

## TESP Training & Qualifications Forum

Wednesday 22 June 2022

### Question & Answer log

**How will the requirement for CPD be ensured for those contractors that are less committed to ongoing development?**

Working Group 2 (WG2) aims to work with each of the installer sector groups to ensure that any CPD arrangements are robust and widely implemented.

Step 1, each of the sector groups will need to define mandatory CPD, including core CPD (i.e. what every person in the trade needs to do) plus appropriate, relevant CPD for particular types of work activity and/or work environment.

Step 2, the sector groups will need to demonstrate the existence of effective mechanisms to check that individuals are undertaking mandatory CPD. One such mechanism already recognised by WG2 are industry card schemes, which are going to have to upgrade the information they hold to include CPD. Another is periodic revalidation, which individuals won't pass if they haven't completed core + relevant and appropriate CPD.

Step 3, sector groups need to demonstrate that a robust system of checks is in place on the competence of organisations (e.g. third party accreditation by certification bodies), which in future should include checks that each organisation is monitoring and supporting CPD for individuals effectively.

None of this involves TESP directly, although we would expect TESP playing a role in collaborating with and influencing other stakeholders.

**Where training providers are clearly mis-selling courses, what powers do the TESP have to motivate them to change?**

Where TESP becomes aware of course mis-selling we take action including engaging directly, informing them of the issues and trying to persuade changes of messaging and behaviour. We log all reports of undesirable and incorrect messaging.

If change isn't quickly forthcoming, we will also flag the issue to the relevant Awarding Organisation and request they carry out quality assurance on the provider. We can also ultimately raise the issue with the provider to Ofqual and request the right to remove. In addition, NET also carry out additional gateway checks to look at what candidates are being put forward for AM2 and under what circumstances.

Sometimes there is a genuine lack of awareness from providers about what they should be doing. They need to be educated and we look for help from other providers to help get the correct messages out there.

For those who are simply out to con people, we are also trying to make people aware before they get tied into contracts and loan agreements. TESP is currently undertaking a Google Ads campaign to promote a rogue trainers warning and we are receiving more queries from people who are doing research before they commit to a training provider. We are also producing guidance on how to complain for those who are unhappy with their training arrangement.

We would like the support of the training community to flag the right and wrong training routes – please raise awareness wherever possible including social media, local community groups etc. By signing up to the Rogue Trainers supporters campaign you can receive a guide and materials to help you do this.

**As a training provider that likes to do it the right way, some of our applicants for experienced worker route are going to other providers. So we are penalised for doing it properly where others are ticking boxes. What teeth do TESP have to stop this dangerous practice?**

TESP works across industry to promote sector careers and career progression, we engage frequently and constructively with a broad range of employers, providers and industry organisations to influence change and uphold and improve industry standards. The more everybody in the sector endorses and promotes the correct industry messages and practices, the more isolated and visible bad practice will become.

If there are specific concerns, these can be reported to TESP with as much detail as possible and we will always review and follow up.

Training providers should be following the requirement for a minimum of 5 years post training experience as a practising electrician when reviewing whether a candidate is eligible. As per the presentation, we are reviewing EWA initial assessment and RPL and will be further tightening up EWA processes and providing more prescriptive direction for training providers. In addition, NET holds AM2E applications at gateway and requests awarding organisation checks where there is a concern over compliance with the experience requirement.

**How will you encourage AM2 centres to set up the domestic AM2 provision? Is there guaranteed uptake of the course since setting up provision is an expensive process.**

TESP cannot guarantee training or assessment demand. Colleges wishing to offer the Domestic Electrician apprenticeship may be able to draw on Government capital funding provision. Any provider can engage with their Local Enterprise Partnership, Mayoral Combined Authority or, if applicable, the Employer Representative Body developing their Local Skills Improvement Plan as relevant in their local area, these bodies should have information on the future skills requirements in their local area.

The recently published [Construction Skills Network Industry Outlook 2022-2026](#) gives indications of forecast demand for the Construction and Built Environment Sector across UK regions and occupations.

**With regards to the new DE EPA centres, will the existing NET centres get priority on building these?**

Existing AM2 Centres will be briefed on the DE specification when available and will have the option of delivering the End Point Assessment for Domestic Electrician provided they meet the necessary requirements. NET may also set up additional centres specifically for Domestic Electrician if demand requires this.

Regarding new qualifications, there still seems to be a divide: clever kids do A levels; the others go do a trade. However, the technology involved in our sector should appeal to highly academic individuals. What are the major players doing to educate and encourage young people to train to become tomorrow's designers and engineers, many of whom will need to complete degrees as part of their vocational journey?

TESP is working on career progression promotion following a piece of Pye Tait research completed in 2021. We will raise awareness of existing relevant higher apprenticeship opportunities with guidance and case studies on the Electrical Careers website, and partner where necessary.

IfATE has launched classroom based Higher Technical Qualifications at Levels 4 and 5. The current process is for Awarding Organisations to submit against existing standards. There is a desire to create more Level 4 and 5 progression opportunities across the Occupation Map and further development is expected in future.

T levels include on-site training as part of the course work. I believe this is aimed at 16-18 year olds. It is getting more difficult to get this age group on site due to young people risk assessments etc. How will we overcome getting the youngsters on site? Getting an ECS card will help but I have had problems in the past with under 18's being very unwelcome on larger sites they won't get through inductions by main contractors, even with a young persons risk assessment.

The following [CLC Guidance for Employing Young People](#) and [Build UK Work Experience Guide](#) may be helpful in educating main contractors about work placements. Page 27 of the Build UK Guide has information regarding insurance which is usually the concern for main contractors.

Please also see the ECS slides for information and links for relevant ECS cards for work placements.

ECA may be able to facilitate a direct approach to a main contractor through its membership of Build UK and/or the Construction Leadership Council and is happy to assist any member facing difficulties.

**An employer with an apprentice has a vested interest in their success and work placement. How will this happen with a T Level as they are not employed and the placement would be short term and disruptive to the employer?**

Obviously apprenticeships are the programme of choice to develop full occupational competence and employers should not be dissuaded from using the apprenticeship programme.

T Level students can often be accommodated on industrial placements on the days when apprentices are in college, which provides some business benefit and continuity.

Government guidance on T Level industrial placements is available [here](#) and TESP are happy to work with employers and providers to develop sector messaging and share best practice.

IfATE are pulling together T Level progression profiles with employers, providers and industry experts to outline the routes a learner may take after completing a T Level, including one for the T Level in Building Services Engineering for Construction. The profiles are due to be published on IfATE's website over the upcoming weeks [here](#).

T Levels will replace the full-time funded programmes for 16-19 in England and are also intended to be available to adults in future, although the structure may end up being different to reflect different learning needs. The [Skills for Jobs White Paper](#) has more information on the policy intention, and the [Skills Act 2022](#) provides the legislative basis for further strengthening of the technical education landscape.

**City and Guilds are updating courses such as the EV but what about existing pathways such as 5357 and 2365. We are setting examinations that question students about the installation of sodium lights which is interesting but not relevant to today's installations methods.**

5357 will be reviewed in line with the updating of the electrotechnical apprenticeship standard ST0152 which is already underway.

2365 needs consideration as part of the L3 reform picture – e.g. will there be a need for a new updated technical qualification for self-funders? TESP is working with awarding organisations to understand the impact of the change and will then consult with industry on any proposed new qualifications.