Apprenticeship Programme in Wales: Consultation

Date: 15 September 2025

Reference: Medr/2025/17

To: Heads of tertiary education providers in Wales

Current apprenticeship providers in Wales / Apprenticeship commissioned contract holders

Employer representative bodies

Learner representative bodies

Local authority education representatives

Respond by: **31 October 2025**

More information: apprenticeship@medr.cymru

Summary
This consultation asks current and prospective contract holders, employers and learners for help to shape the design of the new Welsh Apprenticeship Programme, which is due to start on 1 August 2027.

Rydym yn croesawu gohebiaeth yn y Gymraeg neu yn Saesneg

We welcome correspondence in Welsh and in English

Ni fydd gohebu yn Gymraeg yn arwain at oedi

Corresponding in Welsh will not lead to delays.

Noddir gan Lywodraeth Cymru

Sponsored by Welsh Government

Summary

Medr's Strategic Plan sets out an aim to 'create a flexible and joined-up tertiary system where everyone can acquire the skills and knowledge they need for a changing economy and society'. We have committed to design future apprenticeship provision to respond to the Welsh Government's skills priorities and to meet the needs of learners, employers and the economy.

Apprenticeships are a key lever for driving productivity and helping to grow a skilled and diverse workforce.

The new Apprenticeships Programme will start on 1 August 2027.

This consultation seeks views from stakeholders, including training and tertiary education providers, industry representatives, employers, learners, parents, and local authorities to help shape the new Programme.

We have already engaged with stakeholders to inform the high-level principles for the new apprenticeship programme, including how apprenticeships are developed, delivered, and managed.

We would welcome consultation responses from individuals who have experience of apprenticeships. Hearing from learners is key to ensure lessons are learned from the current programme and ideas are introduced into the new programme.

We are now seeking views on:

- the high level principles to guide the new apprenticeship programme
- definition of an apprenticeship
- apprentice learner journey
- employer engagement
- flexible delivery
- apprenticeship sector frameworks
- economic responsiveness of the programme
- apprentice outcomes
- strengthening Welsh language opportunities
- inclusive apprenticeships

We will hold consultation events:

- Online event: 24/09/2025 10am - 12pm
- Face-to-Face event: 01/10/2025 9.30am - 1pm
  Address: Venue Cymru, The Promenade, Penrhyn Crescent, Llandudno LL30 1BB
- Online event: 08/10/2025 10am -12pm
- Face-to-Face event: 15/10/2025 9.30am - 1pm
  Address: Cardiff and Vale College, City Centre Campus, Dumballs Road, Cardiff CF10 5FE

To have your say, please complete the reply form at **Annex A** and send to apprenticeships@medr.cymru by **31 October 2025**.

Introduction

1. Medr is committed to ensuring that the Apprenticeship Programme continues to meet Welsh Government skills priorities and the evolving needs of learners, employers, and the wider economy, as part of a flexible and joined-up tertiary education system. As we look to design a new apprenticeship programme for Wales, we are seeking views from key stakeholders, training providers, industry representatives, employers, learners and parents to help shape a future-focused, inclusive, and responsive offer.

2. In February 2024, the Welsh Government published their apprenticeship policy statement, which included three key objectives for future apprenticeships:

    - Objective 1: building resilience and sustainability - adjusting to the changing economic environment.
    - Objective 2: addressing skill shortages and promoting growth – reskilling, upskilling and vertical progression.
    - Objective 3: inclusive apprenticeships improving people's life chances.

3. Medr is responsible for operational policy and the delivery of apprenticeships across Wales. This includes transforming the Welsh Government's apprenticeship policy statement into deliverable actions to meet learner and economic needs. One key commitment is to design, develop and deliver future apprenticeship provision, which is due to commence in August 2027. The current programme is due to end on 31 July 2027.

4. We want the new programme to be more responsive and flexible to address skills priorities to meet our changing economy, Welsh Government skills priorities and the needs of learners.

5. Your insights will play a vital role in informing the development of a programme that supports high-quality learning, meaningful employment, and long-term economic growth across Wales.

6. We invite you to reflect on your experiences, share your ideas, and contribute to the co-design of an apprenticeship system that works for everyone.

Why are we consulting?

7. Apprenticeships are a key lever for raising skill levels, driving productivity and helping grow a skilled and diverse workforce that is fit for purpose. We are working to identify how we can respond to these changing demands, as part of the wider skills system, in a more agile and responsive way to ensure the right qualifications and skills are delivered to meet employer, learner and economic needs through the new Apprenticeships Programme from August 2027.

8. We have undertaken engagement with learning providers, industry bodies, employers and other stakeholders to understand the strengths and weaknesses of the current programme. We have used this feedback to inform the development of

high-level principles for the new apprenticeship programme. Engagement explored four key areas:

- Setting up apprenticeships, including flexibility of delivery, learner journey, employer engagement and how frameworks are developed and delivered to meet employer/economy needs.
- Delivery of apprenticeships, including what's working well, the barriers and successes.
- Outcomes from an employer, learner and provider perspective.
- Management of an apprenticeship.

9. This consultation provides an opportunity to further strengthen our understanding of what is working well and what further considerations are needed to enable the new apprenticeship programme to meet the skills needs of the economy and learners.

Outcome of the consultation

10. The consultation will inform the detailed design of the new Apprenticeship Programme, which is due to commence on 1 August 2027.

Consultation events

11. We are holding four consultation events to help inform the future programme.

- Online event: 24/09/2025 10am - 12pm
- Face-to-Face event: 01/10/2025 9.30am - 1pm
  Address: Venue Cymru, The Promenade, Penrhyn Crescent, Llandudno LL30 1BB
- Online event: 08/10/2025 10am -12pm
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  Address: Cardiff and Vale College, City Centre Campus, Dumballs Road, Cardiff CF10 5FE

Responses

12. Please complete the questionnaire at **Annex A** and send to apprenticeships@medr.cymru by **31 October 2025**. Responses received after this date may not be considered.

What is the current apprenticeship programme?

13. An apprenticeship is a paid job with training. Apprentices gain experience, learn new skills and gain a nationally recognised qualification while earning a wage. This is completed through an apprenticeship framework, which sets out the programme of learning and qualifications from level 2 up to degree level:

Name	Level	Equivalent educational level
Foundation apprenticeship	level 2	Up to 5 good GCSE passes
Apprenticeship	level 3	2 A-level passes
Higher apprenticeship	level 4 and 5	HNC, HND or foundation degree level and above.
Degree apprenticeship	level 6	Bachelors degree

14. An apprentice will:

- work alongside experienced staff
- gain job specific skills
- gain a qualification
- earn a wage
- get time to study

15. An apprentice will follow a Welsh Apprenticeship Framework. Frameworks are currently available in 23 sectors with a number of pathways available in each framework. Pathways are options or routes that are based on specific occupations or job roles within the industry sector and provide an apprentice with options to support their career choices.

16. Each framework outlines the pathways available, and contains:

- Entry requirements.
- Either:
    - an occupational competency (skill) qualification together with a technical knowledge qualification or
    - A combined (integrated) qualification that contains both competencies and technical knowledge within it
- Essential Skills Wales qualification. This includes application of number and communication and digital literacy skills if applicable to the sector or job roles.
- Other qualifications or requirements, as specified for the particular occupation.
- On and off the job training.
- Additional learning support (as appropriate).

17. Apprenticeships take 1 to 5 years to complete depending on the pathway and level.

18. All apprenticeship frameworks must meet the statutory requirements set out in the Specification of Apprenticeship Standards in Wales (SASW).

19. The frameworks are delivered through two routes:

    - Levels 2 – 5 apprenticeships are delivered by 10 contracted learning providers (6 further education colleges and 4 independent training providers) across Wales. Each lead contractor works with other providers to deliver a range of apprenticeships. The providers were appointed through a public procurement exercise in 2021 and the programme's contract specification is published on Medr's website.
    - Degree apprenticeships at level 6 are delivered by 8 universities in Wales (including the Open University), often working in partnership with further education colleges. Degree apprenticeships are available in digital, engineering, advanced manufacturing and construction.

Rationale for change

20. Medr's vision is to work in close collaboration with our partners to enable a tertiary education and research system which is centred around the needs of learners; society and economy, with excellence, equality and engagement at its heart.

21. In March 2025, we published our Strategic Plan, which sets out our ambitions for a collaborative sector that delivers high-quality learning and research, meeting the needs of the economy and society, improving participation rates in tertiary education, and creating more flexible pathways for learners. Strategic Aim 2 of the plan sets out our ambition to 'create a flexible and joined-up tertiary system where everyone can acquire the skills and knowledge they need for a changing economy and society'. In support of this, we have committed to design future apprenticeship provision to respond to the Welsh Government's skills priorities and to meet the needs of learners, employers and the economy.

22. The management and delivery of the apprenticeship programme moving from the Welsh Government to Medr and the current apprenticeship contracts coming to an end in July 2027 presents an excellent opportunity to review, analyse and strengthen the apprenticeship programme to better meet the needs of learners, employers and the economy.

23. The world of work is continuously changing and we need an Apprenticeship Programme which is agile and responsive to meet these changing needs effectively.

24. We have undertaken engagement with learning providers, industry, employers and stakeholders to inform the high-level design of the new apprenticeship programme. The outcome of the initial engagement was very positive with valuable insights and suggestions to inform the key principles to shape the new programme, based on learning from multiple years' delivery of the current approach. It was clear that there are already good practices across all employment sectors working with providers

and industry to deliver the apprenticeship programme. The programme being all-age was deemed as very successful by all stakeholders and something that should be continued into the future programme.

25.   However, feedback has also suggested there is still more we can do to strengthen the programme. One of the key elements was more flexible delivery, including the length of apprenticeships, qualifications and other framework requirements, the framework funding model, essential skills requirements and the ability to recognise prior learning. The ability to respond to the changing economy and needs of industry was also key to strengthen forward planning on skills needs and demand, including by keeping frameworks up to date to reflect changing industry needs.

26.   Some aspects of flexibility, such as the funding model, are related to the design of the apprenticeship programme, and we will be working to identify how we can make these more agile and responsive within the new programme. Other elements, such as essential skills requirements, are tied to the Specification of Apprenticeship Standards Wales (SASW), the legal framework which defines a Welsh Apprenticeship. Medr is working with Welsh Government, who will make the necessary provision, to bring into force Part 4 of the Tertiary Education and Research (Wales) Act, and this will include the Welsh Government consulting on an updated specification which will be an opportunity to consider where changes may be needed. It is intended that the delivery of the new Apprenticeships Programme will align with the commencement of the new legislation.

27.   The current commissioning arrangements through publicly procured contracts has also been a factor in our lack of ability to respond flexibly to meet the needs of the economy and learners or to respond to sector priorities. This is due to the limited ability to make changes to the contract or provision during the contract period. Following a thorough review, supported by external legal advice, we have decided to move to a grant funded commissioning model for the new Apprenticeships Programme from August 2027. This will align with Medr's funding arrangements for all other tertiary provision, supporting our aim for a more joined-up and coherent sector. More information about the details of how the grant funding model will work will be published in due course.

What is the new Apprenticeship Programme trying to achieve?

28.   We want the new programme to be more responsive and flexible to address skills priorities needed in our changing economy. We are proposing that the high level principles for the new programme are that it will:

- be an all-age programme.
- deliver apprenticeships from level 2 to level 6.
- respond to changing skills demands across the economy and regional skills needs.
- respond to the Welsh Government's skills priorities, including responding to changing technologies and green skills.
- meet the needs of learners and support their progression through the tertiary education system and into and throughout their chosen career.

- be agile and responsive to ensure the right qualifications and skills are delivered to meet employer, learner and economy needs.
- deliver inclusive apprenticeships which are accessible for learners from a range of backgrounds and with protected characteristics.
- increase apprenticeship opportunities available in Welsh.
- offer high quality provision which strengthens outcomes and attainment of learners.

29. The definition of an apprenticeship has been developed through our recent engagement with stakeholders and is outlined below:

    'An apprenticeship is a paid job with training. Apprentices gain experience, learn new skills and gain a nationally recognised qualification while earning a wage. This is defined through an apprenticeship framework.'

Questions

1. Are these high level principles right for the new apprenticeship programme in Wales?
2. How can we make the apprenticeship programme more flexible to meet learner and employer needs, including responding to economic shifts, labour market demands, regional differences and future workforce trends in Wales?
3. What innovations or changes would you like to see in the future apprenticeship programme to ensure it remains relevant, inclusive, and impactful for the next generation of learners in Wales?
4. What would success look like in five years' time?
5. Does the definition of a Welsh apprenticeship set out what the new Programme needs to deliver?

Apprenticeship Sector Frameworks

30. As the designated Issuing Authority, Medr is responsible for developing and issuing apprenticeship frameworks in Wales. All frameworks issued must meet the needs of the Welsh economy, evidenced by strong labour market intelligence and employer support. There are currently 23 apprenticeship frameworks across all sectors.

31. We are working to identify how we can respond to changing demands in a more agile and responsive way to ensure the right qualifications and skills are delivered to meet employer, learner and economy needs. Between 2025 and 2027, all existing apprenticeship frameworks will be reviewed to ensure they are up to date and take account of likely future skills demands. Green and digital skills are key themes throughout all the reviews. All reviews will be undertaken with apprentices' progression (from level 2 upwards, to degree apprenticeships where appropriate) being considered from the outset. This will provide opportunities for learners to progress more effectively and seamlessly through the levels without duplicated or repeated learning.

32. As part of this programme of review, we would like to strengthen and streamline the quality of apprenticeship sector frameworks by implementing a new, simplified

structure, as evidence has suggested the current offer can be confusing for learners and employers to understand and navigate.

33. The proposed new sector frameworks are:

- Care
- Health and science
- Engineering and manufacturing
- Creative, design and media
- Business services and management
- Public and protective services
- Education and early years
- Catering and hospitality
- Construction and the built environment
- Legal, finance and accounting
- Digital
- Hair and beauty
- Agriculture, environmental and animal care
- Transport, automotive and logistics
- Energy
- Food and drink
- Property services
- Sport and leisure

34. **Annex B** sets out the proposed frameworks in18 occupational sectors and the current 144 occupational pathways within them. The pathways are subject to change through the ongoing review process (as outlined above).

Questions:

6. Are these sectors right to meet the needs of the economy and learners?
7. Are there any broad occupational sectors that you would expect to see that are not included?
8. How should sector frameworks evolve to reflect emerging industries, skills needs, and regional priorities within Wales, what is the evidence base for this?

Learners

35. At the heart of everything we do in Medr is ensuring learners gain the right skills, knowledge and qualifications to progress through the tertiary education system and enter and progress within the world of work in their chosen career. We understand that the apprenticeship programme needs to be flexible and responsive to meet the diverse needs of learners. Learners may enter the apprenticeship programme at different stages of their life or career journey and the apprenticeship programme needs to be able to support learners as individuals to gain the skills and qualifications needed to have a successful career. More than 20,000 learners start an apprenticeship framework every year.

36.   There is a need to ensure learners have the right information to make an informed choice on the skills they need to progress in their chosen occupations and how they can develop them. The importance of high quality, independent, unbiased careers advice for learners and collaboration with employers regarding the different vocational options available has been identified as a key element throughout our engagement with stakeholders. It is important that learners gain the right in-work support and mentoring, including employability and entrepreneurship skills, as well as occupation specific skills and qualifications. We need to ensure progression opportunities across tertiary education provision are clear and celebrate successes of learners.

Questions

9.   What aspects of the current learner journey in apprenticeships work well, and where do you see opportunities for improvement to better support learners throughout their learning?
10. What outcomes should be prioritised for apprentices (e.g. sustainable employment, qualifications), and how can these be effectively measured and supported?
11. How can we attract more, and/or a wider cohort of apprentices, regardless of background or starting point into the programme?

Employers/industry

37.   A skilled workforce is key to driving productivity and growing businesses in Wales in a rapidly changing economy. We have committed to developing strong links with industry, Regional Skills Partnerships, Corporate Joint Committees and employers to understand the skills needed for a productive workforce.

38.   The contracted apprenticeship providers, their sub-contractors, and universities currently work with employers directly to create apprenticeship opportunities and recruit apprentices across all sectors in Wales. It is important that Medr and learning providers fully support employers through their journey working with apprentices, whether this is at recruitment or through the apprentice's learning journey. There is also a strong need to widen the range and number of employers offering apprenticeships, especially across SMEs.

39.   This consultation will help us understand the barriers employers face, especially SMEs, to taking on apprentices and how to support providers increase the employer base going forward.

Questions

12. How can we widen the number and range of employers offering apprenticeships, especially SMEs?
13. How can employers be more effectively engaged in the design, delivery, and evaluation of the apprenticeship programme to ensure relevance and impact?
14. How can businesses be better supported when working with an apprentice? What information would be useful to employers, prior to taking on an apprentice and during the apprentice's learning journey?

Learning providers

40. The evolving demand for skills, whether for those entering the workforce or existing employees upskilling has resulted in providers needing to become more responsive, ensuring qualifications and learning are delivered effectively and in a timely manner. This has created many challenges for learning providers to overcome including managing budgets around funding requirements, responding to the growth of artificial intelligence, increasing opportunities for apprentices to learn through the medium of Welsh, keeping up to date with new technologies, economic uncertainty, being able to respond to new infrastructure projects or other investment across Wales, overcoming barriers learners may face and the lack of flexibility in existing learning provision to meet learners needs.

41. We would like to further understand these challenges, including what is working well, the barriers and the successes.

Questions

16. How can providers be more effectively engaged in the design, delivery, and evaluation of apprenticeship programmes to ensure relevance and impact?
17. What is working well and what needs to be strengthened from a provider perspective?

Welsh language

42. Our Strategic Plan commits to encouraging greater use of the Welsh language in tertiary education, increasing demand for and participation in learning and assessment through the medium of Welsh.

43. There is a need to increase apprenticeship opportunities and uptake bilingually and through the medium of Welsh contextualised to their sectors, from a learner and employer perspective, but also to support the delivery of the frameworks through the medium of Welsh. We will continue to engage with Coleg Cymraeg Cenedlaethol to help inform the development of the new programme.

44. We would like to further understand the challenges to offering apprenticeship opportunities in Welsh and seek ideas on how we can promote the Welsh language further within the Apprenticeship Programme.

Questions

18. Do our high level principles for the new Apprenticeship programme have any positive or negative effect on:
   (a) opportunities to use the Welsh language, and
   (b) treating the Welsh language no less favourably than the English language

   in particular;
   - How can we encourage a higher take up of Welsh medium provision and bilingual workplace opportunities across Wales?
   - How can the Welsh language skills, particularly for the workplace, be more meaningfully embedded more broadly into apprenticeship programmes to support bilingualism, respond to employer need and cultural identity across sectors?

19. Are there any considerations for us to take into account that would have a positive impact on:
   (a) opportunities to use the Welsh language, and
   (b) treating the Welsh language no less favourably than the English language

20. Are there any other considerations for us to take into account so that the design of the new programme would not have adverse effects, or which would reduce adverse effects on:
   (a) opportunities to use the Welsh language, and
   (b) treating the Welsh language no less favourably than the English language

Inclusive apprenticeships

45. As set out in the Welsh Government's Apprenticeship policy, 'inequality has a negative impact on economic growth and social outcomes. Growth is best secured when we maximise people's participation in good quality, sustainable work, where they receive fair pay, ensuring this is shared fairly across geographies and demographics, particularly amongst under-represented groups. It is critical that we harness the talent of individuals from all backgrounds and proactively work to remove any barriers to people accessing apprenticeships.'

46. Medr has a duty to promote Equality of Opportunity across aspects of tertiary education. Equality of Opportunity relates to under-represented groups in the context of participation, retention, attainment and success. The Act defines under-represented learners in tertiary education as being those disadvantaged as a result of social, cultural, economic or organisational factors.

47. One of our key priorities is to create a positive future for the tertiary education sector and for Wales, and we will do so through continuous improvement, including making opportunities to participate in tertiary education more equitable.

48. There is already lots of good practice that supports apprenticeships to be more inclusive and more representative of the communities across Wales. For example:

   i.   There is support available for disabled apprentices through:

- **Supported Apprenticeships** - provide additional support to disabled apprentices with wide-ranging employment and learning needs to access and complete an apprenticeship. Support provided may be through job coaching or other specialist resource.

- **Employer Incentive Scheme (EIS)** - provides financial support of £2,000 to employers to help offer opportunities for disabled apprentices.

ii.   There is support available for apprentices with additional learning needs:

- **Apprenticeship Additional Learning Support** - Dedicated support is available for apprentices with additional learning needs, which includes ALN key workers, communicators, ancillary support and counselling.

49.   However, we know there is more we need to do to ensure apprenticeships are accessible to individuals from all backgrounds. We continue to seek opportunities to improve the uptake of apprenticeships from people with protected characteristics and would like to understand the barriers and how we could strengthen this work.

Question

21. What barriers currently exist for underrepresented groups in accessing and succeeding in apprenticeships, how can the design of the new programme address these challenges and encourage retention of learners?
22. What targeted recruitment strategies can support participation from under represented groups?
23. Do the proposals have any positive or negative impacts, or unintended consequences, in terms of equality, diversity and inclusion? What good practices could you share?
24. Should we continue to fund the supported apprenticeship programme and the Employer Incentive Scheme? Please explain your answer.
25. Are there other options in addition/instead that would help support inclusive apprenticeships more?
26. What could we do to support participation in apprenticeships for those who are underrepresented?

Further information

50.   Any queries regarding this circular should be directed to Heather Davidson (apprenticeships@medr.cymru).

Consultation questions

No.	Question	Response
What is the New Apprenticeship Programme trying to achieve		
1	Are these high level principles right for the new apprenticeship programme in Wales?	Yes/No If no, what are the reasons why?
2	How can we make the apprenticeship programme more flexible to meet learner and employer needs, including responding to economic shifts, labour market demands, regional differences and future workforce trends in Wales?	
3	What innovations or changes would you like to see in the future apprenticeship programme to ensure it remains relevant, inclusive, and impactful for the next generation of learners in Wales?	
4	What would success look like in five years' time?	
5	Does the definition of a Welsh apprenticeship set out what the new Programme needs to deliver?	Yes/No If no, what are the reasons why?
Apprenticeship Sector Frameworks		
6	Are these sectors right to meet the needs of the economy and learners?	
7	Are there any broad occupational sectors that you would expect to see that are not included?	
8	How should sector frameworks evolve to reflect emerging industries, skills needs, and regional priorities within	

No.	Question	Response
	Wales, what is the evidence base for this?	

Learners

No.	Question	Response
9	What aspects of the current learner journey in apprenticeships work well, and where do you see opportunities for improvement to better support learners throughout their learning?	
10	What outcomes should be prioritised for apprentices (e.g. sustainable employment, qualifications), and how can these be effectively measured and supported?	
11	How can we attract more, and/or a wider cohort of apprentices, regardless of background or starting point into the programme?	

Employers/industry

No.	Question	Response
12	How can we widen the number and range of employers offering apprenticeships, especially SMEs?	
13	How can employers be more effectively engaged in the design, delivery, and evaluation of the apprenticeship programme to ensure relevance and impact?	
14	How can businesses be better supported when working with an apprentice? What information would be useful to employers, prior to taking on an apprentice and during the apprentice's learning journey?	
15	How can we ensure a programme that supports regional economic development and place based skills planning?	

No.	Question	Response
Learning providers		
16	How can providers be more effectively engaged in the design, delivery, and evaluation of apprenticeship programmes to ensure relevance and impact?	
17	What is working well and what needs to be strengthened from a provider perspective?	
Welsh language		
18	Do our high level principles for the new Apprenticeship programme have any positive or negative effect on: (a) opportunities to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language in particular; • How can we encourage a higher take up of Welsh medium provision and bilingual workplace opportunities across Wales? • How can the Welsh language skills, particularly for the workplace, be more meaningfully embedded more broadly into apprenticeship programmes to support bilingualism, respond to employer need and cultural identity across sectors?	
19	Are there any considerations for us to take into account that would have a positive impact on: (a) opportunities to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language	

No.	Question	Response
19	Are there any other considerations for us to take into account so that the design of the new programme would not have adverse effects, or which would reduce adverse effects on: (a) opportunities to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language	
20	Are there any other considerations for us to take into account so that the design of the new programme would not have adverse effects, or which would reduce adverse effects on: (a) opportunities to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language	
Inclusive apprenticeships		
21	What barriers currently exist for underrepresented groups in accessing and succeeding in apprenticeships, and how can the design of the new programme address these challenges and encourage retention of learners?	
22	What targeted recruitment strategies can support participation from under-represented groups?	
23	Do the proposals have any positive or negative impacts, or unintended consequences, in terms of equality, diversity and inclusion? What good practices could you share?	
24	Should we continue to fund the supported apprenticeship programme and the Employer Incentive Scheme? Please explain your answer.	

No.	Question	Response
25	Are there other options in addition/instead that would help support inclusive apprenticeships more?	
26	What could we do to support participation in apprenticeships for those who are under-represented?	

New Proposed Sector Frameworks and Occupational Pathways

	New Sector Framework	Occupational Pathway
1	Engineering and Manufacturing	Metal Processing and Allied Operations
		Process Manufacturing
		Improved Operational Performance
		Print and Printed Packaging
		Composite Engineering (Operator and Semi-Skilled)
		Advanced Manufacturing Engineering
		Master Craftsperson Level 4 Recognition Scheme
		Rail Infrastructure Engineering
		Engineering Manufacture
		Engineering and Advanced Manufacturing Degrees Apprenticeship
		Rail Traction and Rolling Stock Engineering
2	Agriculture, Environmental and Animal Care	Floristry
		Land-based Engineering
		Nursing Assistants in a Veterinary Environment
		Animal Care
		Agriculture
		Trees and Timber
		Environmental Conservation
		Horticulture
		Equine
		Vet Nursing
3	Transport, Automotive and Logistics	Vehicle Fitting
		Vehicle Parts Operations
		Vehicle Body and Paint
		Passenger Carrying Vehicle Driving (Bus and Coach)
		Warehousing and Storage
		Logistics Operations
		Supply Chain Management
		Vehicle Maintenance and repair
		Driving Goods Vehicles
		Train Driving
4	Business Services and Management	Interpreting and translating
		Commercial Procurement and Supply
		Management
		Business Administration
		Contact Centre Operations
		Sales &Telesales
		Project Management
		Human Resource Management

	New Sector Framework	Occupational Pathway
		Trade Business Services
		Retail
		Customer Services
5	**Catering and Hospitality**	Catering & Hospitality
		Licensed Hospitality
6	**Education and Early years**	Childcare
		Playwork
		Supporting Teaching and Learning in PE and School Sport
		Community Development
		Library, Archives, records and Info Management Services
		Information Advice and Guidance
		Supporting Teaching and Learning in Schools
		Youth Work
		Learning and Development
7	**Construction and the Built Environment**	Civil Operations - Groundwork
		Painting and Decorating
		Site Carpentry
		Solid Plastering
		Roof Slating and Tiling
		Dry Lining Fixing
		Wall and Floor Tiling
		Architectural Joinery
		Timber Frame Erecting
		Plant Operations
		Bricklaying
		Plumbing and Heating
		Heating and Ventilating Systems
		Surveying
		Construction Building
		Civil Engineering
		Construction Specialist
		Construction Technical
		Construction Management
		Electrotechnical
		Refrigeration & Air Conditioning
8	**Creative, Design and Media**	Fashion & Textiles
		Cultural Heritage
		Creative Media
		Social Media and Digital Marketing
		Journalism
		Technical Theatre
9	**Digital**	Digital Learning Developer
		Digital Degree

	New Sector Framework	Occupational Pathway
		Digital Telecommunications
		Digital Application Support
		Digital Infrastructure Engineer
		Digital Content Designer
		Software Developer
		Cyber Security Analyst
		User Centre Designer
		Digital Skills for Business
		Data Analyst
		Digital Product Manager
10	**Energy**	Energy Management
		The Power Industry
		Gas Operations
		Sustainable Resource Management
11	**Food and Drink**	Food Industry Technical Management
		Food Industry Team Leading
		Food and Drink Operations
		Food and Drink Engineering Maintenance
		Food Manufacturing Excellence
		Baking
		Butchery and Meat Processing
		Brewing
		Seafood
12	**Hair and Beauty**	Hairdressing
		Barbering
		Beauty Therapy
		Nail Services
13	**Care**	Supporting Survivors of Violence against Women, Domestic Abuse and Sexual Violence
		Professional Framework Advanced Practice in Social Care
		Professional Framework In Leadership and Management in Social Care
		Health and Social Care
14	**Health and Science**	Clinical Coding
		Healthcare Science Associate
		Dental Technology
		Associate Ambulance Practitioner
		Perioperative Support
		Dental Nursing
		Clinical Healthcare Support
		Pharmacy Services
		Health Informatics
		Healthcare Support Services
		Perinatal and Paediatric Support
		Therapy Assistance Practitioners

	New Sector Framework	Occupational Pathway
		Laboratory and Science Technicians
15	**Legal, Finance and Accounting**	Accounting
		Providing Financial Services
		Conveyancing
		Insurance
16	**Property Services**	Facilities Management
		Housing
		Cleaning & Environmental Support Services
17	**Public and Protective Services**	Fire and Security
		Church Ministry
		Regulatory Compliance
		Emergency Fire Service Operations
		Custody or Detention Officer
18	**Sport and Leisure**	Outdoor Programmes
		Personal Training
		Leisure Management
		Sport, Active Leisure and Wellbeing
		Sporting Excellence
		Sports Development

Please note Degree pathways will be removed and integrated into occupational pathways during the reviews.

Medr

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