

APPRENTICES IN WORK

ANDREW GIBBONS
MRM SOLUTIONS LTD

November 2021



GATSBY

GATSBY IS A FOUNDATION SET UP
BY DAVID SAINSBURY
TO REALISE HIS CHARITABLE OBJECTIVES.
WE FOCUS OUR SUPPORT ON A LIMITED
NUMBER OF AREAS:

PLANT SCIENCE RESEARCH
NEUROSCIENCE RESEARCH
SCIENCE AND ENGINEERING EDUCATION
ECONOMIC DEVELOPMENT IN AFRICA
PUBLIC POLICY RESEARCH AND ADVICE
THE ARTS

WE ARE PROACTIVE IN DEVISING PROJECTS
TO ACHIEVE OUR AIMS. WE ARE ENTHUSIASTIC
ABOUT SUPPORTING INNOVATION. WE ARE
ANALYTICAL AS WE BELIEVE IT IS IMPORTANT
TO UNDERSTAND THE OPPORTUNITIES
AND PROBLEMS WE TACKLE. WE TAKE A
LONG-TERM VIEW AS WE DO NOT THINK MUCH
CAN BE ACHIEVED BY SHORT, ONE-OFF
PROJECTS. WE ARE ALWAYS EAGER TO FORM
PARTNERSHIPS WITH ORGANISATIONS WHO
SHARE OUR GOALS.

The Gatsby Charitable Foundation
The Peak, 5 Wilton Road, London SW1V 1AP
T +44 (0)20 7410 0330 F +44 (0)20 7410 0332

www.gatsby.org.uk

Copyright © Gatsby Charitable Foundation 2021

CONTENTS

Acknowledgements	iv
Introduction	1
Apprenticeships: Aspects of good practice	2
Apprenticeships in practice	6
Conclusions from the employer discussions	13
Participating employers	15

ACKNOWLEDGEMENTS

Thank you to the participating companies who gave their time to talk about their approach to delivering apprenticeships – all are recognised for their track record in creating careers through apprenticeship programmes - and to Telford College and Activate Learning, City of Oxford College – both colleges known for their dedication to adult learning.

Thanks to Daniel Sandford Smith of Gatsby for his advice and support.

Andrew Gibbons
MRM Solutions Ltd
Contact andrewg@mrmsnet.com
Tel: 07921 540753
Registered Office: 4 Witan Way, Witney, Oxon OX28 4FF
Company number 3463993



DISCLAIMER

The views and opinions expressed in this report are those of the author and do not necessarily state or reflect those of the Gatsby Charitable Foundation.

INTRODUCTION

This handbook provides background information for employers wishing to provide apprenticeships which provide real training and enable future career development for the participants. Such apprenticeships should also improve the organisation's supply of future employees.

The handbook has been produced in consultation with employers who currently deliver training within an apprenticeship structure.

This handbook assumes a good start-point and an effective end-point for the apprenticeship, and focuses on what lies between – the delivery of the apprenticeship.

An apprenticeship programme for one or many apprentices can be part of an employer's strategy for creating a talent pipeline feeding into the medium and long-term development needs of the organisation. It is far more than a training programme for young people.

Employers invest in the design and delivery of apprenticeship programmes. Successful apprenticeships are integrated into the business of which they are a part. This increases the pool of productive employees, and builds a career for the individuals involved.

Good apprenticeships are designed and delivered through a partnership of employer, apprentice and a training provider.

Good apprenticeships start with learning how to do the immediate job, and extend into career development.

The needs and welfare of each individual apprentice are taken into account.

Good apprenticeships acknowledge and manage the tension between long-term development ambitions of the apprentice, and the short-term productivity demands of the line managers who deliver 80% of the training.

APPRENTICESHIPS: ASPECTS OF GOOD PRACTICE

An apprenticeship is an introduction to an occupation and is subtly different from a job with training, because it should be a comprehensive route to a productive career. The content is defined by an occupational standard which describes the 'knowledge, skills and behaviours' (KSBs) needed for someone to be competent in the occupation's duties. The apprentice's achievement is measured by an end-point assessment detailing the independent assessment that apprentices must take after their training. This will confirm whether they have achieved the KSBs needed to undertake their duties at the required standard.

The delivery of an apprenticeship is a partnership between the individual, their employer and (typically) an external training provider. Collectively, this partnership ensures the apprentice receives:

- A combination of meaningful work and off-the-job training
- The underpinning knowledge and skills required by the occupation
- Knowledge and skills to enable progression in relevant work or education, including English, maths and digital skills
- Essential soft skills such as teamwork and problem-solving
- An appreciation of the wider industrial context and environment which the apprentice will be entering and progressing within.

'EXPANSIVE' APPRENTICESHIPS

In addition to the above, apprenticeships which are deemed to be 'expansive'¹ provide apprentices with an experience which is useful in the wider sector, extending beyond the current workplace, and is delivered at a pace that stretches the learner. This contrasts with 'restrictive' apprenticeships which only train for the immediate job.

The results of this learning are demonstrated through some form of end-point assessment, which may include qualifications or certificates specific to the occupation and/or progression towards professional registration.

Typically, the apprentice will spend most of their time in a work setting where, as well as experiencing productive work, they will acquire the skills, knowledge and behaviours to launch or progress a career.

Employers are required to:

- Tailor the training to the needs of the individual, the needs of the organisation and the requirement of the industry standard
- Provide a combination of structured practical experiences that helps the apprentice acquire the skills defined in the standard and required for a career in the sector
- Support the apprentice by mentoring them and delivering the knowledge required for a career

¹ Alison Fuller and Lorna Unwin 'Creating and Supporting Expansive Apprenticeships: a guide for employers, training providers and colleges of further education'. Skills Funding Agency, May 2014

- Monitor the progress of the apprentice by checking the apprentice is gaining in competence and confidence as described in the standard
- Appropriately challenge and motivate apprentices
- Facilitate the end-point assessment.

This means that employers must be able to educate their apprentices, enabling them to gain the skills and experience, knowledge and understanding they need. Employers must also have the resources to manage this complex process. This is a big ask for organisations for whom education is not their prime purpose.

Expansive and restrictive apprenticeships: a performance spectrum

'Expansive' apprenticeships can help the people involved to develop considerable expertise, whereas 'restrictive' apprenticeships simply train for the immediate job.

This table describes a spectrum of apprenticeship-providing attributes to help employers move from 'below acceptable' to 'acceptable' and towards 'excellent'.

Expansive apprenticeships	Restrictive apprenticeships
Apprenticeship develops occupational expertise to a standard recognised by the industry	Apprenticeship develops skills for a limited job role
Employer and provider understand that Apprenticeship is a platform for career progression and occupational recognition/ registration	Apprenticeship doesn't build the capacity to progress beyond present job role
Apprentice has dual status as learner and employee: explicit recognition of, and support for, apprentice as learner	Status as employee dominates: limited recognition of, and support for, apprentice as learner
Apprentice makes a gradual transition to productive worker and is stretched to develop expertise in their occupational field	Fast transition to productive worker with limited knowledge of occupational field
Apprentice is treated as a member of an occupational community with access to the community's rules, history, occupational knowledge and practical expertise	Apprentice treated as extra pair of hands who only needs access to limited knowledge and skills to perform job
Apprentice participates in different communities of practice inside and outside the workplace	Training restricted to narrowly-defined job role and work station
Apprentice's work tasks and training mapped onto the occupational standard and assessment requirements to ensure they become fully competent	Weak relationship between workplace tasks, the occupational standard and assessment procedures
Apprentice gains qualifications with labour market currency to support progression to next level (career and/or education)	Apprentice doesn't have the opportunity to gain valuable and portable qualifications
Off-the-job training includes time for reflection, and stretches apprentice to reach their full potential	Supporting individual apprentice to fulfil their potential is not seen as a priority
Apprentice's existing skills and knowledge recognised and valued and used as platform for new learning	Apprentice is regarded as a 'blank sheet' or 'empty vessel'
Apprentice's progress is closely monitored and involves regular constructive feedback from range of employer and provider personnel who take a holistic approach	Apprentice's progress monitored for job performance with limited developmental feedback

ADULT LEARNING: UNDERLYING PRINCIPLES

Apprentices are adult learners with a need to discover, experiment and apply their skills in a particular context.²

Successful adult learning has four main features.

1. **Context is everything:** adults learn better when they understand the reasons why specific things are being taught.
2. **Adults learn through experimenting:** adults learn better when they focus on task rather than memory; they should be allowed to experiment and discover.
3. **Meet people where they each start:** each learner comes to the apprenticeship via a unique pathway and so brings their own skills, experiences and values. Adults learn better when instruction is customised to acknowledge this prior experience, when it starts where they are and takes them to where they need to be.
4. **Discover don't tell.** Most adults, by the time they start an apprentice, are or are becoming self-directed learners. They can discover skills and knowledge for themselves. A mentoring and coaching style of teaching provides learners with support and challenge as they progress towards competence.

These principles can be applied in many different settings, including:

- young 'new start' apprentices on a technical apprenticeship
- experienced supervisors seeking to develop their expertise
- senior executives attending leadership programmes.

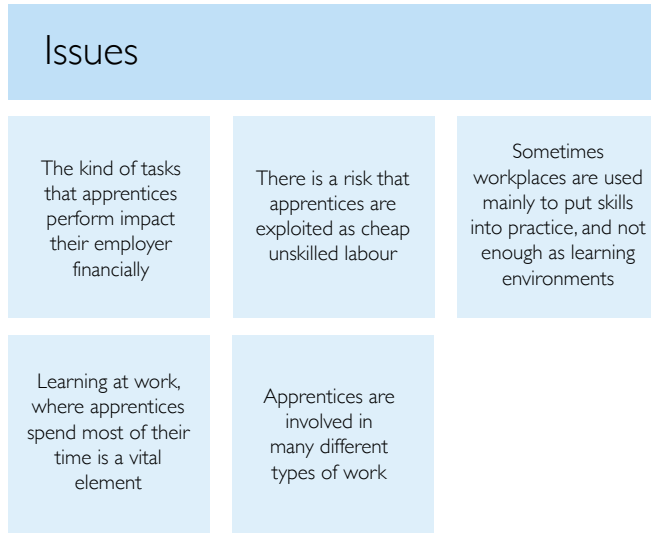
There are several common factors in the provision of the in-company training element of apprenticeship programmes.

1. Adults need less content and more challenge, so that participants can interact with the techniques and approaches proposed by the training leader. Participants apply the theory to a real situation, and this helps them translate an idea into something that works for them.
2. Everything is situational. In so-called soft skills (leadership, team-work, communications and problem-solving), and often in technical skills, the situation changes the way in which skills are deployed. The context defines the range of skills to be taught.
3. Adults enjoy their learning more and it is stronger when they can practise. In a technical setting, being able to try, repeat and improve their work develops high-quality skills and the ability to learn further. And properly scripted simulations (which may be facilitated by actors) provide a lived experience which has far greater impact on the participant.
4. Reflection is a critical skill. The ability to reflect on one's performance and critically evaluate it is a feature of many adult learning programmes. Developing these skills allows participants to continue their development outside of the learning environment.

² See Malcolm Knowles <https://infed.org/malcolm-knowles-informal-adult-education-self-direction-and-andragogy/>

THE APPRENTICESHIP AS A SYSTEM³

How do apprentices spend their time in the workplace, and how can it be a positive learning environment? The following issues may need to be addressed. Here are some potential issues and possible interventions.



³ Table based on the Organisation for Economic Co-operation and Development "Seven questions about Apprenticeships", October 2018. This reviewed international experience and good practice in apprenticeship delivery. https://www.oecd-ilibrary.org/education/seven-questions-about-apprenticeships_9789264306486-en

APPRENTICESHIPS IN PRACTICE

This information is based on an in-depth discussion with eight employers. All have mature apprenticeships programmes and were recommended by two training providers as examples of good practice.

APPRENTICESHIPS – A SKILLS STRATEGY

Apprenticeships should be part of a skills development strategy for the organisation, and not seen in isolation or as a way to recoup the apprenticeship levy.

At their best, apprentice programmes produce a flow of trained and committed people into the organisation, filling long-term skills and resource needs. The best companies demonstrate a commitment to development which is embedded in the culture and which benefits all those involved. Such companies see their apprenticeship programme as part of a wider skills strategy in which apprentices feed into a skills supply chain designed to drive succession, growth and, in some cases continuing professional development. The apprenticeship programme is rarely seen in isolation.

This long-term view is not easy; operational demands are short-term, and to ask line managers to invest in people for the mid and late 2020s and beyond requires a strong commitment to training. Apprenticeships are not only about new starts, and some firms will use them as continued professional development.

Companies' experience

***HCI Systems Ltd** is a specialist engineering firm who have grown rapidly in recent years to become leaders in vehicle electrical systems and wiring harnesses. For them recruitment of ready-to-work people is challenging. When the business partners started the firm, they did all the custom manufacturing themselves. This limited growth, so they started their apprenticeship programme. Over time apprentices have joined the workforce and have taken on manufacturing from the owners. These past apprentices are now central to delivering the current apprentice programme.*

***Company 2** has gone a step further and, using the demographics of the existing workforce and models of demand, the directors have predicted their skills needs 15 years into the future. Some of this future growth will be met through their apprenticeship programme.*

***At BMW** apprentices are seen as vital. The aim of the apprentice programme is to support high-volume manufacturing across the company by developing Level 2 and 3 technicians. These technicians have skills which are recognised by BMW and which they know will be, to some extent, future-proofed.*

***Company 4** has always had an apprenticeship programme. The directors have set up an apprentice association to give feedback on the development and delivery of programmes, thus giving a voice to the apprenticeship in the formulation of strategy.*

***Arup** is an independent firm of designers, planners, engineers, architects, consultants and technical specialists, working across every aspect of today's built environment. The directors see their apprenticeship programme as a supply chain, providing a route to equality, diversity and inclusion in its development of professional engineers. They take a 5-10-year view, creating learning paths through the company.*

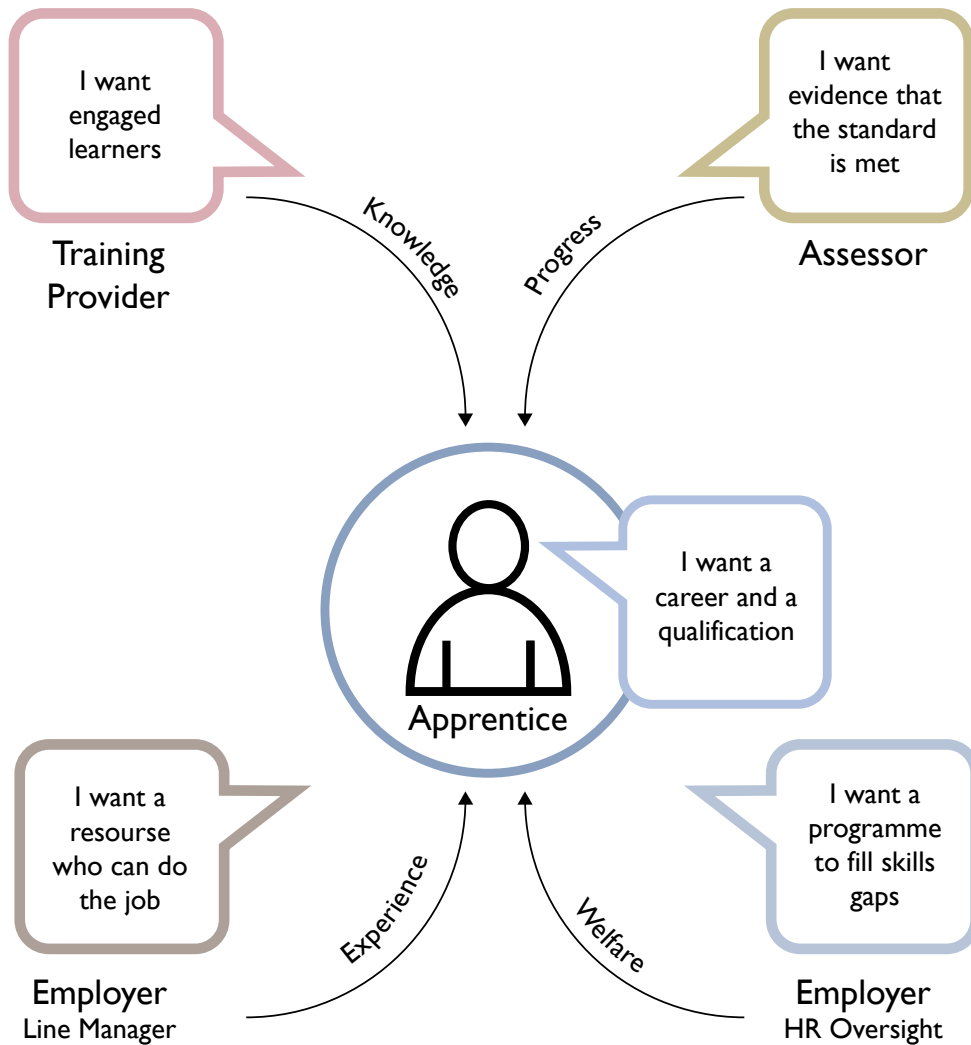
Company 6 is a secondary school and uses Level 6 standards to upgrade its staff's career guidance, finance and administration skills.

THREE CRITICAL RELATIONSHIPS

In discussions with employers three critical relationships emerged:

- A. The relationship between the employer, apprentice, and training provider
- B. The relationship between the apprentice, the line manager of the section in which they work, and the company training team
- C. The relationship between the long-term career, the immediate welfare, and the learning which is part of the apprenticeship

The diagram below shows these relationships and how each stakeholder is pursuing a different (but mostly complementary) set of objectives.



The need for external training may conflict with the need of an employer for short-term contributions to the work; a busy line manager is asked to find time for administration; the apprentice's need for a job may conflict with the long-term nature of an apprenticeship. Although these relationships are often in tension, it is important to take account of each stakeholder when designing and delivering apprenticeship programmes.

Relationship A Employer, apprentice, training provider

The alignment of what is taught by the training provider, what is reinforced by the in-work training, and how the apprentice assimilates both into a learning plan and end-point assessment are all critical to the quality of the apprenticeship.

The apprenticeship standards, when correctly used and applicable to a specific employer, define this relationship. It is vital that the training provider, employer and apprentice have a shared understanding of and intention to achieve the skills, knowledge and behaviour embedded in the standard. It is also vital that the standard closely links with the current and future needs of employers.

The first tension is about course content.

The training providers are constrained by delivering to the standard and choosing standards that generate sufficient volumes of learners to make the course viable. This pushes them to go for the more popular courses which may not fit the precise needs of the individual employer. Providers are also limited by the skills of their own teaching staff.

When this happens there are two choices.

- *BMW, with its significant industry presence, worked in partnership with other automotive primes and developed their own standard training programme? which was expanded to cover other high-volume industries. Through the Institute for Apprenticeships and Technical Education Trailblazer programme⁴ this was validated as an Apprentice Standard.*
- *HCI Systems Ltd, as a specialist SME, struggles to find relevant training. Their solution is to accept that their local college will teach generalist engineering which they supplement using product standards (International Organisation for Standardisation – ISO) to form the core learning.*

The selection of training provider is key, and this goes beyond content to teaching and learning styles, and the way the provider interacts with the individual companies.

- *Company 8, a public sector body involves their managers in selecting the right training provider.*
- *Arup noted that the training provider can either help or hinder the learning. The work-based learning requires leadership, and the apprentices need guidance; this can come from the employer, the training provider or the apprentices themselves. Arup felt that the more able training providers would influence both what is taught in the workplace and how it is taught.*

The relationship between the three parties needs continuous management, and all organisations spoke about the need for reliable information from the training provider about learner progress and course content.

4 <https://www.instituteforapprenticeships.org/developing-new-apprenticeships/trailblazer-group/>

- *Company 4 holds monthly meetings between the college, company management and their apprentices. At each meeting they examine issues, including style of teaching, apprentice attendance, and anything else which prevents learning. Company managers look at progress of individual apprentices, and monitor the performance of the provider against the service level agreement. The purpose is to address problems early and in a transparent way.*
- *Company 6 noted that Level 6 apprenticeships spoke of using a consultancy to monitor how training providers were delivering the standards, and preparing people for assessment.*

Who owns the relationship varies. For some employers, the training provider is a partner; for some the training provider is a supplier and managed accordingly. Sometimes the training provider leads the relationship, directing both on- and off-site learning.

Where an organisation sits in this relationship often depends on their volume of apprentices, their experience of apprenticeships, and the time they can spend on development. Some employers are happy for the provider to lead all aspects including the work-based element. In essence these organisations outsource the apprenticeship to the training provider. Other employers will take control of both elements, and some even have their own training school.

Relationship B Line manager, apprentice, HR Team

In committing to taking on apprentice in their section, a line manager must balance short-term operational pressures with pressure from the HR Team to deliver on the apprenticeship. Line managers also face variable levels of interest from the apprentice.

An apprenticeship is designed to be the foundation of a career, offering the apprentice one-off learning opportunities which open career pathways long after the programme is finished. This is in direct conflict with the interests of the line manager who needs a resource both today (most apprentices make a valuable contribution) and in the near future (after the apprentice graduates).

The line manager has a vested interest in making the apprentice as productive as possible in as short a time as possible. This may not lead to bad learning. Although some managers have reported the use of apprenticeships as a funded way to train people quickly, the majority recognise the importance of well-designed work experience.

In this relationship, the apprenticeship standard specifies what is to be delivered, and the line manager determines how it is delivered with oversight and support from the HR team. In this context the "HR Team" may be a full team dedicated to apprenticeships, or it could be part of an individual's role.

The line manager, with their responsibility for how the apprenticeship is delivered, sets the tone and content of the learning experience. Most line managers deliver at one of four levels: actively train their apprentice, allow the apprentice to shadow, keep the apprentice occupied, and ignore them. Clearly the better line managers actively train.

There are many ways to deliver the relationship between line manager, apprentice, and HR Team.

- *The apprentice team at BMW speak of industrial placements where the apprentice is moved through different aspects of the manufacturing process. At the start of each placement, the three parties agree learning objectives and methods and, at the end, the same groups reflect on what worked. There is a rating system anchored on the behaviours of the apprentice and tracks their learning. Everything is captured in a log-book.*
- *Accord (now GreenSquareAccord) is a housing association. They speak of tailoring the training with a learner passport which is reviewed monthly by the line manager and the apprentice. The HR team works with managers to relate the work activity to the standard and the area in which the apprentice is placed. It is a single qualification delivered in different settings. The line manager is there to facilitate the training and engage with the young apprentices. There is a rotational scheme to build confidence.*
- *Arup, as well as a structured approach, encourages their apprentices to ask “What did I know by Friday that I didn’t know on Monday?”. Managers recognised that the performance management system has to support apprenticeships, and they create budget codes for on-the-job learning. This ensures that a Line Manager is not penalised for having an apprentice on the team.*

Relationship C Welfare, career and learning

The tensions here are less apparent, and most employers deal with each separately. Becoming an apprenticeship is a significant commitment for an individual, whether they are joining the workforce for the first time, re-joining it or transitioning to a new role. This shapes the mindset of the apprentice as they seek to position their immediate learning within a long-term future career, a career to which the apprentice may not have fully committed or fully understand.

An apprentice has two significant learning inputs: their work-based experience and their time at college. They have the focus of an end-point assessment (EPA), the pressure to perform each day, and (hopefully) the ambition of having a career. There is a lot going on for someone who may be in a work setting for the first time, returning to work or transitioning to a different sector. The ideal is that the inputs are co-ordinated and the apprentice is self-motivated. There is alignment of learning, career and welfare. This alignment is made easier with oversight and co-ordination, both at the programme and individual levels.

The first potential misalignment is between the standard and employer needs. The standard, whilst designed by employers, is not specific to any employer. It will have gaps.

Specialist FI supplier, HCI Systems Ltd found that the general engineering standards did not cover its specific requirements, and so used product standards to supplement the apprentice standard when designing work-based modules.

Few work placements can cover all elements of the standard – for instance a desk-based design placement will not expose apprentices to the health and safety requirements of a site.

Next are problems of timing. The college learning may lag (or lead) the work-based learning. Most training providers operate on a fixed timetable, so the flexibility has to come from the employer. Most employers spoke of carefully planning work placements around the learning plans of the training provider and not vice-versa.

The company assessor plays a key role here in monitoring and reporting progress. They have oversight of progress and can flag problems. Most of the companies interviewed have some central monitoring and at least quarterly reports on learning and progress towards a career. Most spoke of mentoring.

Company 4 has three specific roles involved in overseeing the apprentices:

- *Coach – responsible for the development of skills by the apprentice*
- *Mentor – plans and reviews the development programme*
- *Assessor – looks after welfare, pastoral care and progress towards the end-point assessment*

The mentors at Arup ask apprentices each week to record what they know on Friday that they did not know on Monday. There is significant attention paid to mentoring.

And finally, the tension between on-going welfare and long-term career.

GreenSquareAccord spoke of the vital first six months. Apprentices are allocated a buddy, looked after by HR and assigned to a line manager. Company 4 at their training centre covers life skills around health, car safety, time management and prevent.

Whoever fulfils the mentor role (which is usually independent from the line manager and training provider) usually looks after the pastoral care of the apprentice. The mentor is there to drive learning in a sustainable way that fulfils the career ambitions of the apprentice. They are proactive in helping if the apprenticeship goes wrong.

MANAGING VOLUME

The employers interviewed differed in size: some had a few apprentices and others their own Ofsted-approved training centre. All, however, demonstrated a similar passion and commitment; these are two vital factors in committing to an apprenticeship programme.

For the larger companies, apprenticeships are a volume business.

BMW and Company 4 both have their own in-house training centres which use similar equipment to their production facilities. The investment is significant because it means that apprentices learn on current equipment. These state-of-the-art centres also attract leading trainers. Together this generates a high-quality delivery of relevant learning material.

This scale of investment may only be open to the largest employers.

Sarah Tickner, Director at HCI Systems Ltd spoke about developing their own training resource, using past apprentices to help current apprentices to learn skills which were not available from training providers. The fast-moving nature of their sector means that all workers will benefit from this continual development.

The main teaching technique used by employers is shadowing, but in a structured way. There is a strong belief amongst those interviewed that there is no substitute for watching a skilled professional do the job. Whilst this may sound passive, when done well, the professional is explaining the steps and describing the context in which the skills are deployed.

At BMW each placement has specific learning objectives which are agreed with and signed off by apprentice, line manager and programme manager.

It is helpful that those leading work-based learning have themselves been apprentices. They understand the importance of gradually giving the apprentice greater responsibility for a particular task.

CONCLUSIONS FROM THE EMPLOYER DISCUSSIONS

The best organisations adopt many (if not all) of the requirements for an expansive apprenticeship as defined on page 2.

To a greater or lesser extent the organisations we spoke with:

1. Viewed apprenticeship programmes as part of their skills strategy and took the long view of the benefits.
2. Managed their training providers to ensure that they meet a minimum delivery standards.
3. Managed the progress of their trainees through the college system.
4. Structured work-based learning around the standard, but gave line managers the freedom to interpret.
5. Gave a colleague(s) from outside operations the oversight of all aspects of the apprenticeship.
6. Separated learning from mentoring and pastoral care, and recognised the difference.
7. The HR Team who oversee the programme took time to educate operational colleagues about the value and delivery of apprenticeships.
8. Whilst each scheme may be designed by HR, specified according to a standard and organised around a Training Provider, it is the line manager and mentor who define the apprentice experience.
9. The greater the buy-in from the operational team – who should be involved in selection, on-boarding, programme design and progress monitoring – the better the experience.
10. Took the long view, and whilst acknowledging operational pressures, they prioritised learning over productivity.

The best line managers in these organisations:

1. Know and are good at their job. It requires a certain skill level to teach and develop others.
2. Get involved in selection of apprentices. Line managers' role in selecting candidates ensured a close fit and better commitment to the individual.
3. Provide the right opportunities across their department. They recognised they were delivering wider benefits to the company and individual than a training placement.
4. Manage the apprentices' time between college, work and leave. They recognised the importance of balancing the tensions discussed earlier in this report.
5. Know their apprentices and so can deal with welfare issues.
6. Support and take an interest in the college learning, by working with colleges to co-ordinate the work-based learning with the classroom learning
7. Understand adult learning and the need for challenge, practice, and context.

KEY MESSAGES FOR EMPLOYERS

- Employers should seize the opportunity that an apprenticeship programme offers.
- An ongoing apprenticeship programme will create a skills supply chain for an organisation. It will feed the workforce with people who fully understand the company and its processes. Their skills will relate exactly to what organisations need.
- Apprenticeships de-risk the recruitment process. The employer has time to evaluate and shape potential employees before they are locked into permanent contracts.
- An apprenticeship is a long-term commitment to develop one or more employees – a vital element for engaging and retaining your most talented employees.
- Delivering an apprenticeship develops leadership skills in those delivering it. Working with apprentices encourages people to think about how they work, gives an opportunity to develop communication skills, performance appraisal and mentoring. These are vital leadership skills.
- It doesn't have to be big; there are many small companies providing a development programme with no HR or training team.

KEY MESSAGES FOR GOVERNMENT

- Apprenticeships are a viable route to a high-value career. It is one of the most intense learning opportunities available for both new employees, and people in career change or wishing to accelerate their career.
- Simplify the process for approving standards, setting up apprenticeships and delivering them so that the content of the training can change to match the needs of employers.
- Increase the focus on developing the quality of training providers; the interviews revealed that there are high-quality training providers, but there were also concerns, particularly with reference to higher education institutions, about the responsiveness of the institution, their ability to deliver at pace and the currency of their knowledge.
- Done properly, an apprenticeship scheme is high-intensity development combining the best in education with the best in vocational learning. An apprentice may have up to 40 hours per week of learning per year, delivered by practising professionals and professional trainers.

PARTICIPATING EMPLOYERS

Name	Description
HCI Systems Ltd	HCI Systems are leaders in the design and manufacture of full vehicle electrical wiring systems and wiring harnesses. With a strong background in developing electrical systems for some of the highest levels of motorsport, HCI also provide expert services for automotive, marine and defence sectors.
Company 2	A national utility company with both an delivery operation ensuring water supply to customers and an infrastructure division involved in major civil engineering programmes.
BMW Group	The BMW Group combines the BMW, MINI, Rolls-Royce Motor Cars and BMW Motorrad brands. It is one of the world's leading premium manufacturer of cars and motorcycles as well as provider of premium financial and mobility services. We spoke with Dr Simon Farrall FIET, Head of Apprentice and Associate Training in the UK.
Company 4	A specialist defence contractor operating in advanced engineering and manufacturing. With over 5000 employees they are a world class provider of technology, engineering and production services.
Arup	Arup is an independent firm of designers, planners, engineers, architects, consultants and technical specialists, working across every aspect of today's built environment. With over 16,000 employees and operating in 143 countries. The firm is at the forefront of ambitious and challenging design and engineering projects, from concert halls to national stadiums, renewable energy to driverless cars.
Company 6	A large secondary school which opened as an independent state academy in 2008. Its focus is ensuring all students reach their full potential, irrespective of their ability or background. To do this there is a strong emphasis on achievement, aspiration and high-quality academic, personal and vocational teaching.
GreenSquareAccord	A housing association involved in construction, maintenance and support of social housing and their tenants. They offer a range of care and support services as well as building and operating affordable homes.
Company 8	A borough council covering a large city and surrounding areas with responsibility for local services and the delivering of housing and infrastructure.

The Gatsby Charitable Foundation
The Peak, 5 Wilton Road, London SW1V 1AP
T +44 (0)20 7410 0330 www.gatsby.org.uk
Registered Charity number 251988

Copyright © Gatsby Charitable Foundation
November 2021