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# Join a movement Develop apprenticeships that work for all: Apprenticeship pack

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# Introduction



Apprenticeships are one of the most powerful and effective means of boosting social mobility amongst individuals from less advantaged backgrounds. However, our in-depth [research](#) published on the 24<sup>th</sup> June highlights some critical gaps and shows why this isn't happening.

We know you are keen to enhance your current apprenticeship programme, so this pack, developed in conjunction with insights from our apprenticeship workshop, is geared towards helping you create paths of opportunity.

It contains a:

- review checklist
- case studies
- useful links to help you review and refine your programme

You can find more information on our [website](#) and blog

92% of companies who run an apprenticeship scheme believe it leads to a **more motivated** and **satisfied workforce**, while 80% report **higher retention rates**



# Your apprenticeship review and refine checklist (1/3)

This document has been designed using the ideas that were generated in our collaborative workshop. It will enable you to review and refine your programmes and focus on next steps. We would recommend that it be used alongside any internal documents you may have already in place.

Area	Recommendation	Current Status			Next Steps	Due Date
		Nothing/Not something you current do	Do something in this space but limited	Actively do this		
OUTREACH	<b>Target schools and FE colleges to encourage individuals from a lower social economic background (LSEB) onto your apprenticeship programmes</b> What targeted activity do you do in coldspot regions? How do you target sub-groups of disadvantage? (e.g. care leavers) What social media channels do you use to drive awareness? How do you internally promote the apprentices programme to drive referrals from a LSEB? What stepping-stones do you offer to those not yet ready for an apprenticeship? (e.g. work placements, Traineeships)					
	<b>Connect with schools from an early age</b> Do you run a Primary outreach programme?					
	<b>Maximise the work you do with local community groups and charities</b> Do you work with organisations that can provide you access to multiple communities? (e.g. those in our <a href="#">directory</a> ) Do you have a local champion network? Do you invite LSEB groups to employability events? (e.g youth groups) How do you connect with charities on broader D&I topics? (e.g. digital mentoring)					
	<b>Regularly review your partnerships within the apprenticeship space</b> When did you last have a review with your partners? Do your KPIs target those from a lower socio-economic background?					



# Your apprenticeship review and refine checklist (2/3)

Area	Recommendation	Current Status			Action	Due Date
		Red	Yellow	Green		
HIRING	<b>Have inclusive recruitment practices to hire more people from a LSEB</b>					
	What language do you use in job adverts to reduce 'self de-selection'?					
	Do you use empowering language that focus on potential, rather than qualifications?					
	Do you use contextual recruitment?					
	Have you adapted your hiring process to remove barriers for those who may not have had lots of opportunities? (e.g. strength based interview or assessments)					
	Does the process enable individuals to be their authentic self?					
	Do you offer financial support to interviews? (e.g. cost of travel)					
SUPPORT	<b>Review your apprentice programme in light of COVID-19</b>					
	Have you built support around your apprenticeship programme due to the impact of COVID-19? (e.g. ensuring digital inclusion, helping navigate virtual workplace culture)					
	<b>Deliver a supportive apprentice programme</b>					
	Do you have flexibility for home working, location and job design?					
	Do you offer virtual insight days for pre-induction or onboarding?					
	Do your apprentices have access to the same support as your graduates?					
	Do you provide additional tutoring for those who need it?					
Do you offer a dedicated apprentice talent coach?						
Do you offer a mentoring scheme?						
Do you run an apprentice network?						
Do you pay a fair wage?						



# Your apprenticeship review and refine checklist (3/3)

Area	Recommendation	Current Status			Action	Due Date
		<span style="background-color: red; color: white;"> </span>	<span style="background-color: yellow; color: black;"> </span>	<span style="background-color: green; color: white;"> </span>		
<b>PROGRESSION</b>	<p><b>Provide support once learners finish their apprenticeship</b></p> <p>Are there clear progression pathways so individuals can continue to develop and progress up the organisation? (e.g. higher level apprenticeships or other learning opportunities that are targeted at those from LSEB)</p> <p>Are you promoting apprentices with a long-term view or perspective?</p> <p>How do you actively encourage your organisation to think strategically about apprentices and the emerging home-grown talent?</p>					
<b>DATA</b>	<p><b>Collect and review the right data</b></p> <p>Do you measure and benchmark the socio-economic diversity of your apprenticeship applicants and apprentices?</p> <p>Have you tried to build trust and drive up response rates?</p> <p>Have you compared your apprenticeship diversity and outcomes to your other pathways? (e.g. graduate, general hiring, other training programmes)</p> <p>When did you last review your data?</p>					
<b>ECOSYSTEM</b>	<p><b>Use your position effectively</b></p> <p>Are you passing on your unspent levy to smaller organisations?</p> <p>Are you promoting the work you do to your sector forums?</p> <p>How do you use data to help share the story of your apprentices and the success of your programme?</p> <p>What insights can you bring to the conversation to help other organisations?</p> <p>How can you collaborate with organisations in National Apprenticeship week?</p>					

# Your apprenticeship review and refine checklist – next steps

Now that you have had time to reflect on your current apprenticeship programme, what are your next steps?

Follow up questions	Answers	Due Date
How many did you get in each area; red/amber/green?		
What are your quick wins?		
Who do you need to speak with in your organisation about each area?		
Who are the decision makers to help you make this change?		
What will your project plan look like?		

Good luck and enjoy driving a change in this space



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# Case studies & links

# Case study: Accenture's Tech Apprenticeship



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Accenture's apprenticeship recruitment starts with a week-long programme called 'Tech Taster' for NEET candidates interested in the programme. This is designed to develop their confidence and employability skills, whilst experiencing what it might be like to work in Accenture Technology.

Although the face-to-face programme had to be cancelled due to COVID-19, Accenture quickly created a virtual programme with their partners. This involved:

- Contacting all candidates to offer them access to their online employability offering Skills to Succeed/Digital skills academy
- Running a virtual training session on personal brand and how to present themselves
- Delivering two online webinars to encourage and assist candidates with applying directly for Apprenticeship
- Coaching high potential candidates via phone & video calls, resulting in them being fast-tracked to the virtual Apprenticeship Academy

The Tech Taster curriculum is now being developed into a virtual work experience programme in partnership with Movement to Work. This was piloted in May. The intention is that more candidates will start apprenticeship/employment opportunities either at Accenture or elsewhere. Click [here](#) to see more.





# Case Study: Severn Trent's Apprenticeships



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Severn Trent has an apprenticeship programmes that enable young people to join the next generation of operational specialists in its range of teams - including engineering, financial, digital, human resources and legal.

The programme includes two types of apprenticeship schemes: technician schemes and higher apprenticeships.

## **The technician scheme**

A two to three year apprenticeship working across the Severn Trent operational region.

- Year one: Learning and developmental. Largely off-site, completing knowledge elements
- Year two: Join their primary operational site alongside short placements and training courses to continue their development

## **The higher apprenticeships scheme**

- Based primarily in one of Severn Trent's office locations, with access to study at college or at one of Severn Trent's training providers
- A holistic programme combining work and access to the Severn Trent Apprentice Development Programme through short experience placements, internal training and full apprentice induction

A wider range of formal qualifications can be gained. Successful completion of the Technician and Engineering schemes will see those apprentices awarded Engineering Technician status, which provides an opportunity to register with the professional institutions and work towards Chartered Status. This Chartered Status can open a wealth of opportunities in the sector in this specialist role thereafter.

Hear more from their apprentices, Jazz and Clarissa by clicking [here](#).



# Case Study: Adapting to COVID19: Youth Employment Apprenticeship



Youth Employment UK is a small, not-for-profit Social Enterprise Company. During lockdown they have recruited and re-designed their apprentice programme.

This included:

- A slimmed down recruitment person specification
- A skills-based recruitment model
- A comprehensive online induction and training plan

After three months, Youth Employment UK has taken the decision to return to the office. To make this decision, the following was taken into account:

- An individual's ability to work from home
  - Having the space to work comfortably, safely and without distraction
  - Access to good broadband services, desks, chairs etc.
- Sense of being part of a team and to have a voice within the organisation
  - This develops over time and can be done remotely, but is more effective in person
- Indirect training opportunities within an office
  - A spontaneous group discussion
  - Listening to experienced colleagues over the phone
  - Listening to colleagues' decision-making processes

The move to the office has been hugely successful, there is a lot of flexibility around working times, and strict hygiene and safety rules are in place. But already, the advancement in learning and personal development is showing itself.



# Case Study: Barclay's Able to Enable



Barclays offer both [Foundation and Higher Apprenticeship](#) programmes across Operations and Technology.

As part of the recruitment process they openly encourage applicants to start talking about their needs from the offset. They call it '[Opening Up](#)'. This enables individuals to think about whether there is something that might affect their application or anything they might need support with. All they need to do is to be open and Barclays will support them

They also actively promote [role models](#) so even before the application individuals can identify with others who have been an apprentice with Barclays. This includes all aspects of diversity.

One of their new diversity programmes is the Able to Enable which is a new disability internship programme, run with leading diversity and inclusion experts Remploy. Their plan is to help more people with disabilities to get into work, by providing valuable work experience that could turn into a further apprenticeship with them. They've just piloted the programme with a few interns, but they'll take on many more this year.

"I have a history of mental health problems. I've had periods of serious depression and I became unemployed in my 50s following a nervous breakdown. But, just a few days into my internship I could see my path ahead. Barclays is here to see me succeed – and that is something really new for me"

**Jonathan – former Able to Enable Intern, now a Foundation Apprentice**

# Case Study: Santander and their Apprentices



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Santander's award winning Apprenticeship programme offers students the opportunity to earn while they learn. Their attraction and recruitment processes ensure that they reach a diverse talent pool to undertake entry, higher and degree-level apprenticeships, in areas like finance, tech, customer service.

The schemes are very different, some lasting 12 months, others taking up to four years. Some lead to a Level 3 qualification, others are on par with a degree. All apprenticeship scheme offers each individual:

- A real job with hands-on experience
- Decent salary from day one
- Tailored training and development
- Chance to gain an industry-recognised qualification
- The opportunity to join full-time if they succeed

Find out more [here](#).

**Ksenia** shares her inspiring journey from Russia to our Digital & Technology Apprenticeship – watch [here](#).

Three years on, hear the latest on **Ksenia's** journey as a Digital Apprentice with us and her move into our Corporate teams – watch [here](#).

**Jake** tells us how his journey to our Retail Apprenticeship scheme in Bradford was fulfilling a new dream – watch [here](#).

Three years on, hear the latest on **Jake's** journey with us. From an aspiring footballer to succeeding on our Apprenticeship Programme and securing a permanent role – watch [here](#).



# Additional resources



## SOCIAL MOBILITY COMMISSION RESEARCH

Social Mobility Research

[Apprenticeships and social mobility: fulfilling potential](#)

[Social mobility guidance for employers](#)

## GENERAL GUIDANCE FOR EMPLOYERS

[Social Mobility Commission Microsite](#)

Use our Employers' Toolkit on increasing socio-economic diversity and inclusion, organisation directory to find partners and stay up-to-date with the latest news and events.

[Movement to Work's \(MTW\) COVID-19 page](#)

See latest news and updates from MTW and their partners.

[Youth Employment Website](#)

Access resources on best practice as an employer and practical support for staff during coronavirus. Advice also available for young people and students via this [link](#).

## APPRENTICESHIP SPECIFIC

[Sutton Trust: Degree apprenticeships levelling up](#)

This report looks at the picture of apprenticeships at Levels 6 and 7, equivalent to a bachelors or postgraduate degree. Degree apprenticeships in England were launched in Autumn 2015, and offer a potentially powerful combination of on the job training and academic learning.

[Sutton Trust: COVID-19 affects apprenticeships](#)

The COVID-19 pandemic has caused complex challenges across the apprenticeship landscape. The unique position of apprenticeships – which combine education, training and employment – has made the sector particularly vulnerable to the current health crisis.

[Apprenticeships.gov](#)

Advice for apprentices and employers

[London Progression Collaboration Guidance of Apprenticeships](#)

Access advice on apprenticeships and COVID-19. Also includes the offer of a free support call for any London business, any size and any sector.

[Education and Skills Funding Agency](#)

Employers who [pay the apprenticeship levy](#) and have unused apprenticeship funds can find employers who want to receive a transfer in a number of ways.

[Education & Skills Funding Agency](#)

Apprenticeship funding rules for training providers August 2018-July 2019

[Gov.uk: Offer a trainee work experience](#)