



# NORTHERN SKILLS NETWORK LAUNCH EVENT

13<sup>th</sup> February 2020

Crowne Plaza Leeds

[#NSNLaunch2020](#)



# NSN CHAIR'S OPEN

Mike Smith OBE | Chair of Northern Skills Network



# Conference Aims

- to officially launch the Northern Skills Network (NSN)
- to understand the changing context of devolution for the North of England and how it may impact upon the work of skills providers
- to announce a new strategic partnership for NSN
- to hear from experts and gain an in-depth understanding of some of the issues facing providers on the ground.



# 9 Networks, 1 Agenda

**Cheshire and  
Warrington Network**





# NSN's 3-fold purpose

- to promote & represent the interests of its members and ultimately be the single voice for skills across the North of England;
- to promote the value of vocational and technical education, especially apprenticeships, to employers and other key stakeholders;
- to support the Northern Powerhouse and play its part in increasing the productivity and prosperity of the North.

# Our Impact

## NSN Membership

**300+** Network Members

**71%** Independent  
Training Providers

**14%** FE/Sixth Form  
Colleges

**7%** Other

**5%** Local Authorities

**2%** Universities



# Our Impact

## Employer Reach

- **78,781** Nationally
- **51,810** in the North

## Apprenticeship Starts delivered by Northern Skills Network Members

Over **336,000** nationally

Over **124,000** in the North



# Our Impact

All Age Apprenticeship Starts				
	Total	Type of Learning		
	Total App Starts	Intermediate App Starts	Advanced App Starts	Higher App Starts
<b>Northern Total</b>	124,880	56,020	50,570	13,340
<b>Northern Total delivery by NSN Member</b>	45%	42%	48%	50%

Data taken from Published:  
Apprenticeship\_starts\_by\_delivery\_provider\_home\_away\_201718 (1)



# NSN joins Northern Powerhouse Partners Programme



The appointment is recognition of the contribution that the NSN and its nine regional network members make towards increasing the skills, employability and productivity of people & businesses across the North of England.

Northern Skills Network is both aligned to and supports the Northern Powerhouse agenda and is passionate, through its members, to play its part in increasing the productivity and prosperity of the North through increasing the skill levels of young people entering work for the first time, those re-entering work after a period of unemployment and existing employees within the workforce.

We look forward to working with the Northern Powerhouse to help realise its ambition for a more prosperous and productive region



Developing Skills, Employability and Productivity  
in partnership with the

**NORTHERN  
POWERHOUSE**



# Conference agenda

1. NSN Chair's Open | Mike Smith OBE | Chair of NSN
2. Roger Marsh OBE | Chair of NP11
3. Henri Murison | Director of Northern Powerhouse Partnership

## Refreshment Break | 10.15-11.10

4. Sian Wilson | Executive Director for Customer & Commercial Strategy | NCFE
5. Chris Morgan | Deputy Director of Technical Education, Commercial | IfATE
6. Q & A Panel | Mike Smith, Henri Murison, Sian Wilson, Chris Morgan, Mark Dawe

## Lunch | 12.30-13.30

# Agenda continued

## 7. Workshops

- Sector Support | Gail Lydon | Education and Training Foundation
- Subcontracting | Paul Johnson & Christopher Lewis | ESFA

**Room Change | 14.10-14.15**

## 8. Workshops

- T Level Professional Development for Governors, Trustees and Governance Professionals | Donna Clifford | FE Associates
- Skills Needs for the Future | David Jones | NCFE

**Refreshment Break | 14.55-15.10**

# Agenda continued

9. Chris Jones | HMI Specialist Adviser – Further Education and Skills | Ofsted

10. Anthony Knowles | Head of National Accounts (North) Apprenticeships Directorate

11. Q&A Panel | Mike Smith, Chris Jones, Anthony Knowles

13. NSN Chair's Close | Mike Smith, OBE | Chair of Northern Skills Network

**Close | 16.30**



Headline Sponsor:

# Thanks to our sponsors

# nCFE.



# TRAIN|SURE



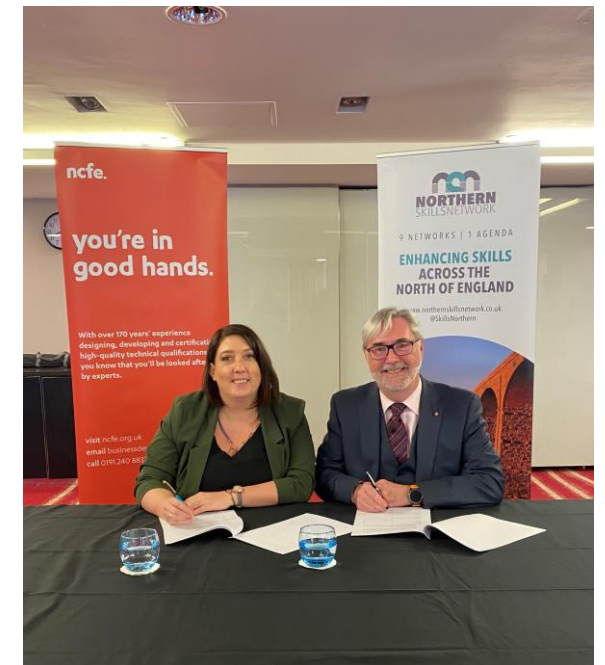
## BREAKING NEWS:

### NSN's first strategic partner.....NCFE

By working together the two organisations will:

- Build on their synergies to promote and advance learning, especially in support of social mobility across the north.
- Work together to develop a shared understanding of the ever-changing skills landscape across the north.
- Provide key stakeholders informed and expert advice on the skills and education issues affecting the north
- Champion the value and importance of vocational and technical education, including apprenticeships.

# ncfe.





**THANK YOU**

From the Northern Skills Network Board



**ROGER MARSH | CHAIR OF NP11**





# HENRI MURISON

Director, Northern Powerhouse Partnership

**ncfe.**



# Sian Wilson

**Executive Director for Customer and Commercial Strategy**

[SianWilson@ncfe.org.uk](mailto:SianWilson@ncfe.org.uk)





# CHRIS MORGAN

Deputy Director Commercial, IfATE

# T LEVELS – THE INSTITUTE’S ROLE: WORKING WITH EMPLOYERS AND AWARDING ORGANISATIONS

Chris Morgan, MCIPS

Deputy Director Commercial

13 FEBRUARY 2020





# The Institute – an overview



## What does the Institute do?

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- The Institute for Apprenticeships and Technical Education (the Institute) develops high-quality apprenticeships and technical qualifications to improve education provision in England, support the UK economy, **and give everyone a brighter future.**
- We develop apprenticeships and technical education qualifications that combine high-quality education provision with training for key skills. We ensure apprentices can achieve and continue achieving after their training has ended.
- We are an employer-led non-departmental public body



## Our priorities

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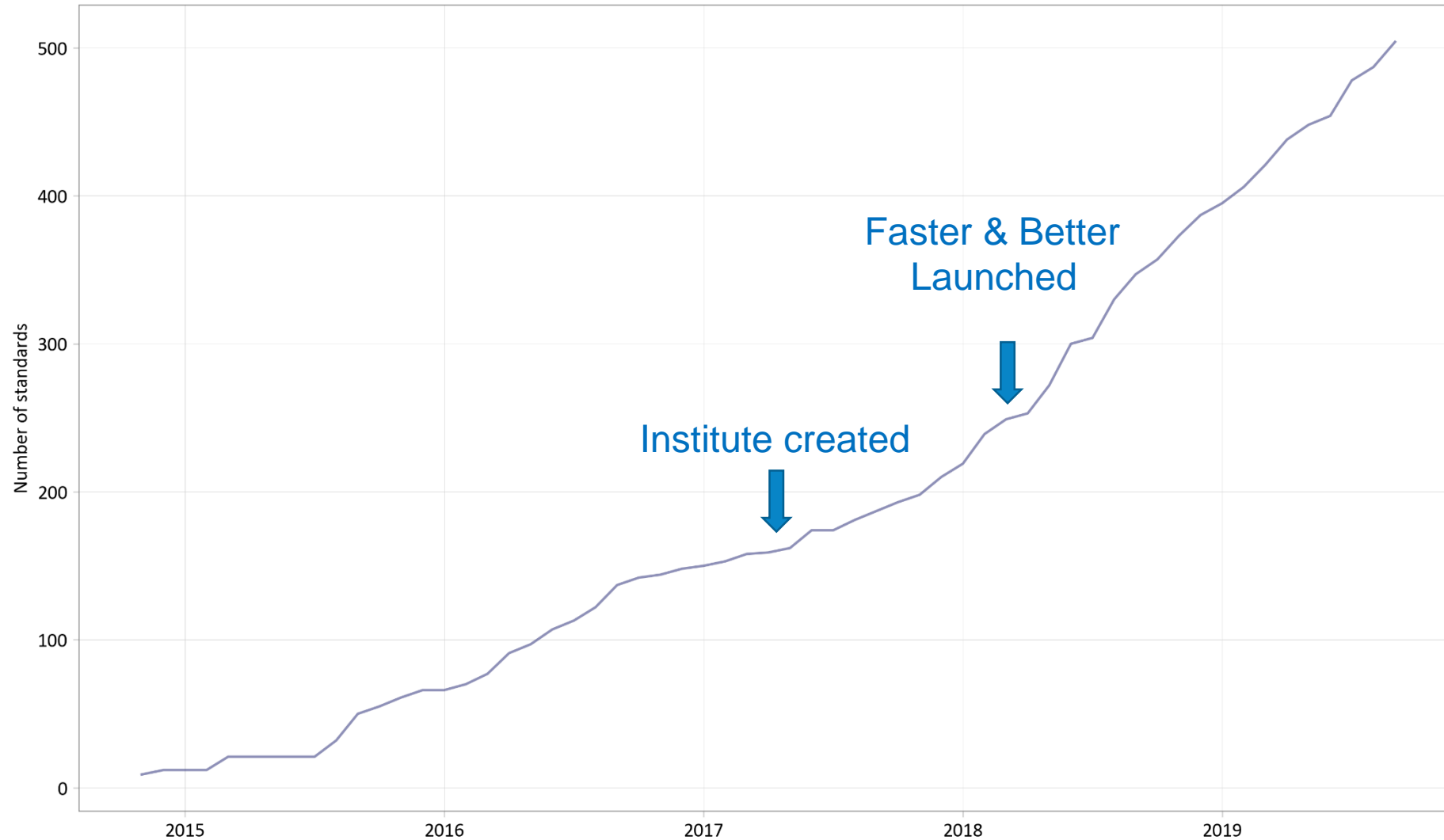
- The development and approval of new apprenticeship standards, including making recommendations to Ministers on the appropriate funding level.
- Working with employer groups called Trailblazers to develop apprenticeship standards and assessment plans, as well as, making recommendations on funding bands to the Department for Education for each apprenticeship standard.
- Quality Assurance of both End Point Assessments (EPA) and End Quality Assurance (EQA).
- The Route reviews of existing apprenticeships
- The development and approval of the content of new T Levels, and the procurement and contract management for T levels.

## Our history

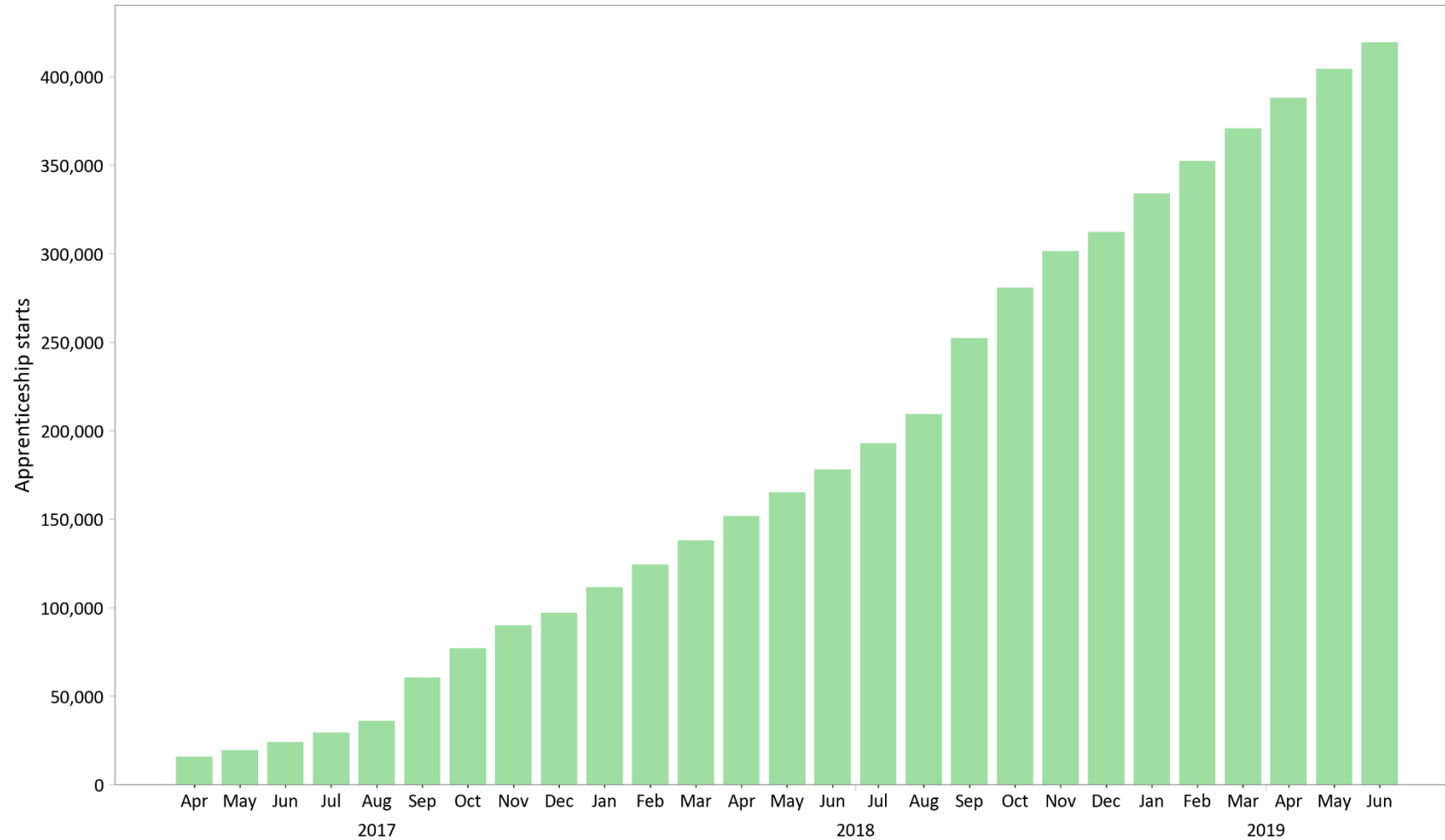
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- The Institute for Apprenticeships and Technical Education (the Institute) was established in April 2017 following the Richard Review into apprenticeships.
- The Institute was set up to lead reforms in apprenticeships by being more employer focused and ensuring all apprenticeships were of high quality.
- The Institute's initial priority was speeding up the development and approvals process for new apprenticeships – known as apprenticeship standards – while also improving their quality.
- We worked closely with employers and used their feedback to drive these improvements in our processes. Employers who come together to develop an apprenticeship with the Institute are called Trailblazers. Our 'Faster and Better' service improvement programme also contributed to improved efficiency.

# Total number of apprenticeship standards available

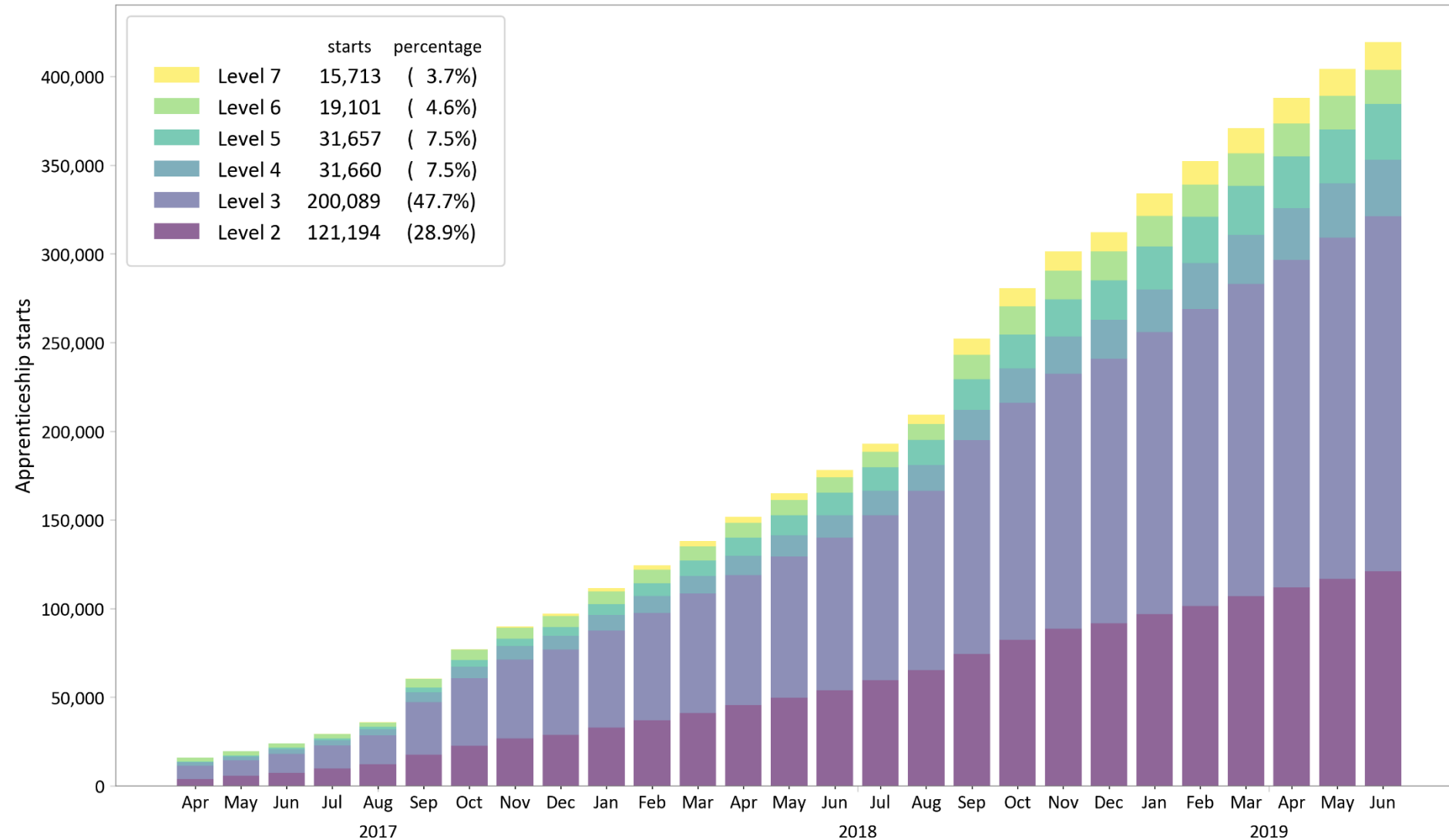


# Cumulative starts on apprenticeship standards since April 2017





# Cumulative starts on apprenticeship standards since April 2017





Institute for Apprenticeships  
& Technical Education

**T-LEVELS**

# T Levels

The Institute's Role and  
Progress to Date



## **A compelling case for change:**

- ❖ The Independent Panel on Technical Education (chaired by Lord Sainsbury) highlighted the confusing multitude of qualifications available to young people, as well as issues with the market-based approach to qualifications
- ❖ Conclusions were underpinned by substantial analysis of the existing skills system

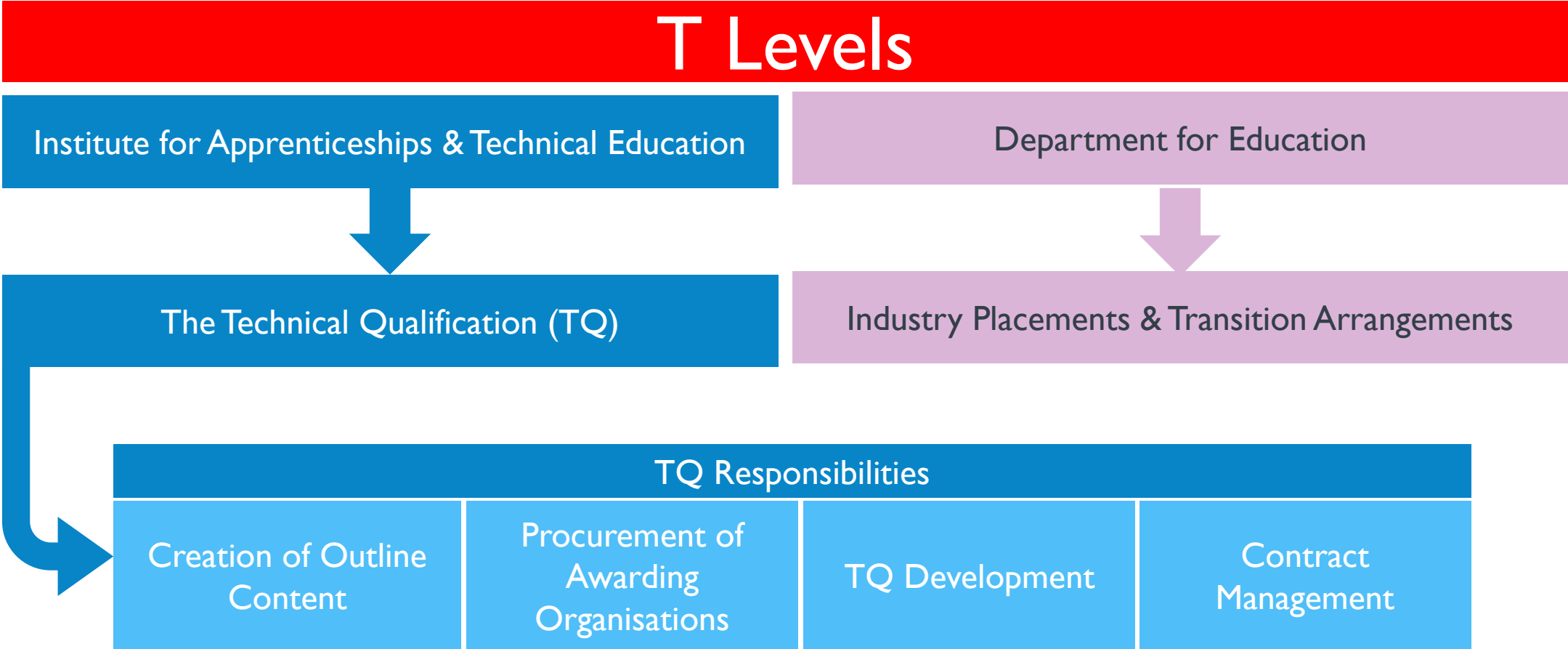
## **The Panel recommended comprehensive reform:**

- ❖ The development of 15 technical routes to skilled employment, that encompass all employment-based and college-based training – including apprenticeships and T Levels
- ❖ The development of new flagship technical education programmes to sit within these routes ('T Levels') to be delivered through exclusive license
- ❖ A radical streamlining of existing technical qualifications, aiming to simplify the system for students and employers

## **So what are T Levels?**

- ❖ T Levels are new courses coming in September 2020, which will follow GCSEs and will be equivalent to three A Levels.
- ❖ T Levels will combine classroom theory (80%) practical learning and on-the-job experience in an industry placement (20%) around 45 days
- ❖ The 2 year T Levels courses have been developed in collaboration with employers and businesses so that the content will meet the needs of industry and prepare students for work.
- ❖ They provide the knowledge and experience needed to open the door to highly skilled employment, an apprenticeship or higher level study.

On January 31 2019 we officially changed our name to the **Institute for Apprenticeships and Technical Education** (The Institute). This change was representative of our formal assumption of key elements of the T Level programme, as detailed below.



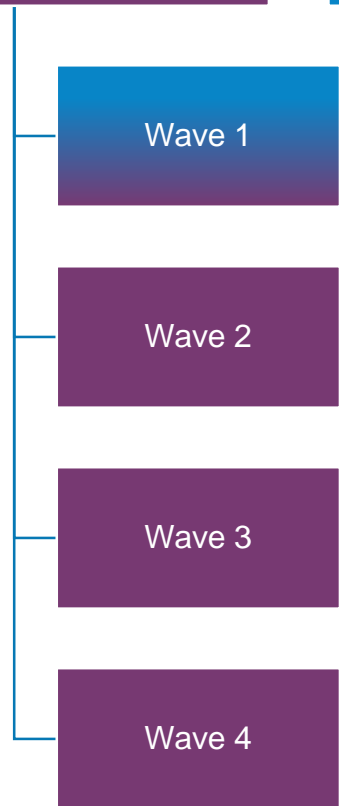
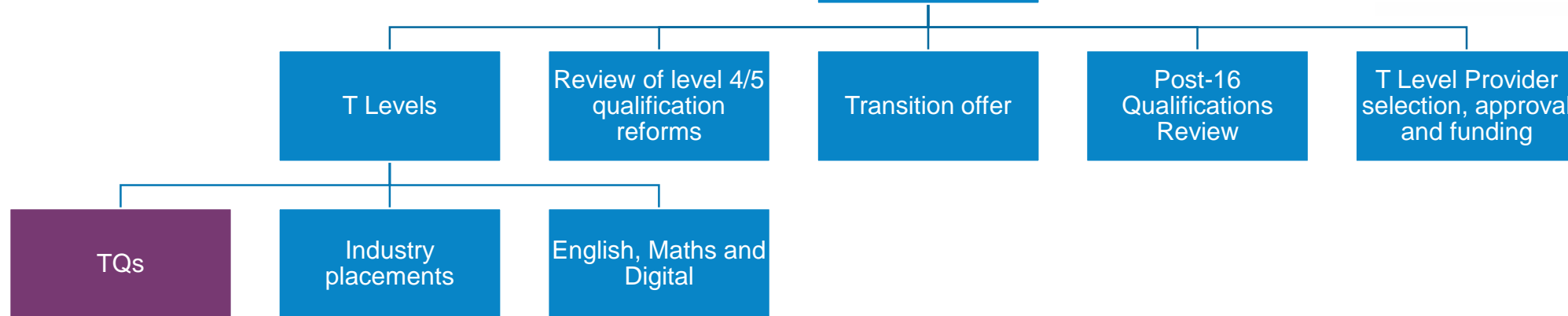
# THE INSTITUTE'S ROLE

Technical Education Reform



Institute for Apprenticeships & Technical Education

**T-LEVELS**



T Levels are part of a broader mission to completely reform Technical Education.

T Levels are split into three main components. The Institute has assumed responsibility for the Technical Qualification, the main classroom-based element.

The Institute will be running the procurement and then managing the contracts for TQs.

# The Structure of T Levels



Institute for Apprenticeships  
& Technical Education

**T-LEVELS**

## T Level programme

1800 hours over two years (with flexibility)

Students will need to achieve all components to achieve their T Level certificate  
Subject content is set by T Level panels and approved/managed by the Institute for Apprenticeships

### Technical Qualification

Between 900-1400 hours

#### Core component

- Knowledge and understanding of the concepts, theories and principles relevant to the T Level and the broader route
- Core skills relevant to the T Level
- Assessed through an external examination and a substantial employer-set project

#### Occupational Specialisms

- Knowledge, skills and behaviours required to achieve threshold competence in an occupational specialism
- Maths, English and digital skills included where they are necessary to achieve threshold competence
- Students must complete at least one occupational specialism
- Assessed synoptically through rigorous practical assignments.

### T Level Industry Placement

Between 315-420 hours

- Undertaken with an external employer
- Minimum of 45 days
- Students develop technical skills and apply their knowledge in a workplace environment
- Provider should pay for/contribute to travel and subsistence costs, if not covered by the employer
- Employers not expected to pay students

### Maths and English requirements

- Students are expected to achieve a level 2 in maths and English. This can be achieved through GCSEs (grade 4 and above) or level 2 Functional Skills (pass)
- T level panels are free to set higher maths and English requirements, where necessary

### Other requirements set by T Level panels

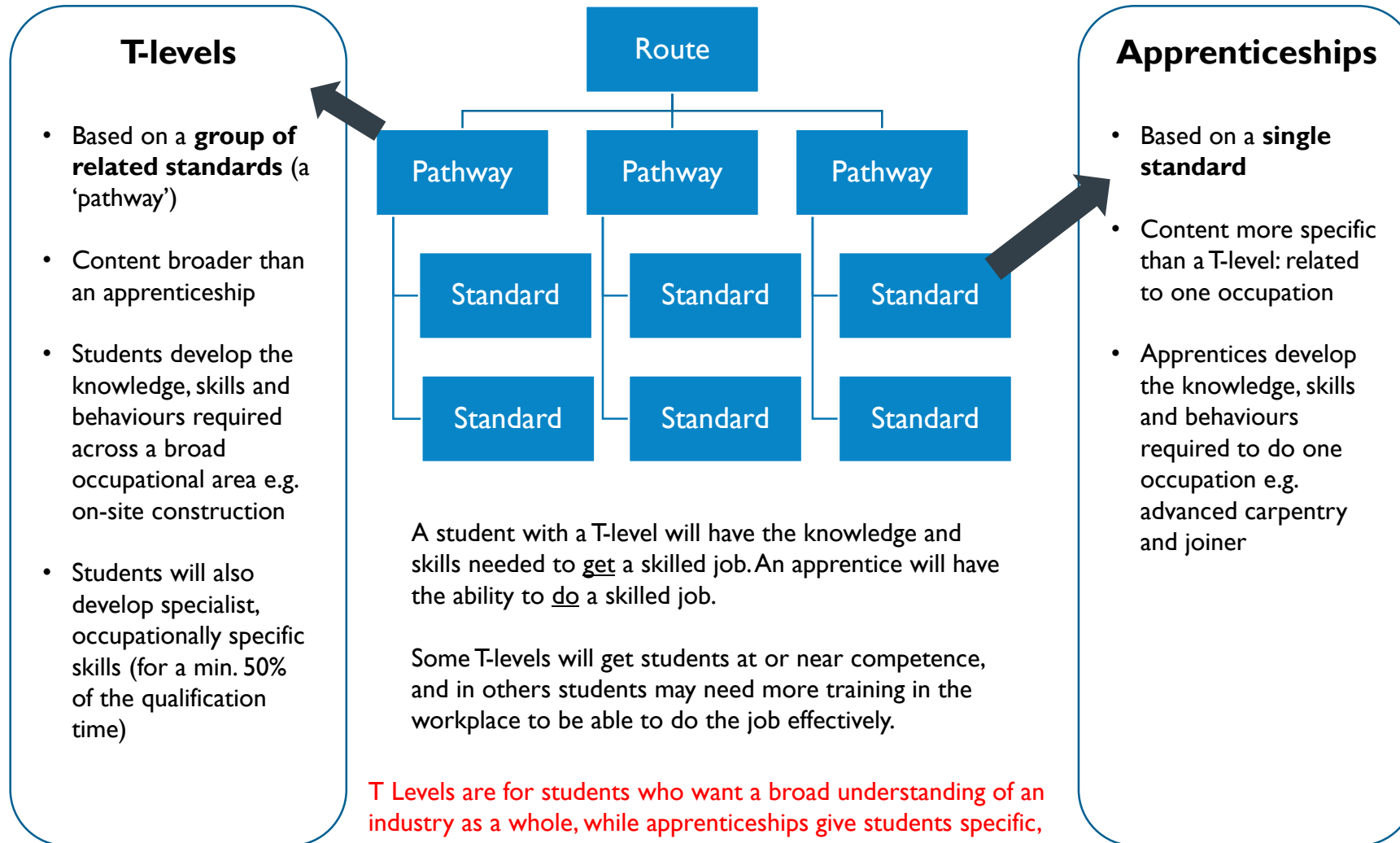
- Occupation-specific requirements included, where possible, if they are essential for skilled employment e.g. licence to practice qualification or professional registration

### Employability, enrichment and pastoral requirements

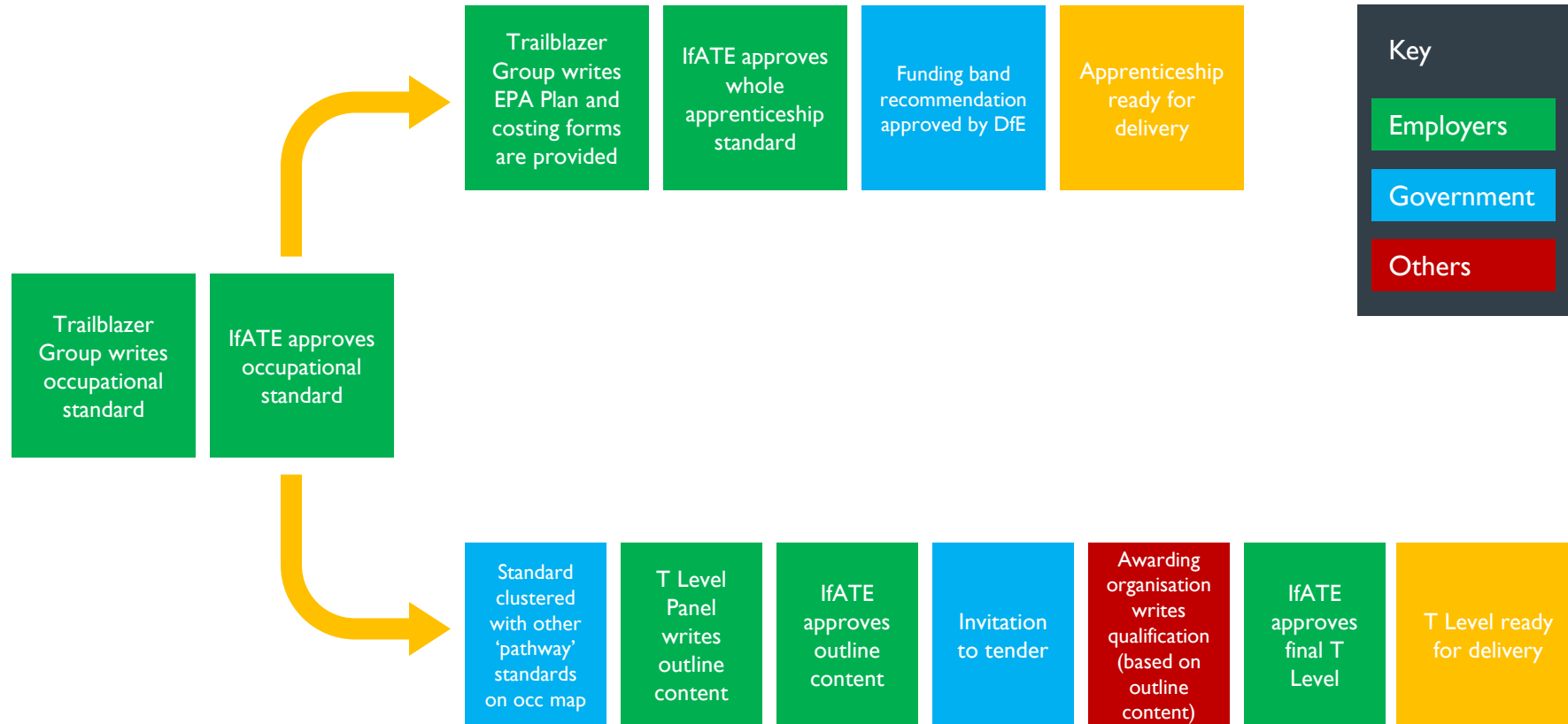
The TQ is the area which the Institute will be managing, and where the AOs will have direct involvement.



# T LEVELS & APPRENTICESHIPS



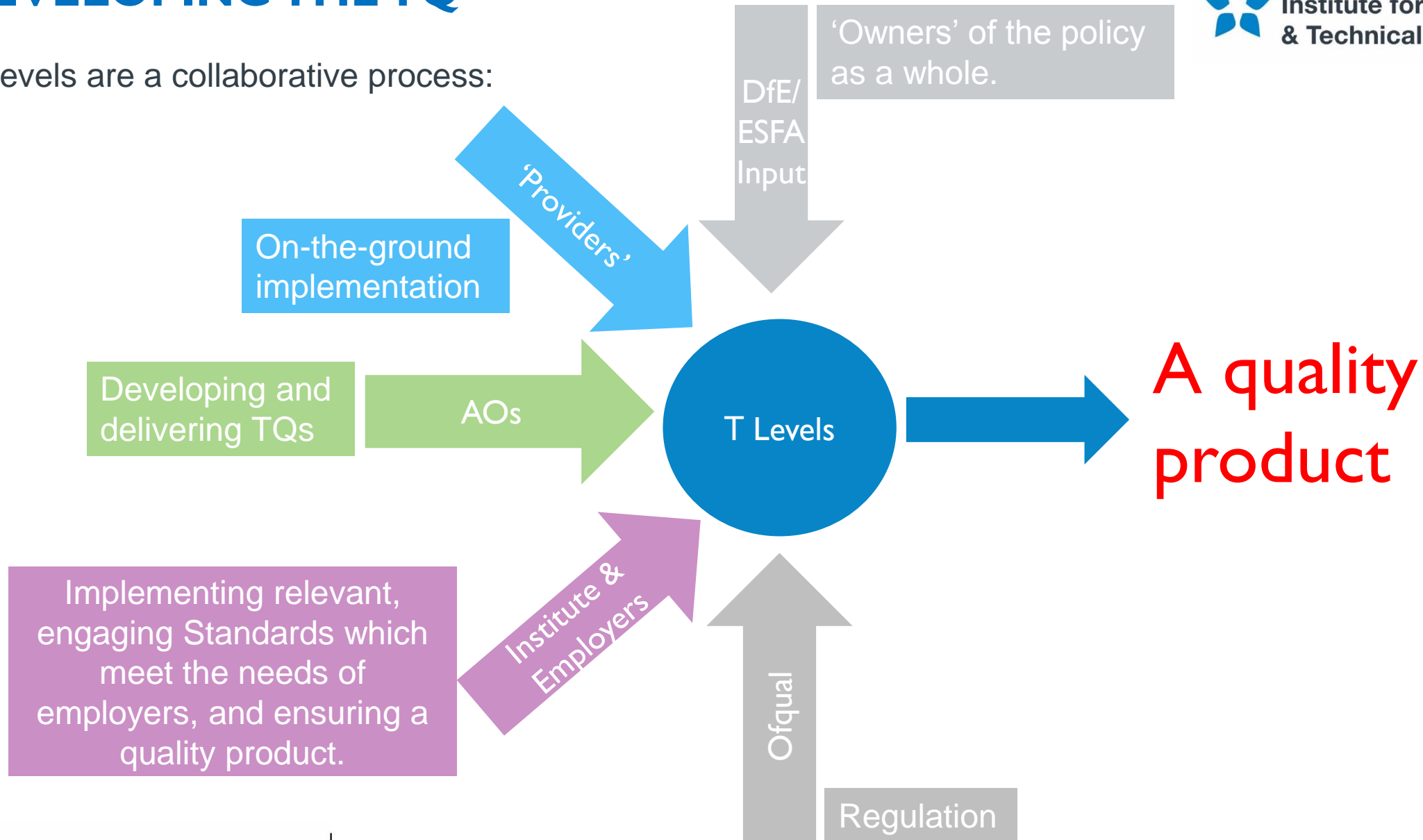
## The technical education development process



- **T Level panels** help to put in place the framework required for an **engaging and relevant programme** for students. The panels are **employer-led**, featuring leading industry names, meaning that the qualifications are constructed with the needs of industry firmly in mind.
- Our first set of panels feature representatives from **Accenture, Fujitsu, IBM, Morgan Sindall and a range of SMEs.**
- This approach means that employers are involved at every stage of the creation of technical education, from setting the standard, creating content and approving the qualifications that will be delivered. This is part of our ambition to deliver world-class technical education that equips young people to enter highly skilled occupations.

# DEVELOPING THE TQ

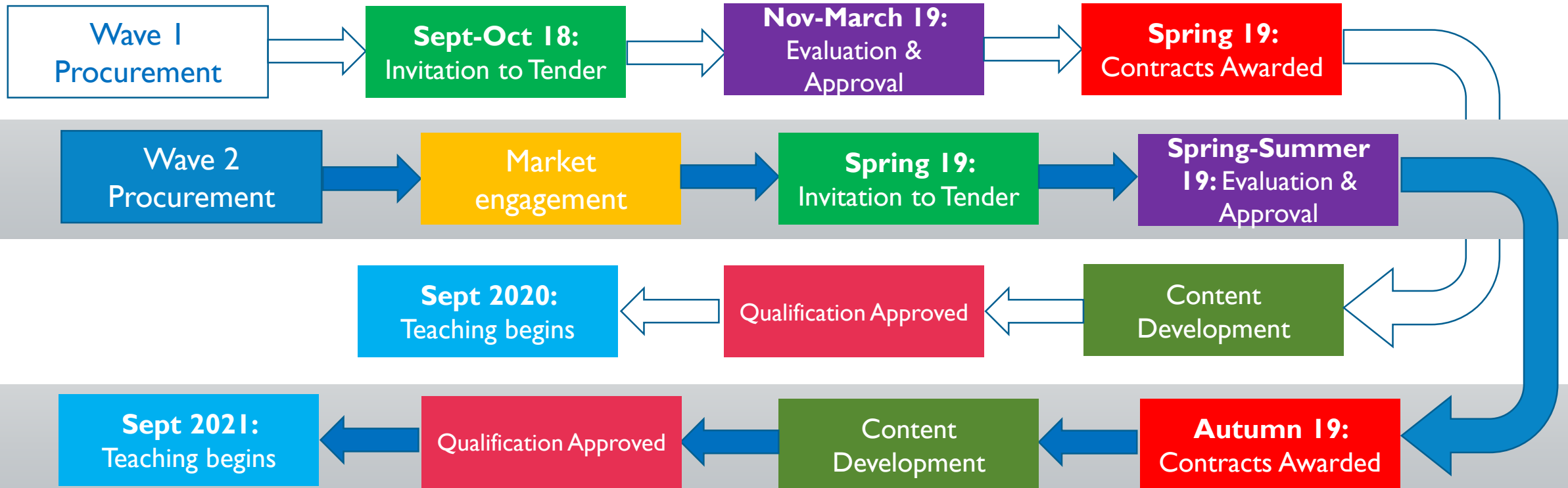
T Levels are a collaborative process:



- Wave 1 contracts for Awarding Organisations to develop and deliver the first 3 T Level Technical Qualifications (TQ) were awarded in **February 2019** to NCFE and Pearson.
- For 12 months, to February 2020, the Contract requires the Supplier to develop a TQ that meets the Service Requirements and that must receive Institute approval (and be accredited by Ofqual) before it is implemented in Schools and Colleges, to be taught from September 2020
- This is known as the **TQ Development Phase**. A similar phase will follow for the development of the 2021 T Levels and for future T Levels.



# PROCUREMENT OVERVIEW



We have now launched Wave 3 Procurement for September 2022 teaching





Market engagement  
and support



Key Commercial  
Principles Defined  
e.g. Lotting, Market  
share



Contract for 4  
Cohorts with option  
to extend for 1  
cohort

# Wave 1 of T Levels

- Pearson and NCFE are developing the full qualification and assessment materials, building on the Outline Content produced by the T Level Panels and approved by the Route Panels.
- We mark progress across 3 separate milestones – and are currently reviewing the final milestone submissions.



Pearson

## Construction:

Design, Surveying & Planning



Pearson

## Digital:

Digital Production, Design & Development



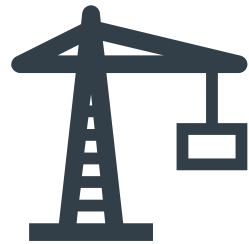
NCFE

## Education & Childcare:

Education & Childcare

# Wave 2 of T Levels

- Alongside the three T Levels being rolled out as part of Wave 1 (September 2020), Wave 2 (2021) will see the following T Levels introduced.
- We again mark progress across 3 separate milestones – the first milestone submissions are under development.



City &  
Guilds

## Construction:

Building Services Engineering  
Onsite Construction



NCFE

## Digital:

Digital Support Services  
Digital Business Services



NCFE

## Health & Science:

Health  
Healthcare Science  
Science

# Wave 3 of T Levels



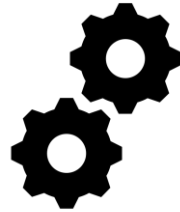
Institute for Apprenticeships  
& Technical Education

**T-LEVELS**

Wave 3 (2022) will see the following T Levels introduced.



**Business and Administration:**  
Human Resources  
Management and Administration



**Engineering and Manufacturing:**  
Design and Development  
Maintenance, Installation and Repair  
Manufacturing, Processing and  
Control



**Legal, Finance and  
Accounting:**  
Accountancy  
Finance  
Legal

- The Institute has conducted various market engagement exercises.
- Wave 3 ITT / OJEU Notice launched on 29 January 2020, contracts awarded early October

# Wave 4 of T Levels

Wave 4 (2023) will see the following T Levels introduced.



## **Agriculture, Environmental & Animal Care:**

Animal Care and Management  
Agriculture, Land Management and Production



## **Catering & Hospitality:**

Catering



**Creative & Design:**  
Craft and Design  
Media, Broadcast and Production  
Cultural Heritage and Visitor Attractions

**THANK YOU**

**[WWW.INSTITUTEFORAPPRENTICESHIPS.ORG](http://WWW.INSTITUTEFORAPPRENTICESHIPS.ORG)**

**[WWW.TLEVELS.GOV.UK](http://WWW.TLEVELS.GOV.UK)**

**INSTITUTE FOR APPRENTICESHIPS**  
151 Buckingham Palace Road  
London SW1W 9SZ





## Q&A PANEL

Mike Smith, Henri Murison, Sian Wilson, Chris Morgan, Mark Dawe

**ncfe.**



**CHRIS JONES | OFSTED**

# Inspecting Apprenticeships

Annual Report Dissemination and update: Northern Skills Network



# Apprenticeships: update



# Full inspections

## Key issues

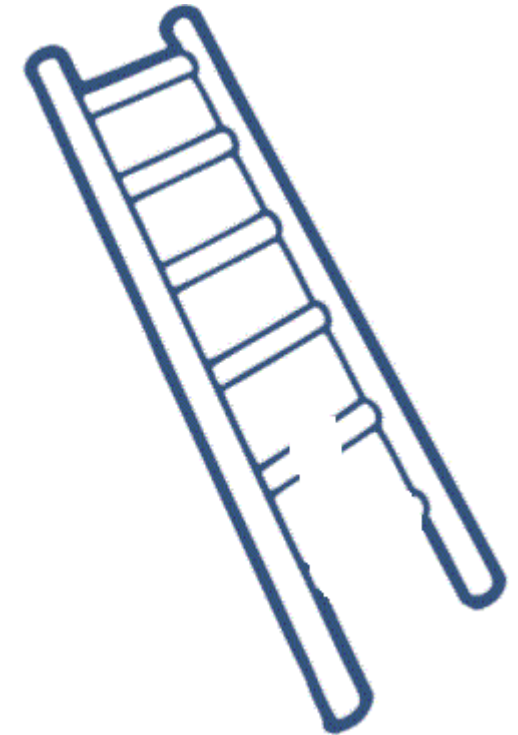
- Off-the job training (more about not happening or poor quality rather than %)
- The development of new skills, knowledge and behaviours.
- Focus on impact of the curriculum on long term memory over time.
- Balancing what historic data shows against current learners' progress.
- Too many colleges delivering apprenticeship frameworks where there are existing replacement standards
- Evaluating apprentices' current progress:
  - unclear about starting points
  - what evidence can you provide – at all levels of study?

# Analysis

## 2018/19

- 142,300 started a level 2 apprenticeship (37%)
- 172,700 started a level 3 apprenticeship (44%)
- 74,200 started a higher level apprenticeship (19%)
  
- Level 2 DOWN by 55% from 2016/17
- Level 3 DOWN by 12%
- Higher UP by **102%**
  
- Under 19s DOWN by 21%
- 19 – 24 DOWN by 19%

(source DFE Apps Data Oct 19)



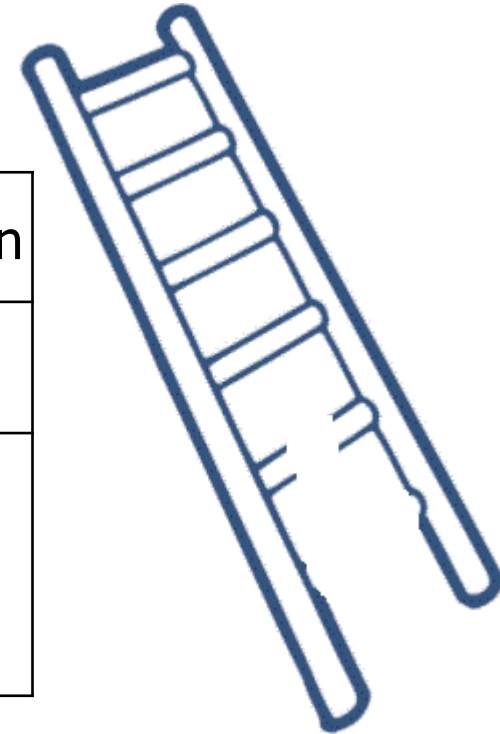
# Analysis

Standards available: Nov 19

Level	Number of Standards	Coverage	Proportion
2	116	23%	58%
3	181	35%	
4	77	15%	37%
5	23	5%	
6	80	16%	
7	33	9%	

Total standards (incl. dev.): Nov 19

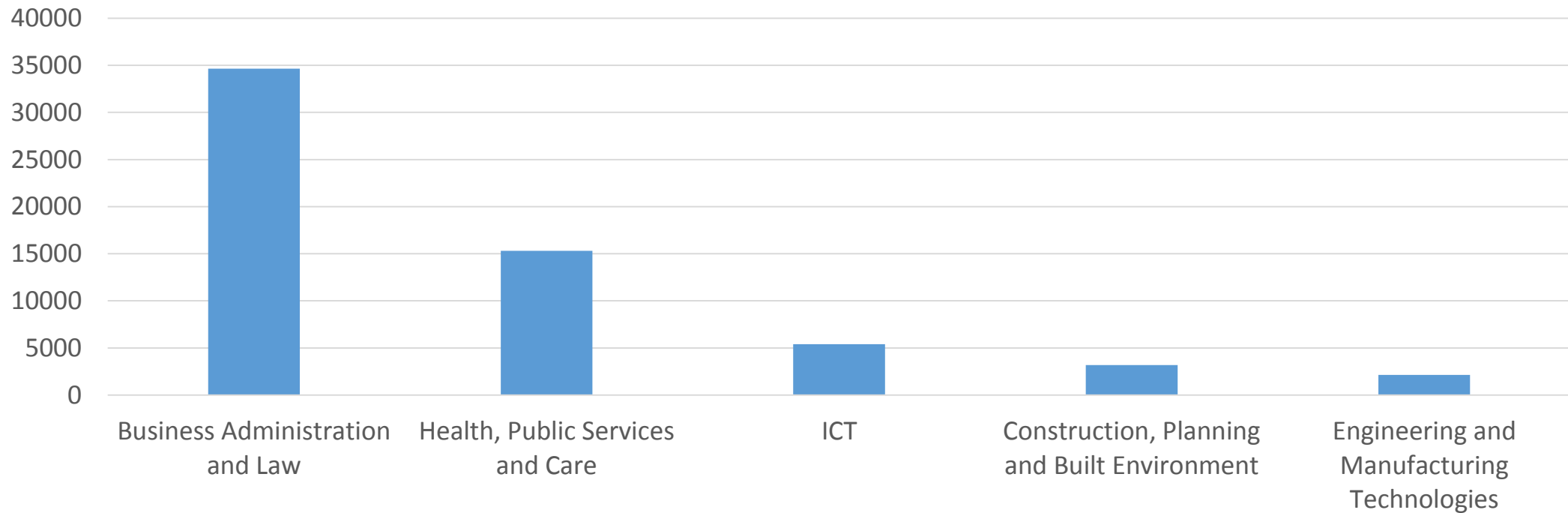
Level	Number of Standards	Coverage	Proportion
2	150	21%	54%
3	230	33%	
4	105	15%	45%
5	38	5%	
6	112	16%	
7+	65	9%	



Source: <https://www.instituteforapprenticeships.org/apprenticeship-standards/>

# Apprenticeships to meet skills needs?

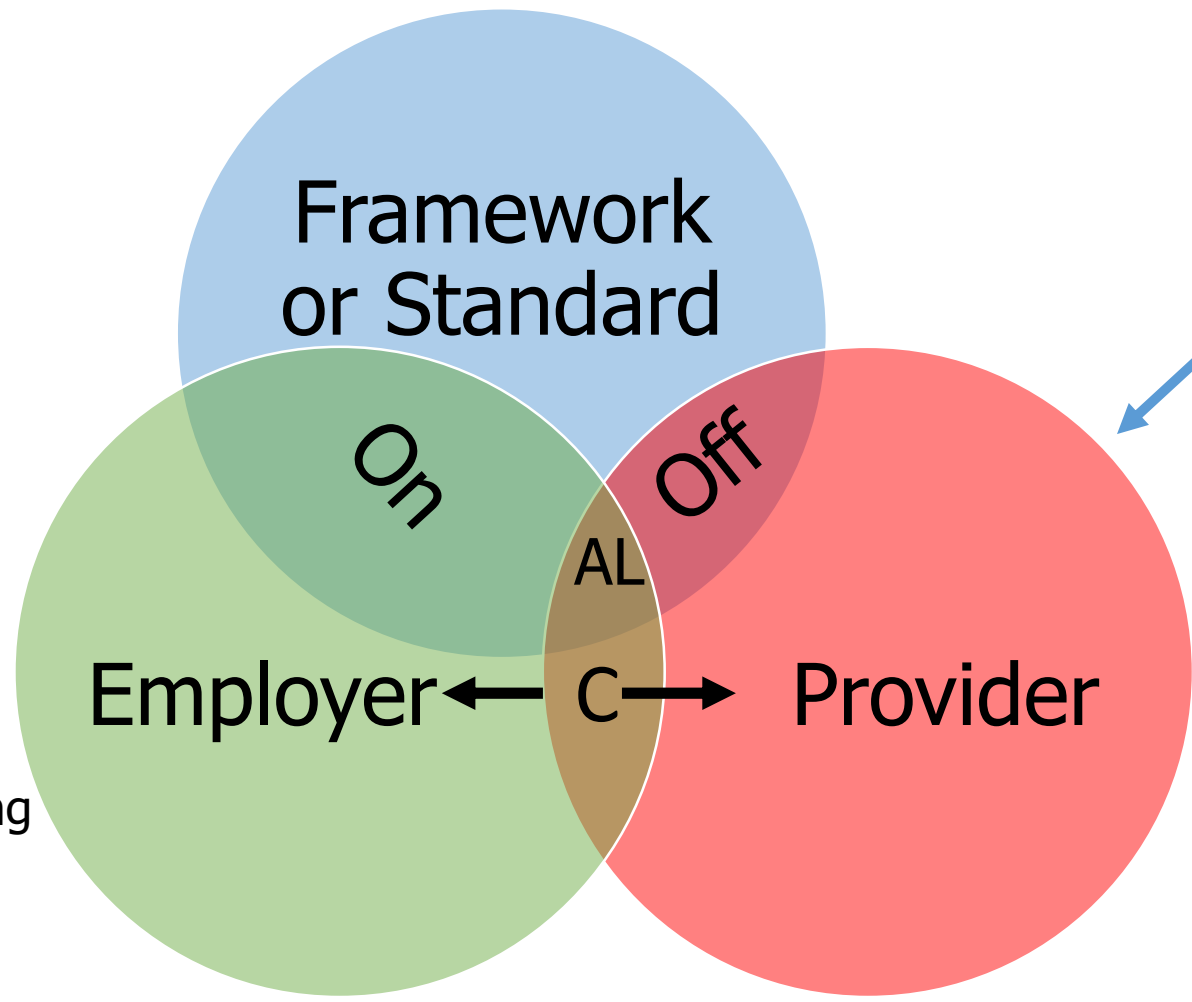
## Higher and Degree Apprenticeship starts 18/19





# Apprenticeships and curriculum





**Statutory duties:**

- HASAWA
- Equalities Act
- Prevent

**Employer specific:**

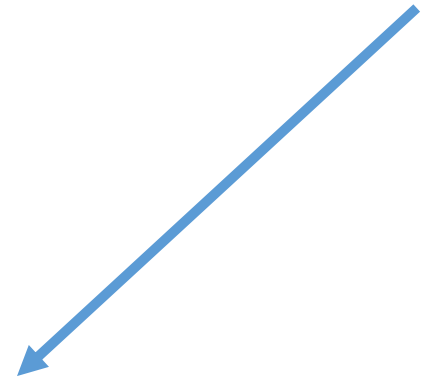
- Contextual learning
- Machine training
- Quality circle

**Statutory duties:**

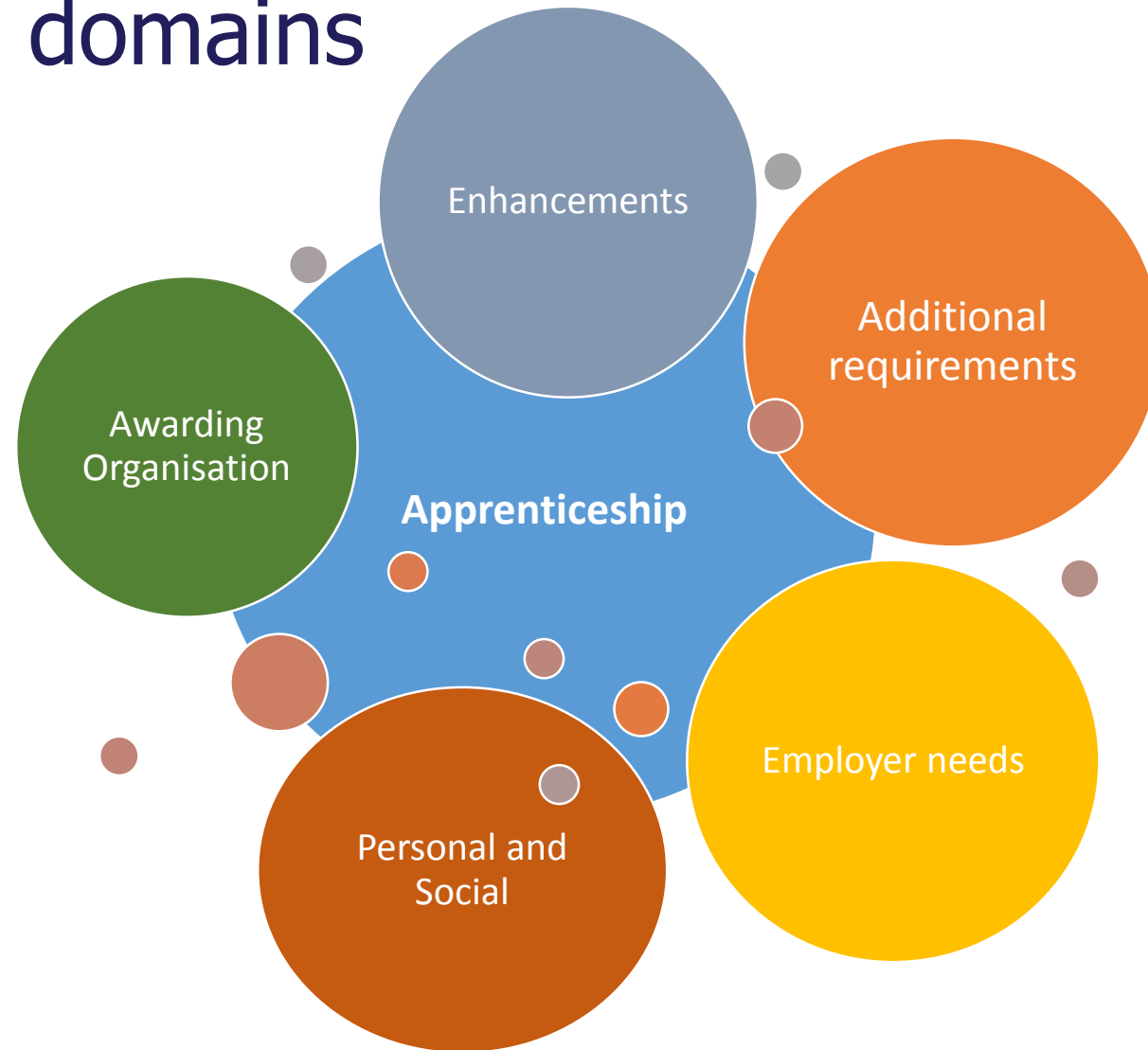
- Safeguarding inc. H&S
- Prevent
- Equalities Act

**Extra-curricular:**

- Charity work
- Competitions



# Curricular domains



# Construction of a curriculum

- For an apprenticeship curriculum to be effective, component parts must be ***constructed*** in a logical and meaningful way for the apprentice and the employer.
- The programme needs to be planned and sequenced to ensure that existing knowledge, skills and behaviours (or experiences) are fully considered and acted upon in the development of substantially new competencies.
- Apprentices need to have a ***solid foundation*** of basic knowledge and skills of the subject to allow them to access more complex learning.

# EIF outcomes for FES

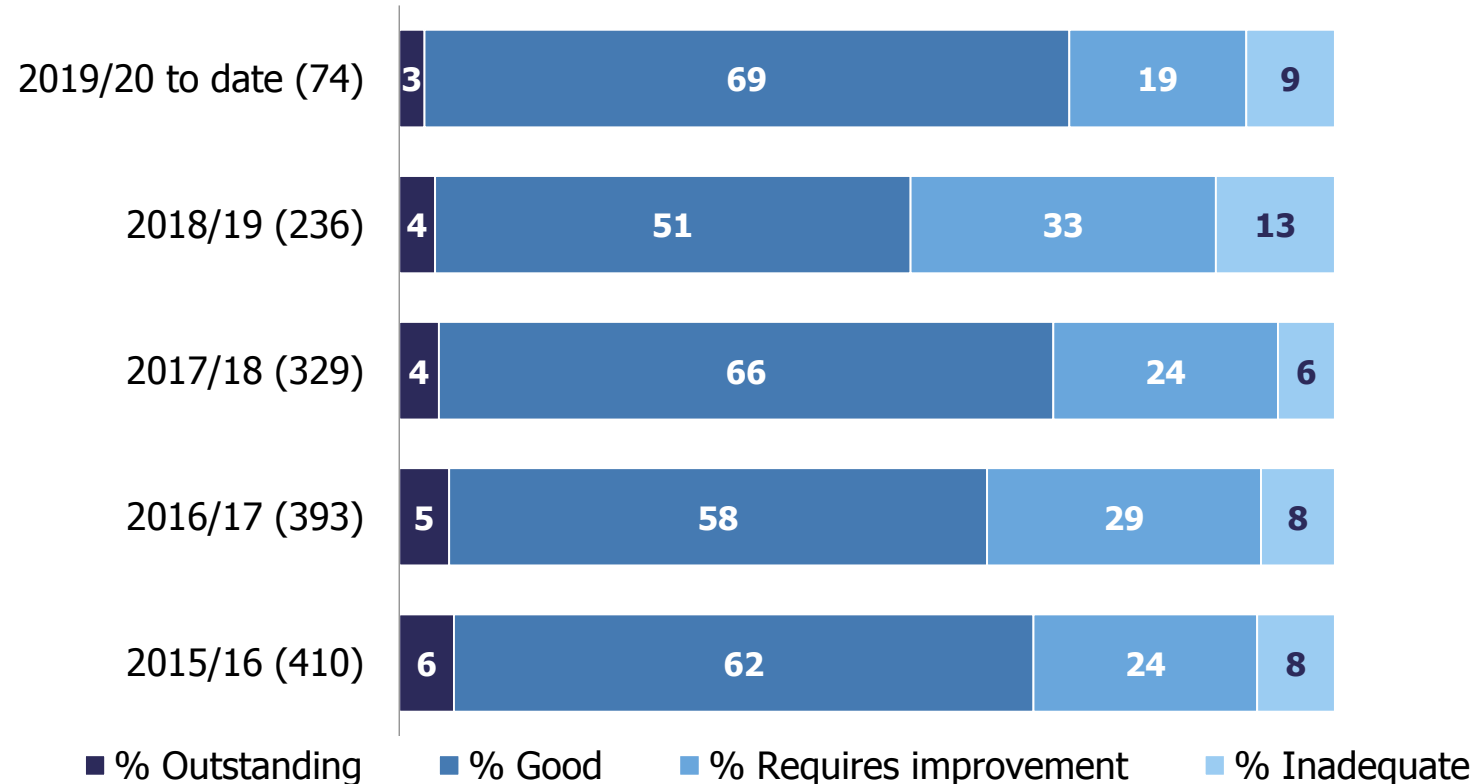
September 1 to November 30 2019



# FES outcomes under the EIF are higher than previous years...



**Further education and skills full and short inspection outcomes, by overall effectiveness and reporting year**

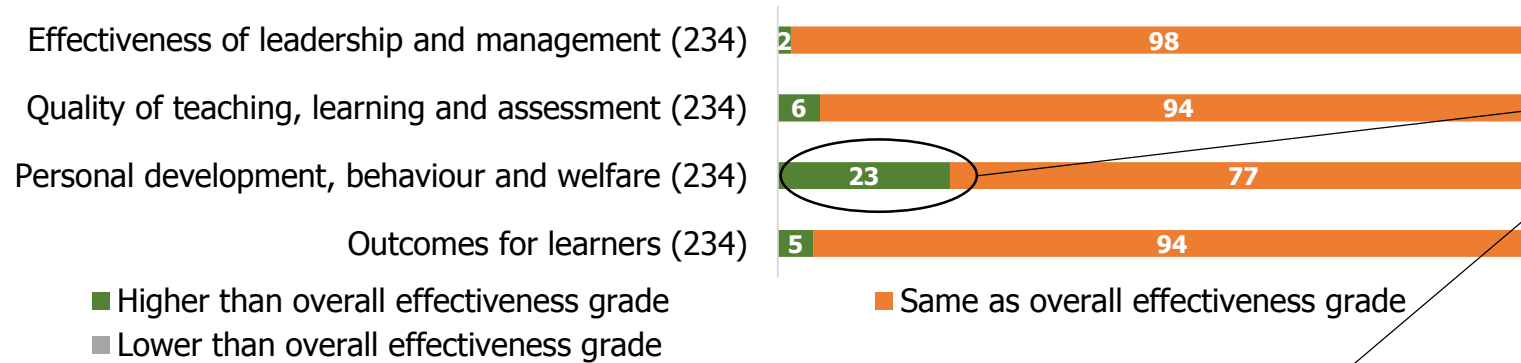


- So far this year, the in-year outcomes for FES under the EIF look much higher, when compared with the CIF outcomes in 2018/19
- 72% FES inspections have resulted in good or outstanding outcomes, compared with 55% in 2018/19
- However, these two years are not comparable, as we did virtually no short inspections in 2018/19

# Personal development and behaviour and attitudes among FES providers continue to be graded more positively than overall effectiveness under the EIF

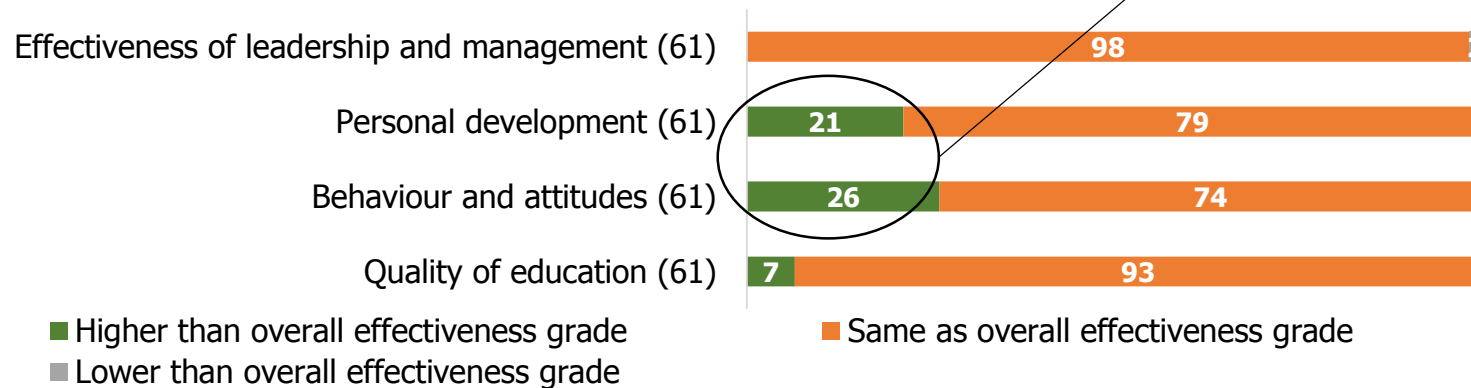


## A comparison of full inspection sub-judgements to overall effectiveness, 2018/19



Under the EIF, **personal development** and **behaviour and attitudes** continue to be the sub-judgements most likely to be rated higher than overall effectiveness. This is similar to the personal development, behaviour and welfare sub-judgement which was the most likely to be judged more positively than overall effectiveness in 2018/19.

## A comparison of full inspection sub-judgements to overall effectiveness, 2019/20



**However, as FES inspection numbers are still small, any conclusions drawn should be treated with caution, and patterns may change.**

Any questions?





# Ofsted on the web and on social media

[www.gov.uk/ofsted](http://www.gov.uk/ofsted)

<http://reports.ofsted.gov.uk>

 [www.linkedin.com/company/ofsted](http://www.linkedin.com/company/ofsted)

 [www.youtube.com/ofstednews](http://www.youtube.com/ofstednews)

 [www.slideshare.net/ofstednews](http://www.slideshare.net/ofstednews)

 [www.twitter.com/ofstednews](http://www.twitter.com/ofstednews)





**ANTHONY KNOWLES | ESFA**

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## Apprenticeships Update

### Anthony Knowles, Head of National Accounts (North), ESFA

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**Brought to you by**  
National  
Apprenticeship  
Service



# National Apprenticeship Week 2020 Highlights

**1.19m** impressions from our social media accounts and 17.6k engagements

**Trending #1**  
in the UK

**Over 1,700** articles, features and interviews

## TRENDING TOPICS:

- #NAW2020
- #LookBeyond
- #AskAnApprentice
- #AskAnEmployer



## Social Media



Launch day and Look Beyond videos received almost **57,000** views across social media channels

#NAW2020 and #LookBeyond hashtags achieved **61m** impressions during the Week

Apprenticeships.gov.uk saw a **15% ↑** in referrals from social media and **83% ↑** in traffic from NAW 2019

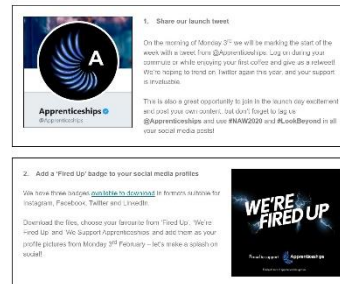


## Stakeholder Comms



Stakeholder toolkits and assets **downloaded over 21,000** times (up from 6,500 in 2019)

Top Five ways to get involved stakeholder mailing **opened over 16,000** times



## Media

Research we commissioned with Mumsnet resulted in over **60 articles**, including coverage from The Sun, The Mirror, The Daily Mail, ITV and The Sunday Post.

**1764** articles, features and interviews about apprenticeships appeared across national, regional, trade and sector press during the week (circulation 180M).

Broadcast coverage included BBC Radio 4, BBC Radio London, and an hour long apprenticeship special on BBC Asian Network.



# Why the reforms?

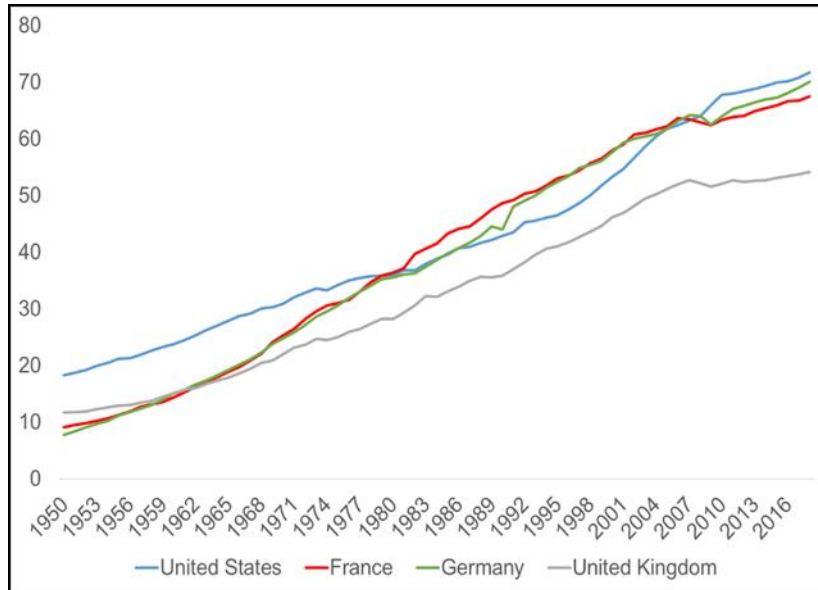


**Relatively low investment** in apprenticeships by employers. Paid for through general taxation and funding routed through training providers.

The **quality** of apprenticeship training was variable. Apprenticeships were often used to employ people on the cheap, with little training.

Historic low levels of apprenticeships relative to our **international competitors**.

Labour productivity (GDP per hour worked) in 2017 US\$



Source: SPA analysis of Conference Board data  
<https://www.conference-board.org/data/index.cfm>

## Comparison of UK productivity over time

- We have a longstanding productivity gap with international competitors.
- Our lower skills levels directly account for about 20% of our long-term productivity gap with Germany and France
- Since the financial crisis, our productivity has been stagnant, and we have fallen further behind other nations

## Apprenticeships per thousand employed persons – 2008, 2009

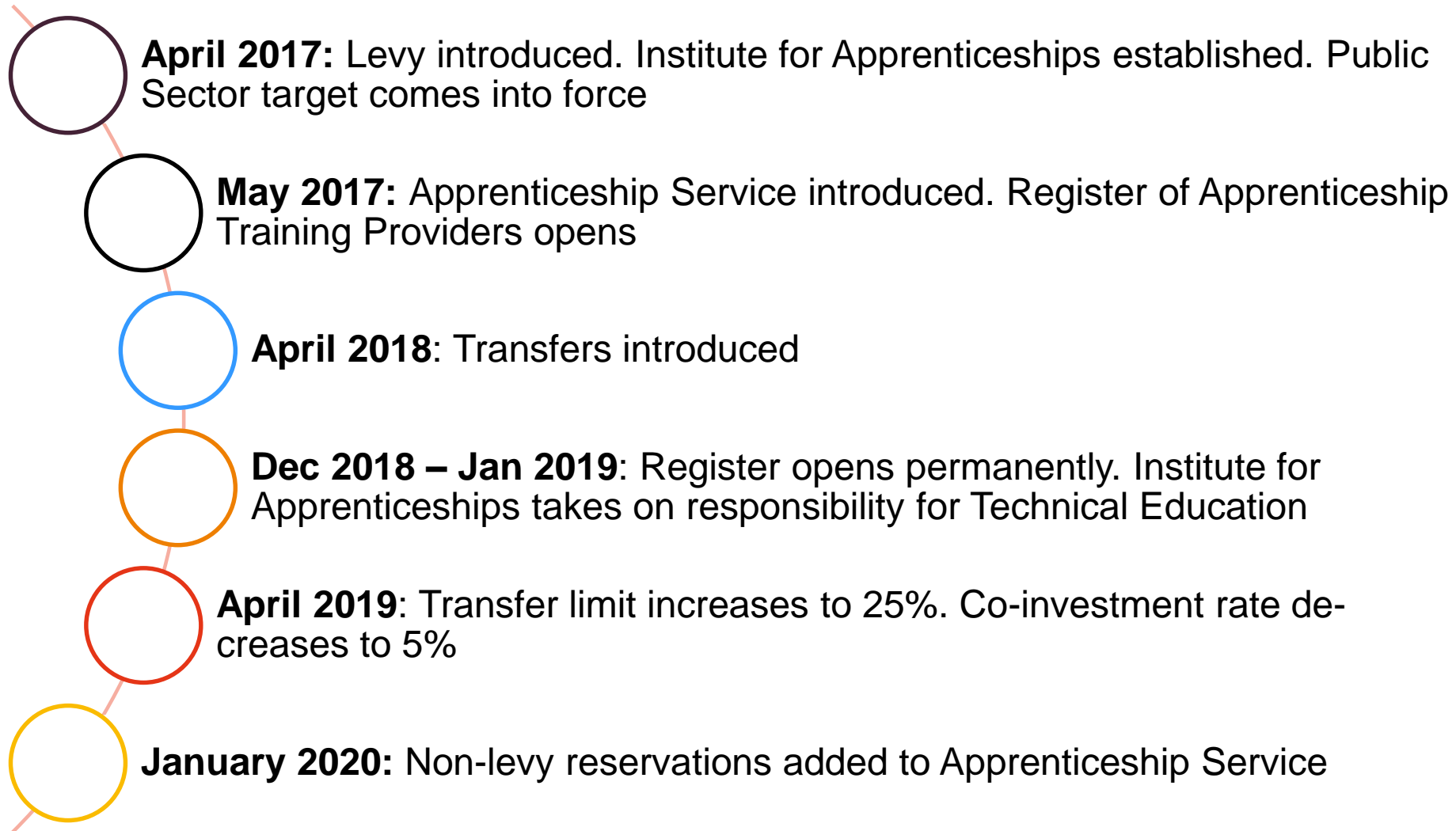
England	Ireland	France	Austria	Australia	Germany	Switzerland
11	11	17	33	39	40	43

SOURCE: English Apprenticeships: our 2020 Vision

# What has been delivered?

## Timeline Key Reforms

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# What has been delivered?

## Progress to date



### Programme Objectives



#### 1. Meet the skills needs of employers

- Over 525 new apprenticeship standards across all levels have been designed and driven by industry; creating higher quality training that will lead to a more skilled and productive economy. All starts will be on the new, high-quality standards by the beginning of the 2020/21 academic year. Over 63% of people doing an apprenticeship started on standards (in 2018/19), compared to 43.6% the previous year.



#### 2. Widen participation in apprenticeships

- We have seen an increase in the proportion of starts with Learning Difficulties and Disabilities (LDD) to 12% and BAME to 12.5% which shows that Apprenticeships are for everyone, regardless of background.



#### 3. Create more high quality apprenticeships

- The **average expected duration** of an apprenticeship increased from 498 days in 2015/16 to **611 days** in 2018/19;
- **Average expected off-the-job training hours have increased by 37%**, from 490 to 670 hours



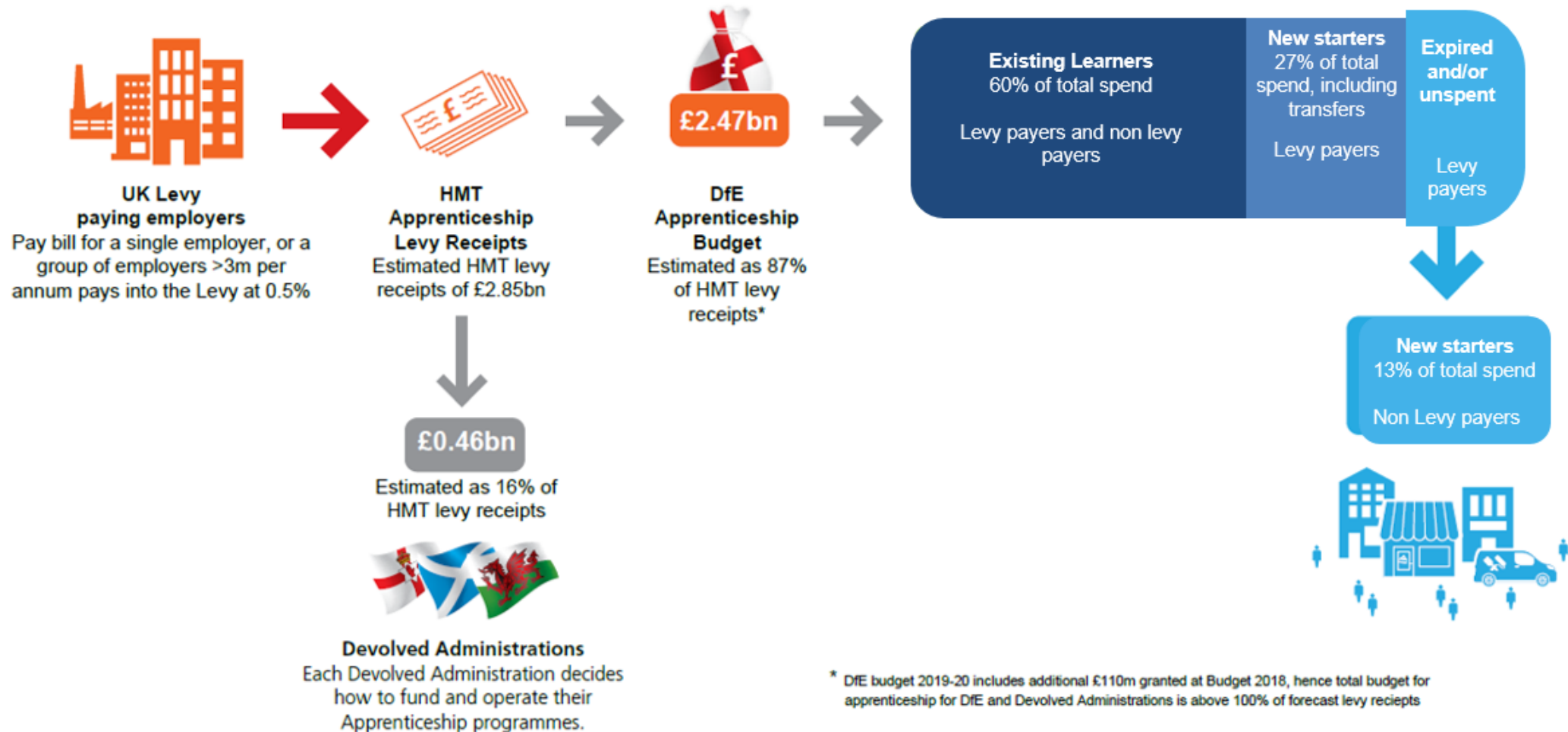
#### 4. Create Progression for apprentices

- Apprenticeships are giving people of all ages and backgrounds the skills they need to succeed. Over 318,300 starts at Levels 2 and 3 in 2018/19. Representing over 80 per cent of starts.

# Apprenticeship Levy

## How the funds are distributed

The graphic below illustrates how the money is raised and where it is spent (figures projected for 19/20)

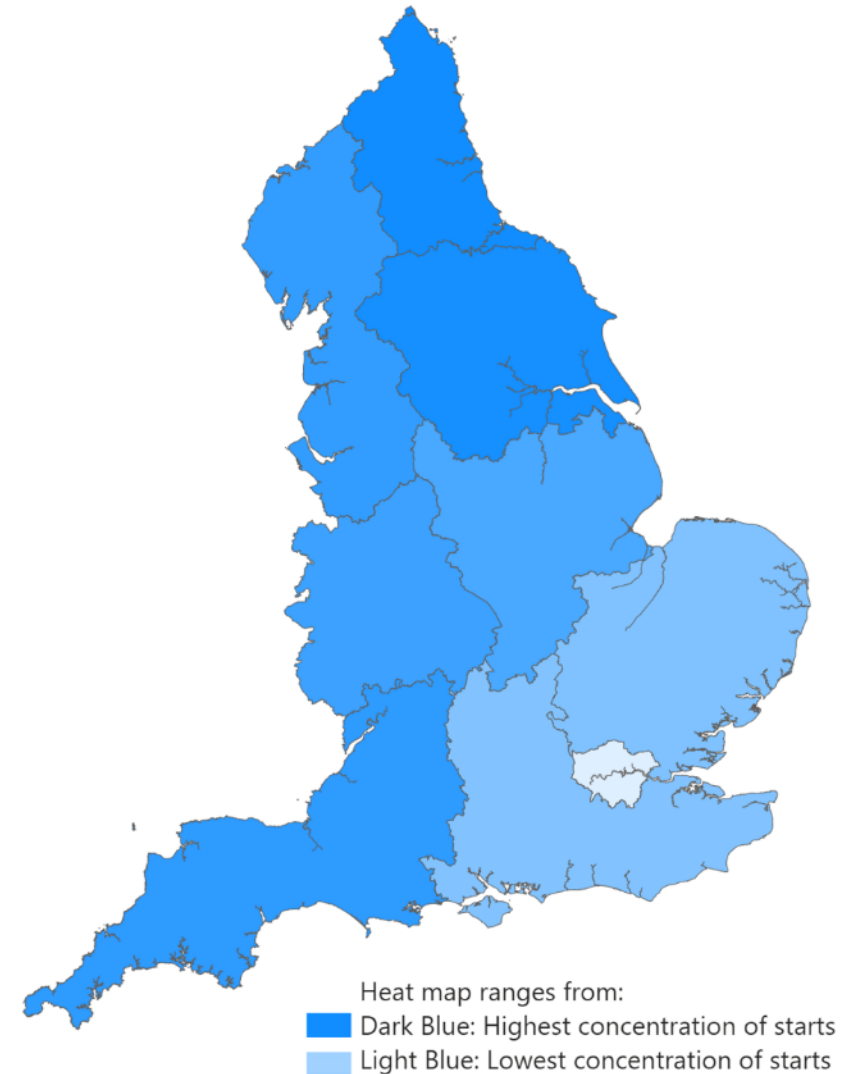




# Northern Apprenticeship Powerhouse

REVIEW

Region	Share of starts 18/19	Working population share	
		Share	Apps per 1000
North East	6.0%	4.7%	14
North West	15.0%	13.0%	13
Yorkshire and the Humber	12.1%	9.7%	14
East Midlands	9.2%	8.5%	12
West Midlands	11.7%	10.4%	13
East	9.8%	10.8%	10
London	10.5%	17.2%	7
South East	14.5%	16.0%	10
South West	11.3%	9.7%	13
All England Regions	100.0%	100.0%	11



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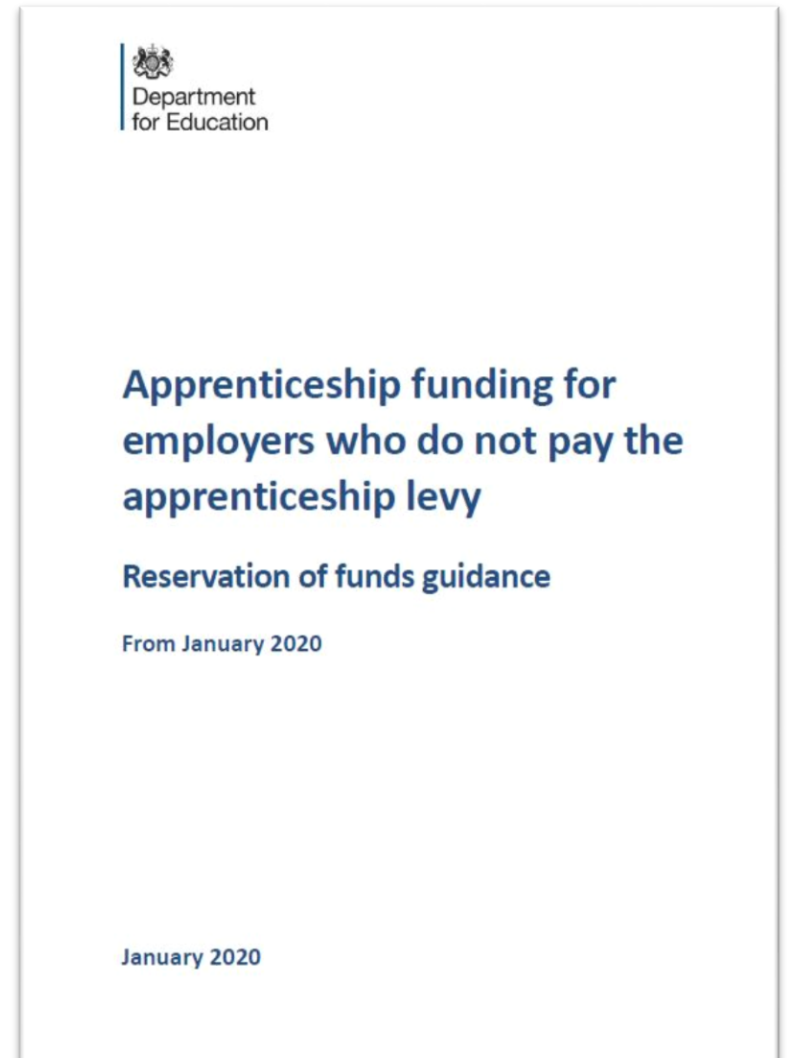
# Access to the apprenticeship service for smaller employers

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This allowed employers to **reserve funds** for apprenticeships starting in January, February and March 2020.

Smaller employers can now choose to work with **all** main providers who are listed on the register of apprenticeship training providers (RoATP)

As this is a test phase and a **gradual transition** bringing smaller employers on to the apprenticeship service, employers are still able to access training via existing procured non-levy contracts. We are extending these contracts to allow new starts beyond March 2020.



## WHAT'S IN IT FOR PROVIDERS?

### EVERY EMPLOYER ABLE TO CHOOSE FROM EVERY PROVIDER LISTED ON RoATP

For the first time, employers can choose from every main provider listed on RoATP – meaning every main provider on RoATP can access funding for *all* employers without the need for an ESFA contract in advance.

### MANAGE YOUR EMPLOYER RELATIONSHIPS TO DELIVER GROWTH.

Although there will always be limitations due to our budget, in this new system the ability to meet employer needs, and to deliver quality training alongside great customer service is what will count when employers are looking for an apprenticeship provider.

### DIGITAL FUNCTIONALITY WILL SUPPORT GREAT SERVICE.

We've made it easy for you to offer great service to your clients, by allowing provider permissions, to remove some of the administration burden. Many actions need to be taken only once – making the process quicker and simpler.

THE TRANSITION OF SMALLER EMPLOYERS THAT DO NOT PAY THE LEVY TO THE APPRENTICESHIP SERVICE MEANS THE EMERGENCE OF A TRULY DEMAND-LED SYSTEM.

**A FABULOUS OPPORTUNITY FOR HIGH QUALITY PROVIDERS!**



# Looking ahead to the next 12 months...

REVIEW

- More focus on **supporting apprentices**, and showing how they are **delivering the programme benefits**
- Moving **non-levy** employers onto the apprenticeship service
- Increasing the number of **transfers**
- **Switching off** all remaining frameworks by 31 July 2020
- Continue to roll-out new Provider Register and implement **Quality Strategy**
- Supporting employers to understand **how the funding works**




# Delivering the programme benefits

REVIEW



Widening participation in apprenticeships

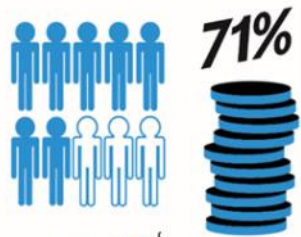


*yes!  
Owe  
Can!*

Brought to you by  
National  
Apprenticeship  
Service



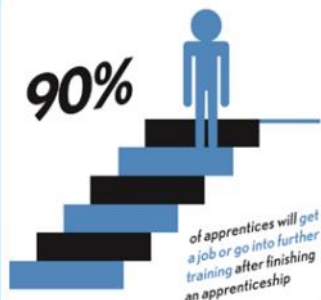
# Helping businesses to value apprenticeships



Nearly three quarters of apprentices agreed that their chances of earning a higher wage in future had increased



of apprentices agreed that their chances of progressing to a higher level of training had also increased.



of apprentices will get a job or go into further training after finishing an apprenticeship



With finding sustained employment



Employers also report benefits such as



Improved productivity



improved product or service quality



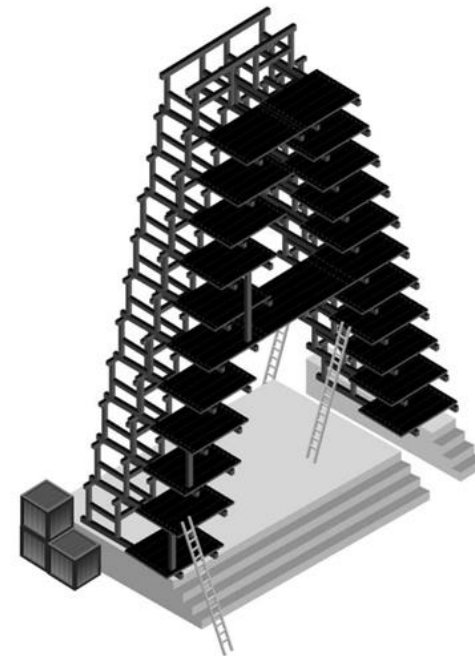
recognise the new ideas apprentices bring to their organisation



would also recommend apprentices to other businesses.

Source: Learners and Apprentices Survey 2013 report

Achieving the benefits of apprenticeships  
A guide for employers



Brought to you by  
National Apprenticeship Service

Part of the employer guide to apprenticeships on gov.uk:

<https://www.gov.uk/government/publications/apprenticeships-guide-for-employers>

# Inspire more people to get involved Fire It Up Campaign

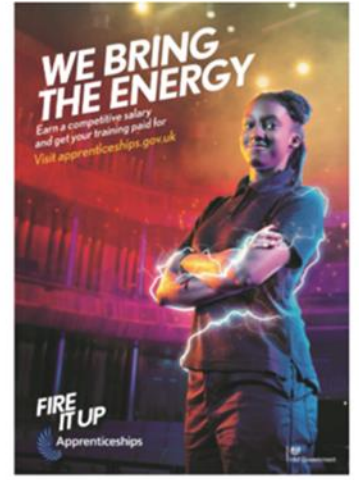
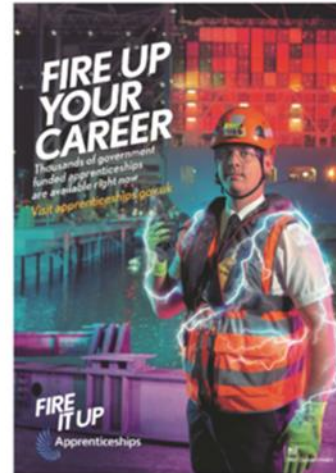
#FireItUp

Breaking down stereotypes

Changing the way people think about  
apprenticeships

Faster and more effective reach via the  
new campaign website:

[www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk)



# Interested in finding out more?



## To keep up to date

Sign up to the ESFA Business Update on GOV.UK

## Keep in Touch with your achievements and promotional activity

[marcomms.mailbox@education.gov.uk](mailto:marcomms.mailbox@education.gov.uk)

## Connect and promote apprenticeships

Twitter Follow: @Apprenticeships, @FireItUp\_Apps, @AmazingApprenticeships @ESFAdigital

LinkedIn Follow: National Apprenticeship Service

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**Apprenticeship**  
**Service**





## Q&A PANEL

Mike Smith, Chris Jones, Anthony Knowles

**ncfe.**



# NSN CHAIR'S CLOSE

Mike Smith | Chair of Northern Skills Network

Safe Travels Home!

