The six conditions of system change

Applying the systems change methodology

| Understand the system | Identify challenges | Identify recommendations |

The objective of the project was to **explore the support provided by training advisors** to apprentices in the construction and infrastructure sector

Applying the systems change methodology

Understand the system → **Identify challenges** → **Identify recommendations**
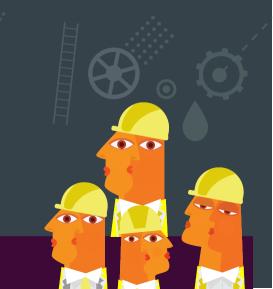
How did we identify the challenges?

- **Literature and data review**
  - **72 research papers reviewed**
  - **2022 training provider data**
    - 68,930 (82%) males and 15,080 (18%) females [84,275 in total]
    - European (62.1%), Māori (19.2%), and Pasifika (8.5%)
    - Construction industry hosted 37,255 apprentices (44%)

- **Primary data collection**
  - **235 survey responses**
    - Apprentices (143), training advisors (48), and employers(44)
  - **5 Focus Groups (plus two interviews)**
  - **10 Key Informant Interviews**

Challenges

1 Training advisors do not always have the capacity to adequately support their apprentices and employer

2 Training advisors are not always enabled to adequately support their apprentices

3 Apprentices don't always feel empowered to advocate for themselves

4 There is a reluctance to value soft skills in training advisors, despite the acknowledgement that these skills are just as important as technical skills

5 There is limited support for apprentices who wish to switch trades part-way through an apprenticeship

6 There is a lack of consensus of the roles, responsibilities, and rights of the different actors within the tripartite relationship

7 Not all apprentices(and employers) have a clear understanding of the apprentice progressing pathway

Tripartite relationship

Training advisor

Training provider

Apprentice

CONDITION	RECOMMENDATION
Mental models	1. Use the title 'learning navigator' for the training advisor role. 2. Enable transfer of apprentices across different trades and training providers.
Power dynamics	3. Ensure apprentices are empowered to utilise their agency. 4. Help training advisors manage caseloads, accounting for time needed to support different apprentices.
Relationships and connections	5. Support training advisors in building strong relationships with apprentices and employers. 6. Foster partnerships with other providers to enable apprentice transfers/secondments.
Policies	7. Regularly review policies so advisors focus on navigation-related tasks and receive adequate support.
Practices	8. Assess practices to identify those aiding training advisors and apprentices, then formalise them.
Resource flows	9. Remove barriers to apprentice movement within the system. 10. Review employer-provided information to ensure apprentices' progress is consistently tracked and supported.

Mental models

1. **Use the title 'learning navigator' for the training advisor role.**

2. Enable transfer of apprentices across different trades and training providers.
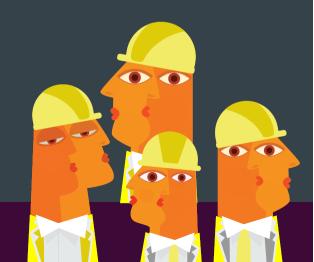
Mental models

1. Use the title 'learning navigator' for the training advisor role.

2. **Enable transfer of apprentices across different trades and training providers.**

Q+A

GET IN TOUCH
IF YOU HAVE
ANY QUESTIONS

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