

2019 • 2020

REPORT



all party parliamentary group on
apprenticeships

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FOREWORD

It is my pleasure to present the All-Party Parliamentary Group on Apprenticeships' annual report for 2019-20. The past 12 months have been anything but normal, but it is vital that we do not lose sight of the significance of apprenticeships across the UK.

As the UK faces substantial challenges, apprenticeships will play a key role in rebuilding the economy and we welcome the actions Government has taken to continue its support for apprenticeships.

The APPG's meetings have been well-attended, with a diverse range of speakers both in person and online. These have served to provide constructive and insightful observations which have helped form the basis of this report.

The Group has developed a series of policy recommendations we believe would increase uptake and improve the delivery of apprenticeships, while also helping to support the UK economy as it recovers.

If you would like more information on the APPG, please contact the secretariat on ApprenticeshipsAPPG@connectpa.co.uk and follow us on Twitter [@ApprenticeAPPG](https://twitter.com/ApprenticeAPPG)



Karin Smyth MP
Chair
APPG on Apprenticeships

The All-Party Parliamentary Group (APPG) on Apprenticeships is a cross-party group that constructively examines the role of apprenticeships, bringing together Members of Parliament, Peers and interested stakeholders to consider how we can deliver high quality apprenticeships whilst promoting best practice. The Group is committed to ensuring that apprenticeships, and the policies behind them, are continuously improved by everyone involved. The Group has explored a variety of issues for this year's programme of work and has engaged with apprentices, industry and policymakers in identifying challenges and opportunities within the UK's apprenticeship system. Our report examines the contributions put forward over the past year and has proposed key recommendations we believe would enhance the apprenticeship offer and increase the take-up of apprenticeships in the UK. We want to ensure that every apprenticeship is delivered to the highest quality and will support the overall development of an individual's skillset, whilst strengthening the UK's future workforce.

The Group's programme of work this year covered a variety of areas and this report examines the impact of COVID-19, while also bringing together our recommendations and insight from the sessions we were able to hold. The APPG would like to thank all contributors to our call for evidence and our sponsors for their support of the Group. The APPG's sponsors are: Amazon, BAE Systems, Battersea Power Station, Heathrow, KPMG, London South Bank University, Microsoft, the Open University, WMG at the University of Warwick and the University of Salford.

RECOMMENDATIONS

The APPG on Apprenticeships believes the Government should take a number of steps in both the short term and long-term to support and accelerate the growth of quality apprenticeships in the UK:

- A cross-departmental apprenticeship strategy must be developed between Government and industry to respond to COVID-19.
- The Government should set up an apprenticeship working group with employers, training providers, professional bodies and associations as well as unions to develop innovative ways to retain apprentices and ensure the continuing talent pipeline.
- Training providers should work to ensure that learning materials are accessible through as many online platforms as possible including mobile phones and games consoles.
- The Government must take additional steps to support flexible approaches to learning and working for apprentices that have been developed through lockdown, examples could include reforming how End Point Assessments are implemented.
- The Government must implement further proposals to ensure that young people are not exploited in the labour market by assessing the long-term employment progression opportunities for apprentices.
- The Government should provide apprentices with free travel by 2021.
- Government must reform the Apprenticeship Levy to create greater flexibility, through allowing a proportion of Levy funding to be spent on 'off the job' costs and pre-apprenticeship programs to encourage disadvantaged groups into apprenticeships.
- The Government must ensure that Apprenticeship Levy is sustainable in the long-term and gives employers and providers the stability they need to invest in apprenticeships.
- The Department for Education should collect and publish comprehensive data on the provision of careers advice in schools, in order to identify areas of best practice or targets for improvement.
- The Department for Education must work in collaboration with schools to establish knowledge and awareness programmes targeted at parents, carers as well as students and staff to encourage the promotion of apprenticeships for school leavers.
- The Department for Education should create a centre of excellence to encourage best practice amongst trainers.
- The Institute for Apprenticeships and Technical Education should simplify standards to support the learning of essential skills rather than focusing on specific occupations.
- The Institute for Apprenticeships and Technical Education should simplify and centralise apprenticeship applications, through the creation of a single UCAS like system that will support school children in understanding the benefits of apprenticeships.
- The Institute for Apprenticeships and Technical Education and Ofsted should undertake stronger enforcement of the rules and regulations surrounding apprenticeships to prevent exploitation, unfair pay, and poor-quality training.
- Businesses should be encouraged to include requirements for technical or vocational qualifications that equate to the degree levels for management positions where appropriate.
- The Treasury should pause the expiry of Apprenticeship Levy funds for at least six months, to support businesses through the pandemic.

CASE STUDY

LONDON SOUTH BANK UNIVERSITY WORKING WITH EQUALS



Equals is a leading independent cost and project management consultancy, whose clients have included the Royal Opera House, British Land and the British Museum. Over the last few years, the company, with the help of LSBU, has strived to set up a successful apprenticeship programme, and today, apprentices make up around 15% of Equals' workforce.

LSBU has been working in partnership with Equals to provide them with high quality apprentices to support in areas such as Quantity Surveying and Project Management. It is a competitive process, with around 250 applicants for just three places, but LSBU has provided support by supplying anonymised shortlists to make the process simpler. Having a dedicated Apprenticeships team at LSBU also ensures that partner organisations like Equals always have a point of contact for advice on navigating what can often be a complex system.

Prior to taking on apprentices, Equals found it increasingly difficult to recruit top-quality university leavers, and so in order to secure the future of the company, Equals saw the opportunity to train their youngest employees and set them up to be business leaders by immersing them in a variety of projects from the very start of their course. The apprentices study at LSBU for one day of the week, which provides them with knowledge and transferable skills that they can then put into practice in the workplace.

This is an organisation that is undoubtedly ahead of the curve and is now reaping the many benefits of having apprentices in the workplace.

COVID-19 AND APPRENTICESHIPS

INTRODUCTION

In June 2020, the APPG on Apprenticeships launched a call for evidence seeking submissions on the impact of COVID-19 pandemic on apprenticeships. The APPG was overwhelmed by the responses, hearing from businesses, representative organisations, local authorities, colleges, independent training providers, charities and trade unions. The APPG would like to thank everyone who took the time to put together a response to our call for evidence. This will be published on our website.

The impact of COVID-19 on the apprenticeship sector has been unprecedented. Apprenticeships by design are tied into nearly every sector of the economy and the wider education system which have been subject to vast amounts of change and disruption which has led to a great deal of uncertainty amongst businesses.

To add to this, the Prime Minister suggested that the Government would look into an apprenticeship guarantee to every young person in the country, a radical intervention that while positive, raises concerns about the functionality of such a system. The announcement of support from the Chancellor in the Summer Economic Update is an encouraging step, but the APPG would like the Government to take the opportunity of the Autumn Budget and Comprehensive Spending Review to take greater action to support apprenticeships in the wake of COVID-19.

The task facing Government should not be taken lightly, the AELP noted in their submission, there has been a huge fall in apprenticeship starts since the start of lockdown. With figures showing that starts fell by nearly 50% between 23 March and 31 May, with only 26,090 starts, compared to 50,050 in the

same period last year. Pearson explained that in one of their partner colleges, only 7% of apprentices under the age of 18 were still in employment. The Sutton Trust published research in May that highlighted just 39% of apprenticeships were continuing as normal, with 36% having been furloughed and 8% made redundant. Engineering UK found that around half of its corporate members that responded to a survey said that due to the pandemic, businesses would most probably have to reduce or delay the number of apprentice starts, or would not be in a position to take any apprentices on in September at all.

NHS employers and Health Education England highlighted that many health and care-based apprenticeships have had to have their programmes paused or had redeployments, for both learners and the staff that manage them, to allow staff to support frontline services.

There remain questions about the safety of these apprentices, when national news organisations were reporting on a lack of personal protective equipment and testing for these frontline staff throughout the early months of the pandemic. This is especially concerning when many apprentices may have been in their first workplace role and felt obligated to carry out tasks that they otherwise would not have done without the proper support or equipment.

New opportunities have also been recognised in the current pandemic. Responding to the APPG's submission, the Co-op explained that apprenticeships have been used for redeploying and retraining individuals who might have lost jobs in the economic downturn, especially those in sectors hardest hit by the pandemic.

COVID-19 AND APPRENTICESHIPS ONLINE WORKING AND LEARNING

The APPG heard from countless submissions about the shift to remote learning and working for apprentices. Respondents gave examples of a complete culture shift overnight towards this new type of engagement.

Respondents explained how they were able to implement robust digital and managerial systems to support learners online.

The AELP found that three-quarters of apprenticeship learning provision was being delivered remotely as of April, with 90% of organisations reporting that their online provision had grown by 50%. According to an AELP survey conducted in April 2020, more than eight in 10 apprentices have continued to receive training from Independent Training Providers (ITPs). Catch 22 said that they had not only continued to deliver all of their training and assessments digitally, but they also been able to sign-up brand-new learners.

A survey by the Oxfordshire Local Enterprise Partnership found that nearly all respondents were able to adapt their delivery to enable learners to continue, with 100% of delivery now online for 89% of respondents and 85% of apprentices still on programme and in active learning.

Statistics from the British Printing Industries Federation highlighted that over 90% of their employers stated they were very confident that their apprentices are progressing well during this period and that the use of online delivery is extremely effective. These responses are just a small snapshot of the successful transition to online learning.

Respondents explained how apprentices have been able to take greater ownership of their learning, enabling them to gain confidence and providing greater autonomy to organise their studies in a way which best suits their individual needs and styles. As the University of Birmingham set out, Apprentices have also been able to gain greater experience on the use of various communication software including Microsoft Teams, Skype and Zoom than they otherwise would have if their apprenticeship proceeded as planned.

The Open University (OU) explained that it has continued to support its apprentices and employer partners during the pandemic given its expertise in teaching at a distance for different types and styles of learners. The OU has been able to adjust at pace and ensure that the elements of the apprenticeship which originally were face to face have transitioned online. The OU's delivery model means the 20% off the job training can be taken flexibly, and so it has proven particularly helpful to employers and apprentices during lockdown.

There is now a long-term opportunity for apprenticeship providers to adopt a blended style of online and offline learning. To reflect these changes the Government should take these changes into consideration to support flexible approaches to learning beyond the pandemic.

However, there is a recognition that online learning has not supported all apprentices and considerations remain to ensure that gaps in apprentice communication skills are not broadened due to an over-reliance on technology and digital interactions.



Burton and South Derbyshire College identified the speed of this implementation has meant that many of the solutions created in response to the lockdown will require further refinement and additional supporting infrastructure for the long-term.

The National Theatre, which has been forced to close alongside other organisations in the creative industry, said that apprentices were struggling to contextualise their theoretical college work without attending the workplace which has affected apprentices' learning.

One respondent found it to be a challenge keeping some apprentices engaged whilst furloughed or working from home, with active participation rates ranging from 66% to 89%, depending on the training provider. Another stated that in many cases direct training remains the most effective method of delivery.

Communication was also key, Health Education England raised the issue that with some training providers having to furlough staff, the point of contact for apprentices and employers was often changing, meaning that apprentices and employers lacked a consistent source of support. UNISON had also recognised this, they felt that apprentices may have not received the support required due to managers either working from home, being redeployed or not fully understanding their responsibilities to an apprentice. This resulted in some apprentices being asked to complete tasks they considered unreasonable, even under current flexible working arrangements. Some respondents also raised the point that managers simply have had less time to support apprentices as many were dealing with the impact of COVID-19.

The shift to online learning has also shone a greater light on the digital divide and the ability of apprentices to access this learning. As the AELP states "*there are still several learners who do not have access to vital IT equipment*". EngineeringUK highlighted in their submission that their corporate members identified that those from lower socio-economic backgrounds who had limited access to IT equipment have struggled more with their apprenticeship through the crisis. If apprentices do not have the equipment in place they are in an impossible position to learn through lockdown. Catch 22 explained that 55% of their apprentices had no regular access to technology in their own home, and had they not been given technology by their employer they would have really struggled to engage.

This issue has been exacerbated depending on where an apprentice is within the country, as the Devon and Cornwall Training Providers Network explained, hardware, software and connectivity issues are especially pronounced in Devon and Cornwall which has affected how apprentices learn.

The APPG did hear many positive examples from employers, including the Murphy Group which set out how they had supported their apprenticeships by providing them with mobile phones and laptops when they joined the businesses. Although this may not be an option available to or suitable for other organisations.

Another issue raised to the Group was the availability, or lack thereof, of quiet places to work and study in the home setting in which apprentices have been located for most of this year. Many apprentices face challenging home working environments. Also, as Norfolk County Council voiced, it should not be forgotten that apprentices do not have uniform lives and many will have suddenly found themselves with additional childcare responsibilities through this crisis, making it harder for them to work and study.

Certainly, these social and economic issues around digital infrastructure, device accessibility and suitable study spaces for learners is a more challenging issue and would require wider collective action at a national and regional level to create solutions. Should this not be addressed, it would prevent the sector from being able to build upon the momentum gained in approaches to learning over the months of the lockdown and, significantly, lead to widening disparities of opportunity for those who are most disadvantaged.

Recommendations:

- Training providers should work to ensure that learning materials are accessible through as many online platforms as possible including mobile phones and games consoles.
- The Government must take additional steps to support flexible approaches to learning and working for apprentices beyond the pandemic.

CASE STUDY

THE OPEN UNIVERSITY

Degree Apprenticeship supporting career progression for NHS staff from disadvantaged backgrounds



Anthony left school with Level 2 qualifications. With the support of the training provider and his employer, he has been able to progress and upskill in a career he loves.

The OU's Open Access policy allows people to study without any previous educational qualifications and our apprenticeships offering is based on the same criteria. The OU supports apprentices with no qualifications but with relevant work experience, enabling degree apprenticeships to be a truly life changing opportunity. Overall, 13% of our apprentices hold their highest qualification at Level 2 or below.

Anthony has worked as a healthcare assistant for 11 years at Northamptonshire Healthcare Foundation Trust. His previous qualifications were at Level 2, yet colleagues at the Trust noticed Anthony's potential and talent and encouraged him to apply for the Registered Nurse Degree Apprenticeship – giving him the opportunity to gain a degree and develop his career.

"I didn't do too well at school," explained Anthony, "but my mentors saw my potential and we started to investigate what I need to do to study with The Open University.

"We identified that I would need my functional skills in maths and English. I completed those qualifications and then I applied to The Open University. I attended an open day, had an interview and the ball got rolling from there.

"The support from The Open University is outstanding. We have tutors that we can contact if we're struggling with theory, but we also have tutors that we can contact if we're struggling with the practical side of things and advise on our placements. My mentor really wants me to get through this process of developing myself further and they're very supportive as well."

The Open University is one of the largest providers of Higher and Degree Apprenticeships in England with over 2,000 apprentices on programme, working with over 550 large and small employers. Apprenticeships are aligned to the OU's mission of providing education and progression opportunities for learners of all ages and from all backgrounds. The OU's apprenticeships help address skills gaps in key areas including digital, management, social work, policing and nursing.

The OU's flexible teaching model is a blended one, with world-renowned online teaching combined with specialist face to face tutor support. The OU's offer is also adaptable to any employer organisation irrespective of location, providing all apprentices with a consistent high-quality learning experience across the country – including in education 'cold spots' where there is little or no HE or FE provision.

The OU has been able to continue to support its apprentices and employer partners during the Pandemic given its expertise in teaching at a distance for different types and styles of learners. The OU has been able to adjust at pace and ensure that the elements of the apprenticeship which originally were face to face (the academic tutorials and the tutor visits to the workplace) are now online as well. The OU's delivery model means the 20% off the job training can be taken flexibly, and so it has proven particularly helpful to employers and apprentices during the Pandemic.

For more information, please visit <http://www.open.ac.uk/business/apprenticeships> or email Laura.Burley@open.ac.uk

COVID-19 AND APPRENTICESHIPS LOGISTICAL ISSUES

The impact of lockdown and other restrictions has also created significant logistical issues for apprentices, as well as employers and training providers. As we emerge from lockdown, there are still many unanswered questions about the logistical challenges faced in the apprenticeship space.

The closure of End Point Assessment (EPA) centres has meant that many learners, who cannot undertake these virtually will have their apprenticeship completion delayed. As the Government reopens the economy, waiting times for EPAs are expected to be far longer than before, as social distancing requirements will mean that the capacity of centres will be reduced, extenuating already existing delays. JTL told the Group that they “*are already hearing of six-month EPA waiting lists*”.

One suggestion raised to group would be consideration for apprentices who have already completed their degree apprenticeship and are in the Gateway phase. They could potentially have their EPA assessment removed with evidenced achievement of the knowledge, skills and behaviours via a sign off by the higher education institutions, as evidence of degree achievement and sign-off by the line manager. This evidence could then use to complete the apprenticeship.

The Trade Union Congress (TUC) noted there have been examples where providers and end-point assessment organisations have moved fast to accommodate the situation when apprentices have been furloughed but the employer has not been flexible or aware that DfE and IfATE have allowed temporary changes.

The University of Birmingham explained there is current no flexibility of funding rules which require employers to retain an apprentice until the completion of an EPA. The uncertainty around this may make it less attractive to recruit apprentices as it is not always clear the length of contract that an employer would now require.

Pearson recommends the continuation of flexibilities introduced to support EPA arrangements and funding in order to allow for a consistent delivery across apprenticeship programmes. Health Education England recommends for “*timely notice*” of when EPA flexibilities revert to original assessment plans.

Not all training can be converted to remote online delivery, and the re-start of these programmes, some of which will require travel and overnight accommodation, is consequently more difficult with the current restrictions in place.

The furloughing of apprentices and staff has created significant issues for attending on-site training and learning. There have been some innovative solutions, such as representatives from the construction sector sending bricks to apprentices’ houses and asking them to complete online tutorials whilst chefs from the hospitality sector were asked to make their dishes at home and present these via an online platform.

There are also future challenges to learning if local lockdowns continue to be implemented. This will make it “*extremely difficult*” to manage apprenticeship provision, if for example an apprentice cannot travel to work or to an EPA.

In order to address these issues, the Government must work with industry to develop a comprehensive strategy in response to COVID-19 and future learning.

Recommendation:

- A cross-departmental apprenticeship strategy must be developed between Government and industry to respond to COVID-19. This must consider apprentices affected by local lockdown measures to ensure that no apprentice is unfairly impacted.

COVID-19 AND APPRENTICESHIPS

COMMUNICATION AND SUPPORT FOR APPRENTICES

Throughout this crisis, strong communication has been essential, and many respondents felt frustrations around the Government's advice on the delivery of apprenticeships during the early stages of lockdown. Respondents explained that there was a large amount of information that was issued and at times led to confusion amongst employers on whether to furlough or pause learning for apprentices.

Improved communication with apprentices has been key since lockdown which was recognised throughout the Group's responses.

CITB detailed how they had set up an e-mail helpline for apprentices and employers, which provided advice and signposting. Organisations like the Co-op had increased their communication to apprentices through this period, while also spending more time to ensure that their apprentices' health and wellbeing was considered as a top priority.

Respondents also outlined additional measures that had been implemented which included:

- Implementation of a safety checklist for on-site apprentices;
- Advancement of apprenticeship attendance grants for second and third year apprentices;
- A virtual COVID-19 advice surgery.

There were also some challenges, training providers explained that in some cases, communication with employers had become increasingly difficult. Due to businesses being focused on short term priorities or forced to close during lockdown.

Devon County Council outlined that communication was a challenge due to school closures which resulted in complications when trying to reach young people and their families. They also explained that they had heard advice being *"given to young people by some schools that an apprenticeship is no longer an option available to them."*

CASE STUDY

BATTERSEA POWER STATION

Having temporarily closed our site for six weeks from March to early May to ensure we had the right procedures in place to ensure the workforce remained safe during COVID-19, our main contractors had to take advantage of the Government furlough scheme to ensure our apprentices were still paid while their work on the development halted.

Being able to return to work safely has been a huge challenge. We have had to find new ways of working safely and productively with fewer people on site due to social distancing and new methods of supporting our apprentices.

We know COVID-19 will have significant and long-term consequences for the UK economy and jobs market. We believe apprenticeships have a crucial role to play in getting a generation into employment and contributing to the post pandemic economic recovery. There needs to be a long-term pipeline of skills to safeguard the employability and life chances of future generations.

Our contractors have worked innovatively to ensure our apprentices remain the beating heart of our project. The apprenticeship network is looking to move networking opportunities online and working with local colleges to ensure the future skills base is not lost.

With young people and vulnerable Londoners facing increased prospects of long-term unemployment there is an even stronger rationale for refocusing apprenticeship support. The Apprenticeship Levy needs to significantly change so that companies can better access funds and work with colleges and HE institutions to provide additional apprenticeship courses and training opportunities.

As a member of the GLA Skills for Londoners, Apprenticeship Advisory Group, Battersea Academy for Skills and Employment is exploring policy ideas in three areas:

- The funding of, and business incentives for creating apprenticeships
- Changes to current rules and eligibility, to encourage apprenticeship creation that supports those at highest economic risk, e.g. under 25's and BAME.
- Devolution and examining what the role for local Government is in supporting economic recovery through apprenticeships

The system should provide meaningful opportunities for young and vulnerable Londoners in a challenging labour market, which will support economic recovery and employers' business continuity over the long-term.



COVID-19 AND APPRENTICESHIPS

APPRENTICESHIP RETENTION AND REDUNDANCY

With the UK already experiencing a severe economic downturn, apprentices are put at an alarming risk. Many apprentices tend to be young and are starting their careers for the first time. With limited experience of the workplace, businesses who rush to make apprentices redundant may result in severe consequences for the UK's future workforce.

There are now substantially fewer apprenticeship vacancies being made available. Engineering UK highlighted that the Department for Education data showed that apprenticeship vacancies fell by 85%, and while this only provides a snapshot from the Government run 'Find an Apprenticeship' online portal, it still suggests a worrying overall picture.

In order to support apprenticeships, the AELP has called on the Government to extend the redundancy support arrangements to encompass any apprentice who is at least 50% of the way through their programme so that they could be supported through until completion.

CITB has created a register of those leaving the industry so they can be supported back into work in the near future, A similar exercise could be carried out for apprentices in other sectors by the relevant leading bodies.

As the Institute for Apprenticeships and Technical Education (IfATE) explained, there are clear benefits to retaining apprentices where at all possible "as the individual, employer and Government, have already made a significant investment in training. These apprentices are already contributing to the economy and have started to gain the knowledge, skills and behaviors that employers want and need".

In a situation where apprentices are made redundant, IfATE note that "it will be important that mechanisms are in place to retain the apprentice within their chosen field as far as possible" in order to ensure that their knowledge and skills are retained to contribute to recovery, not disrupting the talent pipeline employers rely on. They highlighted that this is likely to require support for both the individual to help them understand and find alternative apprenticeship opportunities in addition to working closely with employers to understand and promote the opportunities for retention within their sector. They also suggested that there should be an option to, exceptionally for those very close to the end of their apprenticeship, complete their apprenticeships in the absence of an employer. The APPG also noted calls from the University of Salford to double the current period of 12 weeks for an apprentice to find a new employer, especially for the hardest hit sectors including hospitality and construction.

Equally, there are sectors that have not been affected to the same extent as those hardest hit, the Co-op noted that many of their new colleagues were employed from other sectors, which has enabled them to draw on existing skill sets which has enabled them to move many from fixed term contracts to permanent ones.

There were a number of calls within submissions for a long-term Government wage subsidy for apprentices to both “stimulate employer demand” while ensuring “adequate protection of existing apprentices who face the serious risk of become made redundant”. As such, the APPG welcomes the announcement made at the summer economic statement, that businesses will be given £2,000 for every new apprentice they hire that is under the age of 25. Though the APPG would encourage the Treasury to go further in the autumn statement to ensure that there is substantial funding in place so apprentices are kept in their role for the duration of their apprenticeship.

Further work must be carried out to ensure that apprenticeships are a gateway to career progression and long-term employment. This was recognised by the Royal Aeronautical Society which states that “*if apprenticeships are not seen as a stable route to employment, key influencers such as parents and teachers will steer young people away from these options.*” UNISON echo this, stating too many apprenticeships fail to offer either guaranteed employment at the end, or even a “*reasonable prospect of future employment*”.

In order to support this, the APPG recommends that the Government should set up an apprenticeship working group with employers, training providers and professional bodies and associations as well as trade unions to develop innovative ways to retain apprentices and ensure the continuing talent pipeline.

Recommendation:

- The Government should set up an apprenticeship working group with employers, training providers and professional bodies and associations as well as unions to develop innovative ways to retain apprentices and ensure the continuing talent pipeline.

COVID-19 AND APPRENTICESHIPS

APPRENTICESHIPS GUARANTEE

The significance of apprenticeships to the UK's economic recovery was something that was recognised by the Prime Minister, Boris Johnson when he stated *"I think it's going to be vital that we guarantee apprenticeships for young people"*.

Whilst the apprenticeship guarantee wasn't announced in the Summer Statement this is something that may be considered in the future. Such a policy, if carried out to the full extent, would be a huge intervention, and many submissions spoke of their concerns about introducing such a measure.

Respondents highlighted that it would be impossible to guarantee an apprenticeship for every young person as the jobs simply do not exist, especially with the current circumstances. BT stated that such a guarantee would need to encourage employers in the current climate to create apprentice roles, equally Engineering UK stated that there would need to be *"enough funding to match the policy ambition"* with the Royal Aeronautical Society echoing that *"it will take a review of the Levy, other funding sources and ambitious levels of investment in new technologies and innovation to provide a stable foundation for growth"*.

One respondent said that there needed to be clear direction on such a pledge and what the expectations would be on larger employers. They noted that typically large employers will open recruitment for apprentices 12 months in advance, as such the Government will need to work quickly on this guidance and direction to ensure this is factored into planning for 2021.

Equally, respondents noted concerns about wider guarantees for opportunities that are not apprenticeships. Which might lack any real value to the young person and the employer so would not be a tangible steppingstone into an apprenticeship, a job or further or higher education.

It was also seen as an opportunity to promote fast-track courses which could be attractive to individuals but would lack any comprehensive skills and education that would benefit the user. In order to ensure such schemes are fit for purpose, the APPG strongly supports calls to ensure that young people do not become the cheap labour option for an employer, or are forced to take a position that fails to develop the kind of skills relevant for the future or that help the apprentice develop a career pathway.

Recommendation:

- The Government must implement further proposals to ensure that young people are not exploited in the labour market by assessing the long-term employment progression opportunities for apprentices.

CASE STUDY

THE UNIVERSITY OF SALFORD AND RUSSELLS WBHO



The University of Salford and Russells WBHO (formerly Russells Construction) have developed a successful partnership to deliver a degree apprenticeship programme, otherwise known by Russells as its 'Building Student' programme. The Building Student programme offers local young people the chance to train for a successful career in construction and study for a fully-funded degree at the same time.

Recruiting from local schools and colleges, Russell WBHO currently takes on around six students each year, putting them through either a quantity surveying or construction management degree apprenticeship with the University of Salford. Russells currently employs 20 degree apprentices on the programme, with ambitions to double this over the next three years.

Degree apprenticeships allow students to get a degree while working, with tuition fees paid for by the employer and with the student earning a salary. Combining academic study with on-the-job training, they bring together the best of higher and vocational education; apprentices get the opportunity to work shoulder-to-shoulder with experienced professionals, and employers are able to develop the next generation of their workforce.

Abbie Norton is in her third year of a five-year quantity surveying degree apprenticeship at the University of Salford and is employed full-time by Russell WBHO.

"I joined Russells aged 18 and I'm now three years into my apprenticeship at the University of Salford. I absolutely love it! Some of my friends have gone down the traditional university route, which is right for them, but I know that this is right for me. It's hard work and challenging as you're juggling work with university study, but I know that it will be worth it in the end, and I'm so grateful to Russells for providing me with this amazing opportunity."

COVID-19 AND APPRENTICESHIPS

LONG-TERM FUTURE OF APPRENTICESHIPS

Government, educators and employers need to work together to devise a long-term strategy support the future of apprenticeships.

Certain sectors, including building services engineering, are already experiencing an aging workforce and a skills shortage making it essential that there is no further breaks in training the next generation of workers.

COVID-19 has also had a disproportionate impact on young women undertaking an apprenticeship. Even prior to COVID, according to the Young Women's Trust, 30% of women undertaking an apprenticeship had been forced to borrow money in order to make their earnings last and were more likely to earn less than their male peers in the years after they finish their apprenticeship. The Institute for Fiscal Studies found that coronavirus was likely to have a larger effect on women's earnings because of a higher number of women working in retail and hospitality, with 17% of female employees working within sectors that have been shut down compared to just 13% of men. Equally, women are more likely than men to have taken on additional childcare responsibilities through the pandemic, which in turn has affected their ability to carry out their work and complete their learning.

The continuing impact of the crisis needs to be taken into account by Government so that penalties are not imposed at a later date when, for example, Qualification Achievement Rates fall due to the EPA. The inflexibility around current minimum levels of performance will inevitably cause problems in future as we see greater numbers of delayed completions as well as lower retention levels due to redundancy. Some organisations explained that they had not recruited additional new apprentices or started new cohorts of programmes due to lack of support available for new starters and the availability of training providers. Some organisations have outlined that they are unlikely to recruit apprentices until more office-based working is in place to ensure they have adequate, support, mentoring and supervision.

Many employers are now faced with new challenges of having to onboard a large number of apprentices virtually.

Respondents also called for greater awareness campaigns around policy implementation, in order to create a better understanding of the current requirements and guidelines. Recommendations included webinars or virtual meetings, avoiding the need for any travel.

Degree apprenticeships also provide an important role for the future of apprenticeships they remain a high quality and valuable route for learners and employers alike and to remove the provision of these would be a regressive and dangerous step.

In order to establish greater consistency amongst apprenticeships the Government should build on the example set by the Mayors in Liverpool, the West Midlands and London to **provide free or heavily subsidised travel for apprentices and those in skills and employment programs**. As the TUC notes in their submission "*there are still numerous apprentices for whom going to work to do their apprenticeship costs more than what they earn*". This should be rolled out nationally as quickly as possible to ease the financial pressures of an apprenticeship.

Recommendation:

- The Government should provide apprentices with free travel by 2021

COVID-19 AND APPRENTICESHIPS

THE APPRENTICESHIP LEVY

The Apprenticeship Levy has been a key discussion point throughout APPG meetings and the APPG has consistently called for greater flexibility in its use.

The implications of COVID-19 has resulted in a number of issues for the Apprenticeship Levy. Firstly, with the expectation of reductions in staffing and redundancies, it is probable the total amount of levy paid will be reduced. Given that the levy surpluses are meant to fund non-levy apprenticeships, this is serious cause for concern especially as major shortfalls in this funding were already being predicted prior to the crisis.

As the levy payments are significantly reduced, this has meant that for some businesses, more of their funding has expired and will not be utilised for training through no fault of their own. Striking figures from one respondent cited that prior to the pandemic they *“were in a position where, on average, £140K of levy expired each month. However, during lockdown, in one month the expired levy was £400K.”*

As such, the APPG heard from a number of respondents calling for a pause or extension to the expiry for Apprenticeship Levy funds, for a least a period of six months in order to take account of the many delays that have manifested as a result of the crisis.

Other flexibilities to the levy that would serve to support apprentices through this period could include **allowing employers to spend a small amount of their levy pot (around 10% to 20%) on certain defined aspects other than skills and training**, including ‘off the job’ costs facilitating apprenticeships such as recruitment or the salary of an apprenticeship manager. Such an incentive would make employers more likely to continue and hopefully expand their apprenticeship programmes. This should include targeted pre-employment training in order to support young, inexperienced and disadvantaged participants into apprenticeships. The Greater Manchester Combined Authority suggested linking this with local programmes and activity to tailor support to those not in education, employment or training, or at risk of becoming so.

The University of Salford also noted that the burden of salary remains by and large the main barrier for the recruitment of new apprentices and suggest that flexing the levy to allow it cover up to 50% of salary costs would alleviate this pressure.

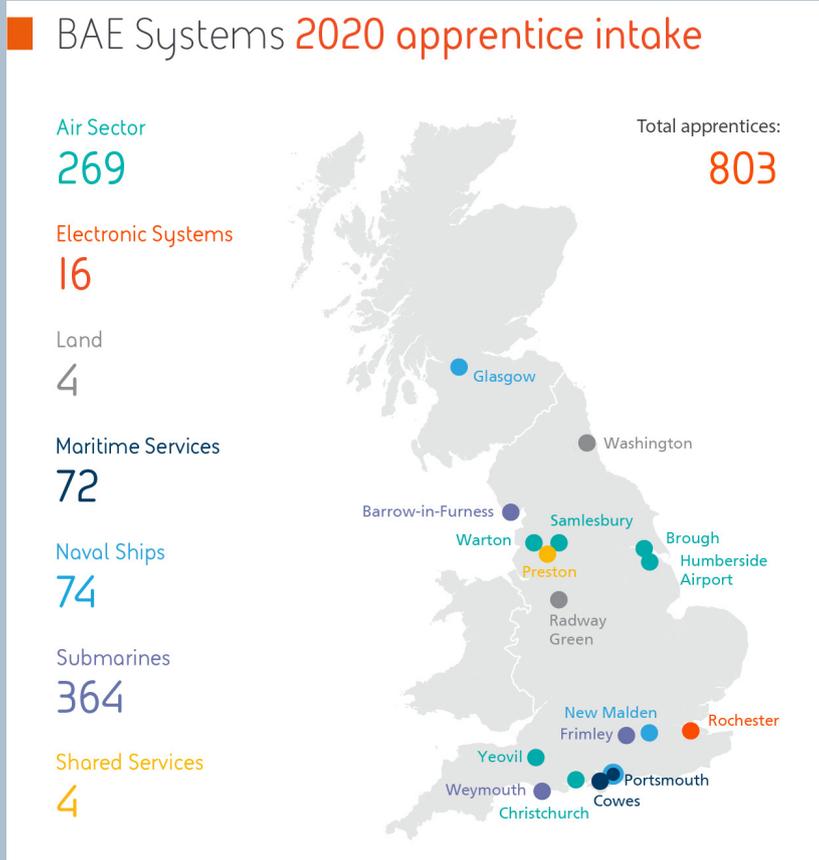
The APPG recognises that there is not yet clear numbers on whether there is an overspend in the levy funding pot this year, and recommends that appropriate reviews and action is taken to ensure that the system and funding is sustainable in the long-term and giving employers and providers the long-term stability they need to invest in apprenticeships and support the policy.

The APPG calls for greater flexibility in the levy, including an extension or pause in expiry of the levy funds for at least six months, a Government funding intervention to support non-levy apprenticeships affected by reduction in apprenticeship starts by levy-payers and expansion of the remit of the levy to encourage recruitment and retention.

Recommendations:

- The Apprenticeship Levy must be improved to create greater flexibility, through allowing a proportion of Levy funding to be spent on ‘off the job’ costs and pre-apprenticeship programs to encourage disadvantaged groups into apprenticeships.
- The Treasury should pause the expiry of Apprenticeship Levy funds for at least six months, to reflect the difficulties of the current situation.
- The Government must ensure that the Levy system and funding is sustainable in the long-term and gives employers and providers the long-term stability they need to invest in apprenticeships.

CASE STUDY BAE SYSTEMS



Anna Hedley

second year
Information Management &
Technology apprentice
BAE Systems Submarines

Anna joined BAE Systems as apprentice as the scheme offered her the opportunity to gain a breadth of experience through different placements within the IM&T department, whilst gaining a qualification in her chosen profession. Throughout lockdown Anna has been able to continue her learning and development at home with the support from the Company's Early Careers team. Through regular engagements, she has been provided with different tasks from researching the business and its products to gaining an understanding of the different functions and the work they do.

Alongside her apprenticeship, Anna is working towards a degree in Computing. While she acknowledges the last few months have been challenging, it has provided Anna with an opportunity to spend the final few weeks of the degree year revising and focusing more time on her assignments. Anna has also developed her knowledge of applications such as Visual Studio and Oracle over the past few months - skills that will support her throughout her career at BAE Systems as well as her degree.

The policy environment surrounding careers advice in schools has changed dramatically in recent years. Beginning in 2012, a statutory duty placed on local authority schools saw the compulsory provision of impartial careers guidance to school age pupils. Further reform in 2017 led to the creation of the Gatsby benchmarks, which schools are expected to adopt in order to improve their careers provision. The Baker Clause was introduced as an amendment to the Technical and Further Education Act 2017 and required schools to give colleges access to their pupils years 8-13 to discuss technical education and apprenticeships. Despite these developments in a relatively short space of time, and the increasing focus on raising the profile of apprenticeships as a viable alternative to academia, there is still a long way to go until careers advice provision for apprenticeships is at parity with the support given for those choosing the university pathway.

Careers advice needs to be high quality and impartial in order to give children and young people an understanding of the range of pathways they make take once they leave school. However, a key concern identified is **the need for comprehensive data on the provision of careers advice in schools, in order to identify areas of best practice or targets for improvement**. The Careers and Enterprise Company have been working on creating a large data source detailing careers provision across the country. This allows for a comparison of apprenticeship provision and should lead to micro-targeted improvement across the country. Sean Harford, Ofsted's National Director of Education added that only certain Ofsted inspections will explore careers advice provision as a part of children's personal development, making it difficult to get accurate and comprehensive data. In order to ensure that careers provision is high quality and accessible for all school leavers, there needs to be comprehensive data collection understand where the gaps in provision lie and how to address them.

Furthermore, **careers advice needs to include information to help students, staff, parents and carers, understand apprenticeships and vocational training as a valid alternative to academic study.**

Evidence from direct conversations with year 11 school children, indicates that many school leavers do not view apprenticeships as a viable option, due to simply not knowing enough about them, or not feeling supported by their parents in that decision, who did not view it as a valid alternative to academia.

In some cases, even where students and parents are keen to explore vocational training or apprenticeships, schools may not have the appropriate support in place to help with this. Unlike students who apply for university through dedicated UCAS sessions, those wishing to embark on apprenticeships or other forms of training do not appear to be allocated the same time or support at school to complete their applications. For further education to be viewed on the same level with higher education, the Government must ensure that schools have the adequate resources in place to support students wishing to explore this pathway. the GroupIn order for this to be improved, the APPG recommends the **creation a centralised system similar to UCAS to support school children in preparing for apprenticeships and other forms of further education.**

Recommendations:

- The Department for Education should collect and publish comprehensive data on the provision of careers advice in schools, in order to identify areas of best practice or targets for improvement.
- The Department for Education should simplify and centralise apprenticeship applications, through the creation of a single UCAS like system that will support school children in understanding the benefits of apprenticeships.
- The Department for Education must work in collaboration with schools to establish knowledge and awareness programmes targeted at parents, carers as well as students and staff to encourage the promotion of apprenticeships for school leavers.

CASE STUDY

WMG AT UNIVERSITY OF WARWICK



A new Digital Healthcare role for the NHS

"I think what excites me about digital healthcare is that we know that it is going to be implemented, we know that's its necessary and we know that we need people trained in something that nobody is trained in at the moment. I chose a Degree Apprenticeship because I think working while you learn is really interesting and I think it can benefit you in many ways."

Sophie, Digital Healthcare Science Degree Apprentice

Sophie was one of the first cohort of apprentices to start the exciting new apprenticeship at WMG, University of Warwick which incorporates a fusion science degree. The programme was designed specifically to train people for a brand new health role within the NHS - Digital Healthcare Scientist. This represents the first creation of a new healthcare professional role and a new branch within the Academy for many years. The programme is accredited by the National School of Healthcare Science as part of Health Education England and was developed in collaboration with the NHS. The first cohort are due to complete their apprenticeship in 2022. Successful apprentices will be eligible to apply for membership of the Academy for Healthcare Sciences under the new heading of Digital Healthcare Science.

Professor Ed Peile, from the University of Warwick comments:

"Rarely do patients and health service users have a single problem. They have multiple, often complex, problems affecting their health and wellbeing. Thus, the help they need is not confined to a single discipline. They need broad, holistic, scientific professionalism."

"The 'Fusion Science' approach developed here is specifically designed to ensure that the new Digital Healthcare Science workforce can meet these needs."

"The current Covid-19 pandemic has highlighted even more the importance of digital delivery of healthcare and a flexible workforce. NHS organisations have converted rapidly to virtual clinics but there is a need to do much more to achieve the full potential of virtual clinic working, ensuring that patients get the best advice and support from the most appropriate person in a timely manner."

Four fusion sciences: Behavioural Science, Healthcare and Physiological Sciences, Digital Healthcare, and Shared Clinical Decision-making, are interwoven throughout the programme giving apprentices a breadth of scientific training. This takes into consideration aspects of digital science, academic and professional development, clinical decision making, physiological science and behavioural science. Apprentices develop their knowledge in an integrated way, and apply this directly in their workplace.

Sophie, adds:

"My hope for the future is that this niche role will be able to bridge the gaps within our healthcare system to improve and enable outstanding patient care."

For more information please visit our website: warwick.ac.uk/WMGdegreeapprenticeships or email WMGapprenticeships@warwick.ac.uk

CASE STUDY AMAZON

Shannia Daley (20) from Luton is an Infrastructure Technician Apprentice at Amazon in Hemel Hempstead. She started her apprenticeship in 2018 and her goal is to become a Network Engineer.

Speaking about her experience so far, Shannia said, *"I've always wanted to work in a tech role, for as long as I can remember. I really enjoy the opportunity for technology to blend creativity with learning and this made the Amazon Apprenticeship Programme the perfect platform for me."*

Shannia likes the variety that the role provides and the fact there no such a thing as a typical day in Amazon. *"Every day is different, and that's what I love about it. In any given day, I can be replacing equipment, solving inbound and outbound problems, setting up computers and running general checks. It's great."*

When asked about what she's enjoying the most about the programme, Shannia said, *"I love the environment of the fulfilment centre in Hemel Hempstead because it's constantly moving and always evolving. The team here is great and I'm always learning lots from them, every single day. I've also enjoyed the training courses and workshops that we get to take part in – sometimes we travel to different parts of the country, which is great."*

For anyone thinking of applying for a place on the Amazon Apprenticeship Programme, Shannia has some advice. *"Don't be afraid to try and don't be afraid that you won't fit in. Lots of places will ask for ten years of experience for some roles, but at Amazon they're willing to train you and you can join the company at any level. There are lots of opportunities to succeed here – go for it!"*



LESSONS FROM ABROAD

Whilst the UK is one of the leaders within Higher Education, according to the Education Policy Institute, the UK lacks the “*clearly identifiable and dedicated institutions*” that focus on non-academic education such as tertiary, technical and vocational training that can be seen in other countries such as Germany, Austria or Switzerland. There is, however, general consensus that the best apprenticeships in the UK are at the same level as the best in the world. The Group heard that the UK’s skills provision appears to be hindered by poor quality apprenticeships and a wider culture that does not view apprenticeships as a valuable part of a young person’s education, but rather “*salaried jobs with training*”, according to Director General of the London-based German-British Chamber of Industry and Commerce, Ulrich Hoppe.

The UK has fallen behind other countries in terms of skills and apprenticeship provision, having fallen out of the top 10 countries competing in the World Skills Olympics. Research commissioned by World Skills, in partnership with RSA and Oxford University illustrated that these countries are ranked higher than the UK partially because they use their apprenticeships and skills training more strategically. Additionally, as global standards are consistently rising, the quality of the training of apprentices in the UK must also rise.

The need for a rise in the quality of apprenticeship training points to an obvious solution of driving up standards in apprenticeship provision. The Group explored a number of ways to achieve this. First, **standards of apprenticeships must be increased through better enforcement of the rules and regulations surrounding them.** There are a number that are of poor quality and operate outside of the rules which should govern them. For example, one in five apprenticeship schemes in the UK pay less than the minimum wage. All apprenticeship schemes across the UK should adhere to the same basic rules to ensure they are valuable and high-quality options for training and skill development.

Additionally, the UK has over 600 approved qualifications or standards which can be quite narrow in remit, compared to other countries who have no more than 400. **Reducing the number of apprenticeship qualifications available in the UK would ensure that**

those which are available are of a higher standard and would make programmes broader and based closer to sectors in their programme style, rather than linked to specific occupations. This would allow for better standardisation and more transferrable skills and qualifications, making workforces more agile.

Best practice training should be celebrated and shared, to improve the UK’s global position in further education provision. **The Department for Education should create a centre of excellence to encourage best practice amongst trainers** and to push forward the desire to be the best in the world at a national level. This would help to promote a longer-term cultural shift within the UK to better emulate the culture in Germany, in which apprenticeships are viewed as a rite of passage and a valuable part of a young person’s education. Part of this cultural shift would need to see the practical training aspect of an apprenticeship delivered by the workplace. Currently as training is outsourced to schools, colleges and training institutions, apprentices are missing out on learning practical skills from the best provider, their employer. It should be the norm, as it is in Germany and elsewhere that apprentices develop practical skills at work alongside building a knowledge of theory within the classroom.

Recommendations:

- The Department for Education should create a centre of excellence to encourage best practice amongst trainers.
- The Institute for Apprenticeships and Technical Education should simplify standards to support the learning of essential skills rather than focusing on specific occupations.
- The Institute for Apprenticeships and Technical Education should undertake stronger enforcement of the rules and regulations surrounding apprenticeships to prevent exploitation, unfair pay, and poor-quality training.

Around the world, 2020 has emerged as one of the most challenging years in many of our lifetimes. In six months, the world has endured multiple challenges, including a pandemic that has spurred a global economic crisis. As societies reopen, it's apparent that the economy today is not what it was in January.

Increasingly, one of the key steps needed to foster a safe and successful economic recovery is expanded access to the digital skills needed to fill new jobs. One of the keys to a genuinely inclusive recovery are programs to provide easier access to digital skills for people hardest hit by job losses, including young people, those with lower incomes, women, and underrepresented minorities.

Apprenticeships offer high quality training for those who have the talent and the desire to succeed in the digital jobs of the future. We believe in their value which is why, alongside our partners and customers, Microsoft has supported thousands of digital apprenticeships over the past ten years.

We estimate there will be close to 3 million new technology jobs in the UK by 2025. Opening up skills-based routes to more people is vital to a broad and inclusive economic recovery.

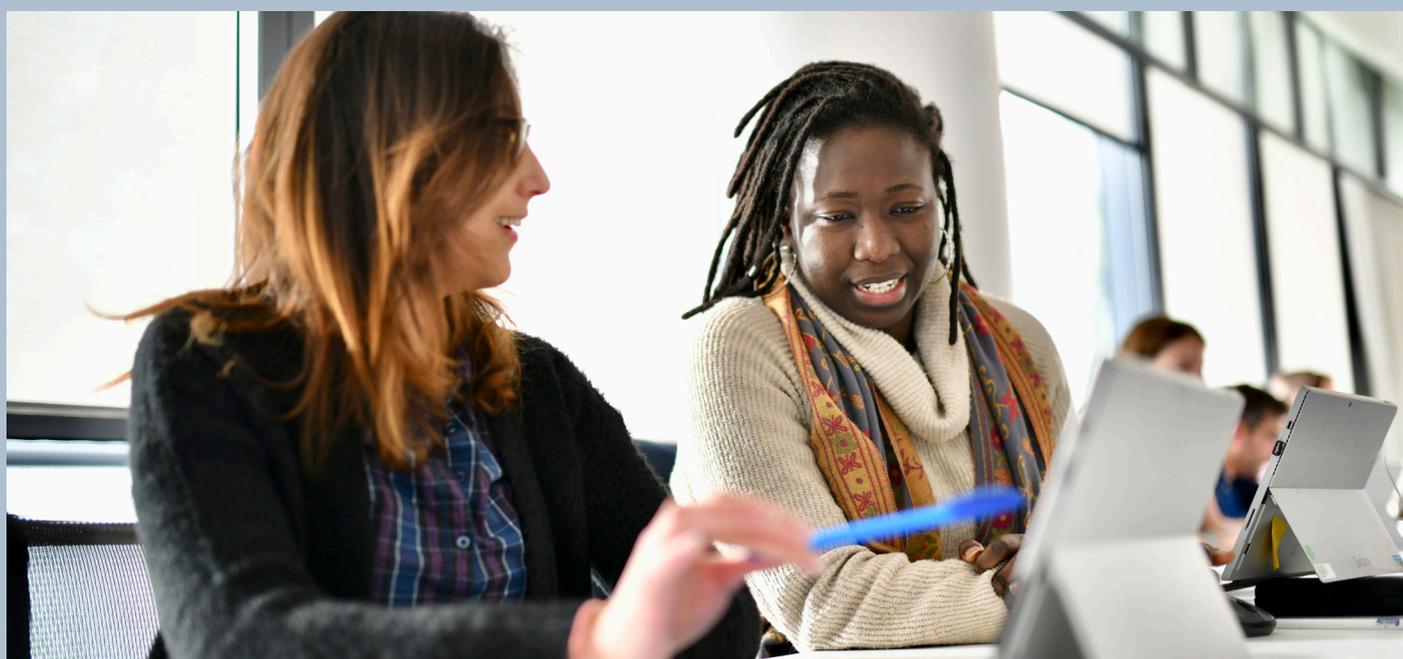
That is why Microsoft has launched a global effort to provide access to tools and resources so job seekers can begin pursuing in-demand technology skills for free across LinkedIn, Microsoft Learn and GitHub.

We are playing an active role in the Digital Route Review to ensure apprentice standards are fit for the future. We continue to work with apprentice learning providers and our partners, to support the creation and delivery of high quality digital apprenticeships. We are applying our Levy to help SMEs create new digital opportunities. And in July 2020 we opened our next round of apprentice vacancies from level 3 to level 6 in our own business.

Microsoft is also increasing support for the Catch 22 Digital Edge programme over the next two years, supporting people who are facing barriers to employment to build the skills, confidence and capability to move into a digital apprenticeship or entry level digital job.

Talent is everywhere but opportunity is not. Over and over again, we see that when people have access to education and skilling, they create new economic opportunity for themselves, as well as their communities.

aka.ms/skills
opportunity.linkedin.com



CASE STUDY

KPMG

As the Lead of the Apprentice Programme at KPMG and a military veteran, I consider myself exceptionally fortunate to have experienced the value apprenticeships bring to both the Armed Forces and Professional Services.

At KPMG we have fantastic apprenticeship opportunities with nearly 700 apprentices on a range of programmes. We are also very fortunate to have a thriving veterans programme and we have welcomed over 100 veterans to the firm in a variety of roles across the business.

Sean Rynn is one of our veterans currently undertaking a Data and Analytics apprenticeship.

“My KPMG journey began in September 2019 after serving for six years within the Royal Marines and eventually specialising in Intelligence. This set the foundation for me wanting to enhance my understanding of technology and commonly used platforms outside of the military, such as Power BI and Python.

“I’ve worked on a wide variety of client work in the public sector. Many of these have been high profile and the work really matters and has societal impact. It’s great to be part of a team where we are making a difference.

“My line manager has encouraged me to pursue my interests and I recently started a Data Analytics Apprenticeship. This has been both challenging and rewarding. The course is comprised of diverse individuals from various organisations, wanting to expand their understanding of Data Analytics. I’m used to being skills focussed and as you can imagine, it is delivered in a way so that every apprentice quickly applies the learning and develops new skills. This opportunity will open new avenues in my career and help enhance digital skills that I can use in my current role”.

As a Gold Award Holder of the Armed Forces Employer Recognition Scheme we are continuing to explore new channels for apprenticeships for veterans and are keenly working with other organisations to help them see the benefit of this approach.



Sean Rynn (far right) and KPMG colleagues at an armed-forces event at Armoury House, Finsbury Barracks, aimed at providing business professionals with a taste of life in the Reserve Service

Apprenticeships have undoubtedly become more aligned to career paths, meaning those entering the labour market for the first time, are better able to pursue a career within a sector, rather than begin a job with little progression attached. However, being an apprentice can still impact progression, both positively and negatively, and it is down to employers to ensure that apprentices are not left disadvantaged, when they are looking to progress further into their careers.

The Group heard first-hand from former apprentices who reflected on their experiences. It is apparent that apprenticeships provide increased confidence for individuals in the workplace and in their studies. Particularly for those early in their career, apprenticeships give a confidence and a comfort within workplace schemes, enabling individuals to ask questions and excel. Apprenticeships also provided added flexibility that some high education pathways did not. For example, one apprentice stated her apprenticeship allowed her to continue learning and upskilling through her maternity leave. This supports positive career progression and gives individuals the confidence to pursue promotions and take on more responsibility.

As apprenticeships become increasingly common many workplaces encourage a culture that understands that all new employees are on their own career paths. Additionally, the sense of progression and achievement that apprenticeships gain correlates with a higher rate of retention among apprentices, than those who enter firms at graduate level.

Despite the clear positives that apprenticeships offer, there is still significant room for improvement for the career progression of those who started with an apprenticeship. Many apprentices find they are unable to progress past a certain point, as many management levels have a pre-requisite for a university level degree. This excludes apprentices, despite the increased experience and working knowledge they may have over someone with a degree. This means that although an individual may have overcome certain access barriers to enter an organisation through the help of their apprenticeship, they are still faced with these same barriers further into their career. This undermines what makes apprenticeships so valuable.

In order to further promote apprenticeships, organisations should create an apprenticeship structure that would include salary increases and permanent roles to encourage long-term career progression.

There is still a significant culture shift yet to take place in organisations to ensure that apprenticeships and further education qualifications are valued throughout someone's career, not just at the beginning. **Firms should seek to ensure that all positions within their firm require technical or vocational qualifications that equate to the degree levels they would require.**

Recommendation:

- Businesses should be encouraged to include requirements for technical or vocational qualifications that equate to the degree levels for management positions where appropriate.

CASE STUDY HEATHROW



After leaving college, Courtney worked in retail for a number of years, before returning and gaining a diploma in Sound Engineering. Courtney then began working in Carphone Warehouse and when the opportunity came up for him to develop into management, he knew it wasn't the career path he envisioned for himself.

An opening for Security Officer at Heathrow came up, Courtney believed this was the change he needed and decided to apply. Courtney was successful and he remained a Security Officer for 9 years, until he was selected for a secondment with the Making Every Journey Better team (MEJB).

During his time on the secondment, Courtney attended an internal event, where he identified the range of Apprenticeships on offer. What stood out most to Courtney was the Level 3 Digital Marketing Apprenticeship, which he recognised as a skills gap. Courtney ultimately wanted to understand the online

world better and looking forward, knew it would be a sought-after skill. Courtney and his Line Manager agreed the Apprenticeship would be beneficial for his career.

Whilst developing apps in his everyday role, Courtney was discovering how to promote them and increase awareness around his work within the business in his workshops.

Now, Courtney can not only understand how to promote his work, but how social media campaigns work and how to spend money on campaigns effectively and efficiently.

With his role in Digital Solutions, Courtney has found the skills he's acquired invaluable.

In the future, Courtney would like to do another Apprenticeship that ties in with what he's doing, and he will use what he's learned to help Heathrow evolve further as a business.

The group would like to thank the following organisations for their submissions which informed the writing of this report.

3Spirit	Energy and Utility Skills
Active iQ	Engineering Construction Industry Training Board
AELP	Engineering UK
Arch Apprentices	Essex County Council
Aston University	Federation of Awarding Bodies
Barratt	Federation of Master Builders
BMF	FIESTA
BPIF	Food and Drink Federation
BT	Greater Manchester Combined Authority
Burton and South Derbyshire College	GTA
Cadent	Helath Education England
Cambridge Ahead	HWGTA
Career Development Institute	IBM
CDUK	Institute for Apprenticeships & Technical Education
Chartered ABS and BAM	Institute of the Motor Industry
Chartered Banker Institute	Institution of Civil Engineers
CIMA	Jisc
CIPD	JTL Training
City of London Corporation	London First
CMI	London Young Apprentice Ambassador Network
Cogent Skills	Mace
Cross-industry Construction Apprenticeship Task Force	Make UK
Devon & Cornwall Training Providers Network Limited	Manchester Metropolitan University
Devon County Council	Manufacturing Technology Centre
Education and Employers	Middlesex University
	Mitie



Murphy

National Hair & Beauty Federation

National Museum Directors' Council

National Society of Apprentices

National Theatre

NHS Confederation

Norfolk Council

North East Apprenticeship Ambassador Network

Oxfordshire Local Enterprise Partnership (OxLEP) Skills

Pearson UK

Royal Academy of Engineering

Royal Aeronautical Society

Sandwell Council

SCTP

SFJ Awards

Skillnet

St Martin's Group

Tata Steel Europe

The British Institute of Non-Destructive Testing

The Co-op Group

The Creative Industries Council

The Federation for Industry Sector Skills and Standards

The Institution of Engineering and Technology

The Mackinnon Partnership

The Sutton Trust

The TUC

UK Fashion and Textile Association

UK Music

UK Theatre and Society of London Theatre

UNISON

University of Birmingham

University of Central Lancashire

UVAC

Walsall

Wessex Water

Western Training Provider Network

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