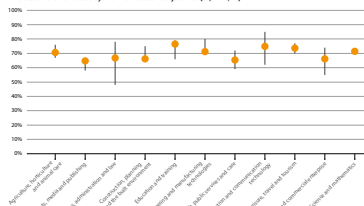


Our plan for apprenticeships

Overall achievement rates by and within sector subject area (% 2016/17)*



Sector Subject Area Tier 1	Cohort size	Achievement rates (% 2016/17)		Subject apprenticeships (only one example given where multiple are listed)	
		Average	Lowest in subject	Highest in subject	Highest in subject
Agriculture, Horticulture and Animal Care	6,830	71	67	76	Horticulture and Forestry - L2
Arts, Media and Publishing	1,123	65	58	65	Crafts, Creative Arts and Design - L3
Business, Administration and the Built Environment	123,700	67	48	78	Marketing and Sales - L2
Construction, Planning and the Built Environment	17,360	67	64	75	Building and Construction - L2
Education and Training	6,880	77	66	79	Teaching and Learning - L3
Engineering and Manufacturing Technologies	64,340	71	69	80	Manufacturing Technologies - L2
Health, Public Services and Care	803,070	65	59	72	Public Services - L3
Information and Communication Technology	12,650	75	62	85	ICT Practitioners - L4
Leisure, Travel and Tourism	12,350	74	70	77	Sport, Leisure and Recreation - L2
Retail and Commercial Enterprise	70,600	66	55	74	Retailing and Wholesale - L2

The total for each SQA Tier 1 is the sum of 2 apprenticeships by level, provided there are at least 25 apprentices in the cohort.

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The duration of apprenticeship programmes and how apprentices spend their time**

	Duration of the programme including off the job period and work placement with the company	Time education in apprenticeship programme	Work place time spent in productive and non-productive tasks
Austria	3-4 years	60% - workplace 20% - off the job education and training 10% - leave and sick days	83% of the time with the company is spent on productive work
Denmark	3.5-4 years (typically)	—	—
England (UK)	Minimum 12 months, 15 months on average	At least 20% in off the job education and training (sometimes in the workplace but outside productive work)	—
Germany	3-3.5 years	50% - workplace 20% - off the job education 14% - leave and sick days	—
Netherlands	2-4 years	—	—
Norway	Usually 4 years (shorter programmes are available for disadvantaged students)	Apprentices spend as much time in school as in a workplace with the company	—
Sweden	3 years	—	—
Switzerland	3-4 years (2 year programmes are available for disadvantaged students)	50% - workplace 27% - off the job education 14% - leave and sick days	—

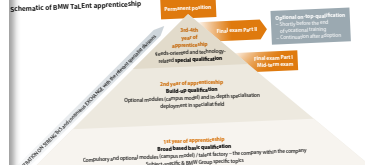
ENGLISH APPRENTICESHIPS ARE SHORTER AND NARROWER THAN IN MOST OTHER COUNTRIES

A large scale OECD review in 2017 found that in apprenticeships in England average around 18 months, whereas the other countries surveyed ranged from 3 to 4 years. This included countries such as Austria, Germany, Netherlands and Switzerland which are often held up as examples of high quality technical education provision. The OECD has also highlighted that the longer duration apprenticeships in dual systems involve a substantial amount of general, off-the-job education. This can represent around 400 hours, compared with the

approximate typical English apprentice's academic period mentioned. One comment the idea this includes a be occupation principles in the 1980s a sought after

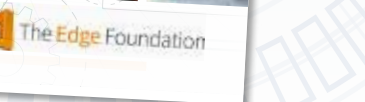
Our plan for apprenticeships

Schematic of gMWH TalEnt apprenticeship



Our Plan for Apprenticeships

Broader, Higher Quality, Better Prepared



Our Plan for Apprenticeships

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"We must refocus apprenticeships as intensive training for those aged 16-24 or who are entirely new to a job role. We must drive the system on quality not quantity, with an end to arbitrary numerical targets. We must broaden the base of apprenticeship training, ensuring that every apprenticeship provides the transferable skills required in our ever changing labour market."

Lord Baker of Dorking

former Secretary of State for Education

"Only by boosting the quality of apprenticeships can we ensure that they genuinely offer a ladder of opportunity for the disadvantaged and the chance for all to get the skills they need to get on in life."

Robert Halfon MP

Chair of the Education Select Committee

A landmark report making the case for building on the success of apprenticeships by refocusing the programme on young people and those new to their occupation, broadening the training, preparing young people better to compete for these opportunities and driving the system on quality not quantity.

The Edge Foundation brings together compelling international, historical, education and economic evidence to support the need for broader, higher quality apprenticeships focused on young people.

Our Plan for Apprenticeships and many other Edge Foundation reports are available to download free of charge from:

www.edge.co.uk/research-policy/publications



The Edge Foundation



Our Plan for Apprenticeships

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Apprenticeships have a key role to play in the technical and professional education landscape and **progress has been made in recent years**, particularly in removing intermediaries and enshrining key parts of the system in law.

However, rapid changes in government policy, targets that place quantity at the heart of the system, the proliferation of narrow apprenticeship standards and the growth in apprenticeships for older existing workers present significant challenges to the integrity of the programme. **Almost 50% of apprenticeship starts are now by those over 25 and two thirds are 'conversions' from existing employees.**

If we are to have an apprenticeship system that is truly world class, we must:



- **Refocus the apprenticeship programme** principally on those aged 16-24 or who are new to their sector and occupation, by only providing full funding for these apprenticeships.
- **Place quality not quantity at the heart of the system**, English apprenticeships are shorter and feature less off-the-job training than in other leading systems.
- **Introduce mentoring into all apprenticeships** to increase completion rates – at present a third of all apprenticeships go unfinished.
- **Promote and prepare young people for apprenticeships in schools** by abandoning the narrow EBacc, reintroducing young apprenticeships for 14-16 year olds and establishing the Scottish foundation apprenticeship programme for 16-18 year olds in England.
- **Underpin the system with a clear architecture** that makes it easier for young people to choose their career route and for employers to operate across all four nations of the UK.
- **Significantly expand degree apprenticeships** as part of a much richer Higher Education offering that provides real employer engagement in every course.
- **Broaden apprenticeship training** so that every apprenticeship includes transferable meta-skills, like problem solving and teamwork, and introduces young people to a variety of roles in the industry before focusing down on one occupation.
- **Make units of apprenticeship training modular** to move away from the 'all-or-nothing' approach to end point assessment and enable adults with workplace experience to become certified.
- **Rebalance the programme to prioritise small businesses**, making it as simple as possible to engage and supporting employers by expanding Apprenticeship Training Agencies and regional approaches.



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