digitalisation, and the just transition to net zero. Furthermore, in the current environment of fiscal constraint, it is essential that funding is used in the most efficient way possible to provide upskilling and reskilling which meets the needs of employers and provides individual with skills that enable them to meet their professional and personal goals.

We strongly support the further development of modular qualifications which can provide the exact skills a worker needs to transition to a different, or a more senior, role. Unlike, other aspects of Further Education, such as apprenticeships, there has not traditionally been a supportive eco-system for modular qualifications. Developing

this eco-system and fully supporting the provision of modular qualifications will enable workers to upskill and reskill in the most efficient way, both in time and cost. It will also encourage workers who do not have the capacity or motivation to undertake a full training programme, to engage with meaningful and valuable CPD that helps them meet their career goals.

Enginuity is developing a career connector tool which will provide excellent support for modular qualifications in the Engineering and Manufacturing sectors. The tool will provide workers in these sectors wishing to transition roles with exact details of the additional skills they will need for the target role. Future versions of the tool will link to the qualifications available to meet the identified skills gap.

Part 5 – Sector and regional skills planning

Question 15: Thinking about the overall ambition to ensure that the skills and education system is aligned to local, regional and national skills priorities, what aspects of the current delivery landscape are working well to support this ambition?

Question 16: The Auditor General recommended that the Scottish Government take urgent action to deliver improved governance on skills alignment. Do you have any evidence to support whether the current arrangements are likely to deliver progress?

The skills landscape is currently overly complex, including the integrated arrangement between Skills Development Scotland (SDS) and the Scottish Funding Council (SFC). This arrangement should be more transparent to stakeholders and the benefits of the arrangement clearly set out.

Question 17: The NSET sets out a vision for a system which is agile and responsive to future needs, where labour market insights can inform strategic provision planning. Do you have any evidence to indicate how changes to the delivery landscape could better deliver this vision?

Question 18: Skills Development Scotland currently leads and coordinates approaches for Skills Investment Plans for sectors and Regional Skills Investment Plans. Do you have any evidence to demonstrate the success of this approach or to support the impacts of SIPs on sector skills outcomes or RSIPs on regional outcomes?

There is considerable difficulty in applying skill planning at local and regional levels. This requires Skills Development Scotland to work closely with national and regional stakeholders to create a real impact on the local area and its skills requirements. There is no clear evidence to demonstrate that SDS is engaging effectively enough with these stakeholders to ensure that the Regional Skills Investment Plans have a meaningful impact.

Question 19: One of the major challenges and opportunities facing the economy is the just transition to net zero. Thinking about the current delivery landscape, how well is it structured to deliver this ambition?

Understanding the net zero skills challenge

Successful decarbonisation will require a wide range of existing and new economic activity over a long period of time, including economic activity which we do not yet fully understand. Refitting domestic and commercial heating, moving production and infrastructure to electric vehicles, and developing and building renewable energy and carbon capture technologies, are some of the engineering and manufacturing challenges of decarbonisation now where Scotland does not have the skilled workforce it needs. And that picture of the skills needed by the sectors involved in decarbonisation could rapidly change with the developments of future technologies and industries.

To meet these challenges, we need to use the most efficient method to ensure we have an engineering and manufacturing workforce with the right set of skills, not just today but over the next 30 years. We collectively face a challenge to:

- horizon scan changing decarbonisation skills needs over the next 30 years and develop a dynamic understanding of workforce requirements over long time horizons,
- develop and employ tools to ensure the efficient movement of skilled labour from declining to growing sectors, and minimising economic inactivity among the skilled workforce, and
- motivate and enthuse the workforce of the future to ensure greater and more diverse participation in the Engineering and Manufacturing industries which will deliver net zero.

Enginuity's data, research, and expertise will help the engineering and manufacturing sectors in Scotland meet the challenges of net zero. Our career connector tool will support the efficient movement of skilled labour to decarbonisation industries. We are also planning to build tools to horizon scan the workforce needs of the engineering and manufacturing sectors, including in the green domain. The tool will enable us to identify occupations, careers, and skills that will be transferable to clean growth industries and support the green economic growth of engineering and manufacturing in the UK.

We will be able to provide skilled workers in Engineering and Manufacturing with a personalised career connector tool which will show the best options for their further career development. We have already established which careers are likely to support the green and sustainability agendas across the UK, and will be able to tag green careers and, over time, identify green skills associated with specific roles. As well as assisting the efficient provision of retraining and upskilling, this will help prevent the types of inefficient structural unemployment and early retirements which can occur when workers cannot see a clear career progression.

Embedding environmental good practice

There needs to be much greater effort and energy put into embedding environmental good practice and sustainability into National skills programmes to support the just transition to net zero.

A key aspect will be inspiring and engaging school children who tend to be more receptive to messages on environmental good practice and sustainability. As these children progress into jobs and follow careers, they can, over time, lead significant culture changes in the way workplaces and business operate.

We discuss in Part 6 the need for inspiring and accessible methods for engaging children and young people. Gamification and other innovative and interactive media are often more effective in reaching this group than traditional methods and should be used in schools and other learning contexts to help transfer knowledge and understanding of net zero issues, challenges and solutions. Enginuity is designing tools to achieve this including Skills Miner games on key engineering environmental challenges such as domestic heating and sustainable farming.

Part 6 – Careers and Young People

Question 20: Do you have any evidence to inform how the new Careers by Design Collaborative could be embedded within the wider education and skills system and delivery landscape to enable the recommendations of the Careers Review to be taken forward to ensure people can access the advice, information and guidance that they need?

Question 21: Alongside Careers information, advice and guidance, do you have any evidence to demonstrate what additional support young people, including those from marginalised groups, might need to develop their skills and experience to prepare them for the world of work? Please include details about who you think should be responsible for providing this support.

Young people need additional support to prepare them for the world of work. This is especially true for STEM careers. Evidence suggests that there is still not enough focus on the provision of STEM careers advice in schools and enough understanding among both teachers and learners of the educational and careers options available to young people in STEM. In particular, young people are not sufficiently aware of the immediate and longer-term benefits of vocational training, with higher education remaining a default choice for many young people and parents. It is important for STEM careers advice materials and tools to be designed to be inspiring, engaging and accessible to a diverse range of young people, and to overcome existing barriers to engagement, especially for marginalised and under-represented groups.

Enginuity recently commissioned a UK-wide study from CHILDWISE, a leading specialist in research with children and young people, on the use of STEM careers materials in schools. The evidence suggests that teachers of learners aged 11-14 need support to incorporate STEM careers advice into their lessons. Among the STEM teachers (of 11–14-year-olds) surveyed by CHILDWISE, 41% felt they did not know enough to help students who asked for advice about a career in engineering.

They also expected most of their students to know only a little (76%) or nothing (18%) about potential careers in engineering. Only 30% regularly incorporated information about possible STEM careers into their lessons, with 51% occasionally and 19% rarely doing so. Although lack of time was the most common reason for this (52%), 26% indicated they did not know enough about it, and 18% that they did not know where to find it.

Most of the children (aged 11-14) surveyed said they knew only a little (46%), nothing at all (36%), or didn't know (10%), about careers in engineering, with only 8% knowing a lot. 63% said they would not be interested in a career in engineering, with concerns about its being boring, as well as too hard, too dirty, and not creative or well paid enough. These findings are particularly significant given how early career ambitions seem to form with 37% of surveyed children (11-14) knowing, and 45% having some idea of, what sort of job they wanted to do when they were older. This indicates the importance of engaging school children, including at primary school, with engineering and technology, and providing them with relevant, accessible and inspiring STEM careers advice.

In addition to being inspiring, resources need to be thoughtfully designed to reach and inspire as diverse a group of children and young people as possible and overcome existing barriers to engagement. For example, the Enginuity/Childwise research found that girls say they know less about, and are four times less likely to be interested in, an engineering career than boys.

Enginuity is developing tools to connect with children to inspire and engage them with an understanding of the range of rich and diverse career opportunities available in Engineering and Manufacturing. As part of this work, Enginuity has launched Skills Miner, an educational game using the Minecraft platform, which provides an accessible way for children to uncover engineering skills through gameplay and exploration. Skills Miner has been designed to be used as a stand-alone STEM careers tool to support the provision of STEM careers advice in schools without a full STEM careers programme. Further details are available at <https://enginuity.org/innovation-lab/skills-miner/>.

We are also developing digital interactive careers maps, including a cityscape where young people can navigate through a city exploring zones dedicated to different careers within Engineering and Manufacturing. In each zone, the user will be able to access engaging and inspiring careers information, including role models, role profiles, case studies and, where relevant, a skills miner game.

Part 7 – Employer Support Engagement

Question 22: Do you have any evidence about how the current arrangements for employer engagement in skills and education are supporting delivery of Scottish Government's ambitions and outcomes?

Enginuity is currently the lead contracted organisation on behalf of Skills Development Scotland (SDS) for the review and development of a new modern apprenticeship for Engineering using the new model and approach to apprenticeship

development in Scotland. The project requires Enginuity to engage across the sector and with all stakeholders who have an interest in apprenticeships.

This project is a great example of the current arrangements in skills and education working well to capture employer understanding of skills and knowledge requirements in a way that supports the delivery of the Scottish Government's ambitions and outcomes. Employer stakeholders have been very positive about the benefits of their participation in the Technical Evaluation Group (TEG) process which brought together a varied group from across all sectors of engineering activities to develop a new apprenticeship standard and framework. The TEGs examined current work situations and then developed the skills and knowledge requirements, creating a good understanding of the wider challenges across the Engineering sector.

The use of TEGs in this way is a positive example of how the current system can work effectively to inform apprenticeship design. In reviewing the skills system, it is critical that the aspects and processes of the current system that are working well are retained and built upon.

Question 23: Thinking about the different aspects of the system in which employers have an interest, and the existing mechanisms for feeding into policy and delivery, do you have any evidence to support how changes in the delivery landscape could improve the partnership working between Scottish Government, its public bodies and employers?