



all party parliamentary group on
apprenticeships

2017-2018

ANNUAL REPORT

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FOREWORD

I am delighted to present the annual report of the All-Party Parliamentary Group on Apprenticeships for 2017-18.

Apprenticeships continue to offer a crucial opportunity for businesses both small and large to play a role in developing talent and encouraging skills in the economy. By directly addressing the current and future skills requirements of UK businesses, apprenticeships are a pivotal part of the solution to the skills gap in our economy. Apprenticeships can also play a role in addressing the needs of an ever-changing world of work and help to future proof the UK economy.

The APPG has held a number of well-attended meetings throughout the year on a variety of issues relating to the opportunities and challenges created by apprenticeship reforms and the changing needs of the modern world of work. The group has developed a series of policy recommendations which we believe would enhance the apprenticeship offer and increase the number of apprentices in our country.

I would like to extend thanks to Alan Mak MP who has been my Co-Chair throughout this year. His support and commitment to promoting apprenticeships has been invaluable.

If you would like more information on the APPG, please contact the secretariat on ApprenticeshipsAPPG@connectpa.co.uk and follow us on Twitter @ApprenticeAPPG



A handwritten signature in black ink that reads "Catherine McKinnell". The signature is written in a cursive, flowing style.

Catherine McKinnell MP
Co-Chair
APPG on Apprenticeships

RECOMMENDATIONS

The APPG has heard from a wide variety of speakers throughout the past year, from apprentices to Parliamentarians and experts in the field. Based on the contributions of those we have heard from, many of whom operate on the front line of the apprenticeships system and experience it first hand, the APPG has developed a series of policy recommendations which we believe would enhance the apprenticeship offer and increase the number of new apprentices in the UK.

Our key recommendations are:

- Government should ensure that the apprenticeships system – including the Apprenticeship Levy – is flexible enough to meet the changing needs of business, and allows SMEs to access the resources they need to contribute fully to the delivery of apprenticeships.
- Government should ensure that educational providers are equipped to meet the needs of a modern economy, providing programmes which are flexible and can be tailored to the requirements of apprentices and employers.
- Schools should ensure that all young people have adequate access to careers advice which explains the full range of options available, is delivered by someone with the relevant skills, and gives parity of esteem to apprenticeships.
- Government should appropriately resource schools to provide high quality careers advice and incentives to give parity of esteem to apprenticeships when advising young people.
- National and Local Government should work with employers and other organisations who work with SMEs, such as banks, to promote apprenticeships to their SME customers. Consideration should also be given to new ways of supporting the recruitment of apprentices through the pooling of available resources such as Apprenticeship Levy underspend.
- Employers should seek to provide a clear path for career progression for apprentices to ensure that an apprenticeship is an attractive choice for a sustainable career.
- More should be done to address the retention of underrepresented groups in apprenticeships, by ensuring that workplace environments are accessible throughout employment and not just at recruitment.
- National Government should work with Local and Devolved Government to ensure that the apprenticeships system is responsive to the needs of all parts of the UK but also provides consistency for employers who operate across the country.

APPRENTICESHIP REFORMS SIX MONTHS ON: FUNDING AND PUBLIC SECTOR TARGETS

In the first meeting of the Parliamentary year the group looked back at the first six months of the government's apprenticeships reforms and explored the impact of recent changes to the system, with a particular focus on the introduction of the Apprenticeship Levy.

Joe Billington from the National Apprenticeships Service (NAS) outlined the findings of the 2012 Richard Review of Apprenticeships, and explained that it was the catalyst for many of the reforms around standards, funding, quality, sustainability and growth that now shape the delivery of apprenticeships.

He described the Apprenticeships Levy as positively opening the debate on apprenticeship delivery amongst employers. Turning to some of the concerns about the Levy and Government targets, he identified a lack of awareness among businesses and outlined the support that the NAS provides to employers to encourage greater engagement, including the Government's commitment to supporting at least 90% of the costs of apprenticeships for small employers.

The meeting also heard from Candace Miller of the National Skills Academy for Health, who spoke about the impact of apprenticeship reforms on the health sector. She indicated that the Levy had a positive impact in the public sector but that there are issues with infrastructure and cost that needed addressing in order to successfully meet targets.

In the final contribution of this session, Craige Heaney, Head of the Learning and Development Group at Centrica explained that the Levy had encouraged Centrica to clarify what skills they require to meet the needs of their customers. He outlined Centrica's strong tradition in engineering apprenticeships, but explained that the Levy presented an opportunity to broaden that provision out.

The meeting also heard that recent reforms had allowed Centrica to map out a clear career path for apprentices and to clarify the purpose of an apprenticeship, which helps recruitment and retention of high quality applicants. However, the group also heard some of Centrica's concerns in relation to the reforms, including a challenge around the training provider market, which was described as immature.

CASE STUDY: CENTRICA

Centrica has been delivering apprenticeships for over 50 years with a rich heritage of excellence in technical training and facilities across the UK. We now provide global career opportunities through an apprenticeship strategy across a range of job families.

Apprenticeships play a key role in our succession planning to mitigate skills shortages. This ensures that we have the workforce to deliver against the requirements of our customer base, innovate to optimise new technologies and contribute to a competitive UK economy.

We strive to be a lead ambassador of apprenticeships and have engaged throughout apprenticeship reforms. The reforms have evolved our thinking in workforce planning and apprenticeships play an important role in underpinning our talent pipeline through sequential learning both on and off the job, creating a clarity of career paths and options, and demonstrated learning impact.

As a UK-wide employer of apprentices requiring a geographically flexible workforce trained to common standards, the four-nation perspective is of particular importance. We encourage continued dialogue across UK policy makers to ensure apprenticeship rules and systems are streamlined and kept as simple as possible to administer for businesses.



APPRENTICESHIP AND THE FUTURE OF WORK

Earlier this year, the APPG reflected on the changing nature of work in the modern economy. Senior IPPR Research Fellow, Joe Dromey set out two “*impactors*” which are changing the nature of the labour market.

These were:

- Brexit and its potential to lead to sectoral shifts and a changing demand for labour.
- Automation which impacts disproportionately on low skilled occupations, the same group of people who are most likely to slip into long term unemployment, as well as being the least likely to be in training.

A recent IPPR report, *Another Lost Decade*, raised concerns over skills provision in the workforce, including: low employer demand compared to the rest of Europe; low employer investment and training; a lack of high quality provision; and social and regional disparities. The IPPR has raised concerns that the Apprenticeship Levy will aggravate regional disparities. The IPPR’s recommendations include replacing the Apprenticeship Levy with a productivity and skills levy and introducing a personal learning credit to allow low skilled people to invest in their own skills.

This session also heard evidence from Dr Hillary Steadman, a Senior Research Fellow at LSE’s Centre for Economic Performance. LSE data on young apprentice earnings shows strong evidence that apprenticeships produce 20% higher wages for women in the long run and a third increase for men. Dr Steadman warned that there was disparity in the levels of apprenticeship provision in the UK compared with other countries, and indicated that higher levels of attainment in maths and English would boost the quality of apprenticeships in this country. It was recommended that priority should be given to the delivery of apprenticeships which seek to address the UK’s productivity gap.

Chairman of Cisco UK & Ireland and lead for the skills workstream of the ‘Made Smarter Review’, Phil Smith warned of the UK’s productivity problem, explaining that skills were a major factor in addressing that issue. Looking to the future, he felt that apprenticeships have a role in ensuring that the workforce can meet future challenges. However, he cautioned that it is difficult to predict what the skills of the future are but it was certain that a flexible workforce and system would be needed.

In the final contribution, Associate Director of People Consulting at KPMG UK, Eoghan Thompson agreed that the future is ‘unknowable’ and will bring about high levels of change and uncertainty. He outlined the skills gaps in infrastructure and service industries which he felt would widen post-Brexit. He explained that when KPMG are seeking to fill a skills gap, the key characteristics they look for are flexibility, an ability to deal with change and an ability to embrace technology, as these are essential in the modern economy.



Apprenticeships are integral to KPMG’s strategy to be a magnet for talent. They broaden our recruitment base and afford individuals, from *all* backgrounds, access to a wide-range of career pathways. Done right, they can drive social mobility.

We are an industry leader in developing programmes for apprentices. This starts with effective outreach. Annually, KPMG volunteers work with over 100 secondary and 30 primary schools across deprived areas in the UK, offering career insights and skills workshops.

Our flagship work placement programme, ‘Discovery’, goes one step further, offering students hands on experience and the opportunity to be fast-tracked through the apprenticeship application stage on completion.

The KPMG360° apprenticeship programme evolved before the introduction of apprenticeship reforms and the levy. Our year-on-year trends show a positive impact on diversity to date. Of our 2017 school-leaver intake, 46% were women, 41% were from a black and minority ethnic background, and 19% were eligible for free school meals.

Clients tell us all about the apprenticeship challenges they face. Our advice to them advocates putting apprenticeships at the heart of their talent and diversity strategies and using the levy to build business-focused and progression-based programmes. We relay these messages to Government through our sponsorship of the *APPG on Apprenticeships* and representations on the *Apprenticeship Diversity Champions Network*, and the *Institute of Apprenticeships*.

HOW CAN WE ENSURE BETTER CAREERS ADVICE LEADS TO MORE APPRENTICES?

In December 2017 the Government published its careers strategy which set out a blueprint for ensuring that all young people understand the full range of career opportunities available to them, and receive tailored advice from someone with the right skills and experience. This meeting explored the merits of the strategy, hearing from a range of people on the frontline of careers advice, from trades unions and business to apprentices and educational providers.

Making the first contribution from the panel on this much anticipated topic, Head of Organising, Services and Learning at the TUC, Kevin Rowan said that the Government's Careers Strategy contained positive measures, but felt that its ambition was not matched by adequate funding.

He made several recommendations towards improvement, including:

- Ensuring adequate careers advice for young people who were already in employment.
- Ensuring there are good quality apprenticeships available for people to be advised into.
- Ensuring that SME and supply chain companies have access to potential new apprentices.

The meeting also heard from Ryan Carey, a degree apprentice at BAE Systems and an Industry Apprentice Council member. Setting out his own decision to become an apprentice, he explained that many of his peers who attended university found themselves *"over qualified and under experienced"*. As a recommendation for improving the perception of apprenticeships, he suggested that schools should be set targets for students who take up apprenticeships as well as for those who attend university. He concluded by explaining that careers advice needed to take place early to create awareness among young people and their parents.

Apprenticeship and Recruitment Co-ordinator at Crown Worldwide, Lilley Deevey raised particular concerns about the expectation placed on part time careers advisers to deliver advice to thousands of students, and shared her difficulties in accessing schools to reach students in order to deliver the advice they need. She expanded on the difficulty of communicating with schools, indicating there often isn't a clear point of contact. For these reasons she felt that the *'careers leader'* proposals in the strategy were positive.

Shalene Varcoe is Head of External Affairs and Career Aspirations at The Charter School. She spoke to the group, explaining from a schools' perspective that a key difficulty with promoting apprenticeships was that schools are encouraged to push young people into Higher Education because of external pressures such as targets. Additionally, she spoke about the challenge of converting parents to the idea that apprenticeships are important.

CASE STUDY: BAE SYSTEMS

BAE Systems recognises that teachers and parents are key influences in promoting apprenticeships to young people.

STEM teachers have an especially important role and in partnership with the National Science Learning Centre at York University we provide teacher placements at a number of our main sites to give them first-hand experience of apprentice training, so that they can recognise that this is of a high quality and suitable for female students as well as males. Schools and teachers are often confused by the wide range of STEM projects on offer, so we partner with expert bodies such as the Royal Academy of Engineering who produce teacher resources for us (and other employers) and in this way we can reach more teachers collaboratively, simplify messages and maximise impact.

One effective way of engaging parents is through work experience programmes. Some of our businesses invite parents to the review session on the final Friday, when young people reflect back on their experience. This is a great way in particular to help reassure parents that apprenticeships are a good destination for their daughters as well as sons.



HOW CAN WE GET MORE WOMEN INTO ENGINEERING APPRENTICESHIPS AND OTHER SECTORS? (YEAR OF ENGINEERING)

Throughout 2018, the Government is celebrating 'The Year of the Engineer', a campaign to champion engineering as a central part of the UK economy. To highlight the importance of apprenticeships to delivering on the goals of the campaign, the APPG held a session exploring the best ways to encourage women into engineering and other sectors in which they are underrepresented.

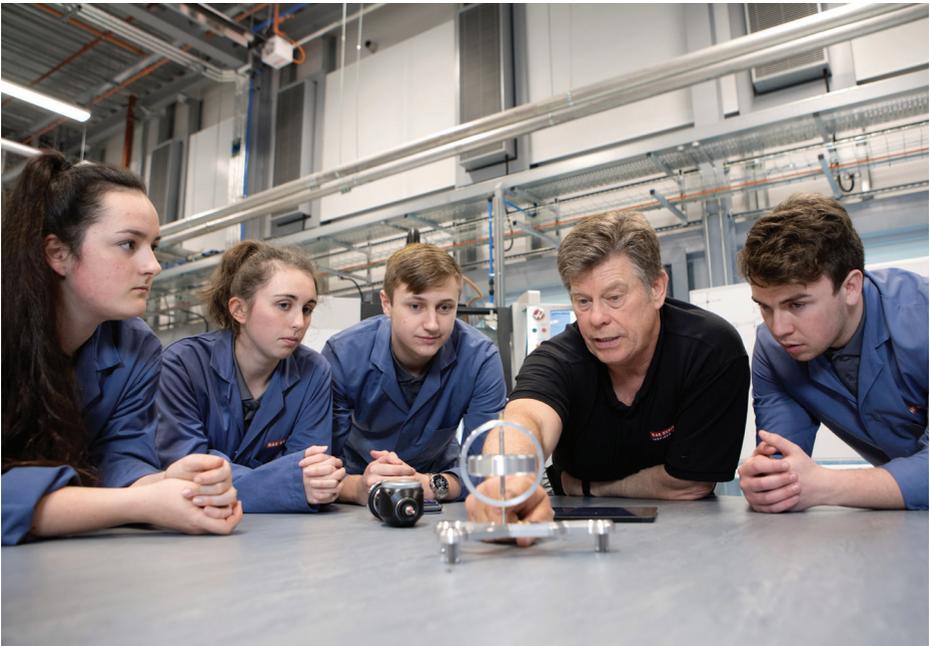
Opening the discussion, the Chair of Crossrail, Sir Terry Morgan outlined some of the measures he had implemented to increase the number of female engineers. As part of this he discussed the transport infrastructure skills strategy and explained that major projects, including HS2, had a 50/50 gender ambition by 2020. He also noted that 30% of Crossrail's 2017 apprenticeship intake are women, and 40% from socially disadvantaged backgrounds. Summarising his approach to encouraging women into underrepresented sectors, Sir Terry highlighted the importance of presenting a positive, exciting message and promoting role models to increase the number of female engineers.

Picking up on the theme of role models, Jo Iceton, Head of Commercial at Semta Group, argued that the engineering industry needs to promote their sector to the people who influence prospective apprentices. She felt that the messaging around engineering needed to be challenged and for the breadth of the career to be shared better. Jo spoke about MBDA's approach to schools. She explained that MBDA had previously struggled for women applicants to their apprenticeships. To address this, they had introduced a requirement that at least half of school children visiting their engineering plants would have to be female.

The group also heard from the Head of Heathrow Academy, Karima Khandker, who emphasised the importance of early intervention to encourage more women to become apprentice engineers. She urged greater communication with young people, parents and teachers to explain the breadth and depth of engineering careers and explained that it had to be communicated in recognisable terms.

Senior HR Business Partner at Microsoft, Caroline Bryan focussed her remarks on encouraging more women to pursue careers in technology and set out the work that Microsoft does in changing recruitment processes to achieve this goal. Caroline agreed that engagement with schools was an important part of increasing the number of female apprentices in technical roles. Echoing a key theme of this session, she emphasised the need to consider how technological careers are presented.

The Government Envoy for the Year of Engineering and Government Apprenticeship Ambassador, Stephen Metcalfe MP closed the APPG meeting by arguing that engineering affects every facet of life. For the UK to be a global lead in engineering, he urged engagement with the 'fourth industrial revolution'. He added that it was vital to erase outdated stereotypical views of engineering and reignite a passion for the industry. He also outlined the need for greater gender and race diversity in the sector. Reflecting on the long term goals of the Year of Engineering, he said that Government had a role in securing a positive legacy but that it was up to industry to take up the mantle.



CASE STUDY: HEATHROW

Engineering at Heathrow is unlike engineering in any other organisation. The sheer scale and scope of what our engineering teams deliver is immense, keeping the airport operating through consistent maintenance as well as successfully integrating projects into the airport infrastructure.

As Heathrow grows, we strive to be more intelligent, innovative and at the forefront of engineering as we head up some of the UK's largest infrastructure projects.

Engineering Apprenticeships have been offered at Heathrow for 40 years. Within our current Engineering workforce over 90% of graduating apprentices are offered permanent roles at Heathrow.

In June 2018, Heathrow celebrated International Women in Engineering Day by inviting female students from local secondary schools and the University of Brunel for a STEM careers and networking day.

The event in partnership with our four main delivery integrators – Morgan Sindall, Mace, Ferrovial and Balfour Beatty – allowed the students to engage with both graduates and apprentices on their experiences and why they loved their careers. This prompted a great discussion around the importance of having more women in STEM careers.

The students could see first-hand the diverse routes to successful careers, many of which are available at Heathrow, whether through work experience or joining one of the many STEM apprenticeships through our supply chain.



WORKING WITH SMALL BUSINESSES THROUGH A SUPPLY CHAIN

The APPG regularly hears about the significance of SMEs in delivering apprenticeships, and the unique challenges they face in playing their part. To address this, the group developed a toolkit designed to bridge the gap between the benefits that SMEs gain from employing apprentices and the challenges they face in engaging with the system. It made recommendations of practical actions that Government, Local Enterprise Partnerships, local councils and large businesses can make to promote apprenticeships to SMEs more effectively.

Dominique Unsworth is a Government SME Apprenticeship Ambassador and SME owner, she opened the launch of the group's SME toolkit by speaking about her experience of founding and running an SME. She outlined how hiring an apprentice had allowed her to grow her business and explained that finding a good training provider was a challenge but was crucial to getting the most out of an apprentice. She was keen to address policy makers directly, urging them to think about SME apprenticeship provision from the perspective of business, particularly in relation to funding.

The group also heard from Anthony Impey, Chair of the Federation of Small Business (FSB) Skills Policy Board, and founder and CEO of Optimity, an SME which had overcome the challenges it faced through hiring apprentices. He indicated that some businesses find it difficult to navigate the system, explaining that the number one challenge is finding talented individuals with the right skills. He also made clear that he was supportive of the proposal for large levy payers to pass on up to 10% of their levy funding to SMEs.

The final speaker of this session, Nicola Young, UK Skills Lead, at Microsoft spoke about Microsoft's relationship with SMEs in their supply chain. She explained that because of their extensive work with SMEs they were well informed about the challenges they face. She also outlined the challenges that came with the increasing pace of change and workplace environments where people are required to learn new skills at a rapid pace. She felt that apprentices were key to meeting that challenge. Reflecting on 10 years of Microsoft's work with partners and learning providers to develop apprenticeship programmes, she explained that they work directly with SMEs in their supply chains to identify and capitalise on the opportunities that apprenticeships offer.

CASE STUDY: MICROSOFT



Microsoft Partner, Perspicuity (l-r): Ben Gower (CEO); Adam Priscott (Cloud Migration Specialist and ex-apprentice); Elliott Carter (Office 365 Evangelist and ex-apprentice)

Microsoft has pioneered a “supply chain” Apprenticeship model that has delivered scale and reach in digital apprenticeships. A successful pilot with our Partner Network and customers in 2009 evolved into a national programme, delivering 4,500 apprenticeship starts in Digital Technology roles across 3,000 employers in 2017 alone.

The programme content equips apprentices to acquire future technology skills that will become critical in the workplace. Delivered by accredited Training Providers that are also Microsoft Learning Partners, content focuses on skills associated with in-demand roles within the ‘supply chain’, currently Cloud but in future likely to cover next generation technologies such as AI, IoT and even Quantum Computing.

By enabling Providers to leverage Microsoft’s brand, assets and relationships, our programmes give smaller companies access to a wider, more diverse local talent pool. The role the Training Providers play in this ‘supply-chain’ approach is pivotal. They ensure smaller employers are able to access similar levels of content and methods of delivery typically only available to larger employers.

Given the success of our model to date, Microsoft has committed to delivering 30,000 apprentice starts through this route by 2020, helping to give employers and apprentices digital skills that can help both flourish.

THE POWER OF SOCIAL MOBILITY – HOW CAN APPRENTICESHIPS PLAY A BIGGER PART OF THE SOLUTION?

Apprenticeships have the potential to be a major driver of social mobility. By reaching people who may otherwise be missed by the education system and providing long term income benefits greater than those of their university educated counterparts, apprenticeships are a powerful tool for addressing income inequality driven by social background. This session explored the ways that apprenticeships can play an even bigger role in driving the social mobility agenda.

Making the opening remarks of this session, the group heard from the Association of Employment and Learning Providers (AELP) Chief Executive, Mark Dawe, who commented that the Apprenticeship Levy was a fantastic policy but felt that the implementation needed perfecting. He predicted that degree apprenticeships will have the biggest impact on social mobility. While generally supportive of degree apprenticeships, he warned that lower level apprenticeships are increasingly threatened because funding is channelled towards higher levels. Furthermore, he set out the importance of ensuring that lower level apprenticeships are not lower in quality. He also felt that Government funding should be targeted at lower level apprenticeships to guarantee quality. Addressing concerns about local providers, he argued that they required greater funding. Additionally, he urged that the 10% charge for under 25's at levels 2 and 3 should be removed. Summarising his remarks, he explained that funding and support for people in areas of deprivation and for those with low attainment in maths and English needs to be reinstated in order to promote social mobility.

The group also heard from Ceri Hughes, Head of Learning at KPMG who explained that the KPMG 360 scheme provides people with a route into a career at KPMG who wouldn't otherwise have the opportunity. She stressed that the scheme is developed on a parity with KPMG's degree apprenticeship. She also explained that KPMG carries out work with underrepresented groups to reach into areas of deprivation and regions outside of London and the South East. As a recommendation for improving the uptake of apprenticeships she suggested there needs to be a stronger promotion of the apprenticeship brand.

Sharing his personal experiences as an apprentice, Sam Thompson, undergraduate apprentice at Airbus set out the career progression that an Airbus apprenticeship offered. He highlighted the fact that 70% of senior management at Airbus' largest site were former apprentices. Addressing the issue of social mobility, he explained that apprenticeships can be used to target areas of deprivation which are often missed by conventional education and employment routes. Sam recommended that companies be encouraged to spend their Levy funds but warned that SMEs often don't have the resources to make use of available opportunities. Turning to his personal experience as an apprentice he stated that the required 20% of his time spent at a place of education was important to ensure a formal qualification at the end of the apprenticeship.

In summary, he set out three key points for consideration to make apprenticeships a successful tool for social mobility:

1. More robust support for SMEs;
2. Greater encouragement for major companies to invest in the most deprived areas;
3. Making apprenticeships schemes more flexible.

CASE STUDY: SEMTA

When it comes to getting young people into STEM apprenticeships, a lack of effective careers advice has been regularly cited as a barrier. The Industry Apprentice Council found that just 22% of engineering apprentices surveyed had received 'good' or 'very good' careers advice.

Research has highlighted that many educators lack experience and knowledge of modern STEM careers. This means that they are not confident in dispensing careers advice to students, with 82% saying they don't have the appropriate knowledge. This also means that old stereotypes about STEM industries are embedded, with almost a third of male teachers thinking STEM careers are better suited to boys than girls.

However, there is an appetite in education to change this, with seven in ten teachers saying they would like more information, training and guidance from employers about STEM careers. That's why Semta has relaunched the STEM Exchange. This matching service brings together the worlds of education and employers, giving educators the opportunity to experience the reality of modern STEM industries so that they are better able to advise their students. With a million education-engineering interactions planned during the 2018 Year of Engineering, it's a great time to get involved!

DEVOLUTION: OPPORTUNITIES AND CHALLENGES

The group has often heard of the challenges faced by companies who operate across the four separate apprenticeships systems in the UK. The specific skills needs of the UK's regions may also necessitate further devolution of responsibilities over skills.

The APPG heard from Deputy Mayor of London for Skills and Employment, Jules Pipe who spoke about the launch of the Mayor of London, Sadiq Khan's skills strategy. The Strategy sets out the potential for future devolution of skills in London and aims to create '*a city for all Londoners*', providing better skills progression in the capital. Jules Pipe explained that the strategy has been developed through engagement with a range of stakeholders including businesses, unions and educators. He argued that London needs a bespoke skills market. He also proposed devolution of 16-19 years skills policy and called for Levy funds raised by London employers to be ringfenced and spent exclusively in London.

To explore this issue from the perspective of a business which operates across the four systems in the UK, the group heard from Lisa Blewit, Head of Learning and Development Academies at Centrica. Lisa explained that apprenticeships are a means by which Centrica builds internal skills, a process which is important now more than ever to address the risk of skills shortages posed by the challenges of the modern economy such as rapid digital and technology development. Setting out the challenges that devolution of skills policy poses to the business, she explained that without a standardised approach across the UK, providing consistency in the levels and quality of apprenticeship delivery was a challenge. She explained that Centrica would like to have a geographically flexible workforce which can work across the UK but warned that variable apprenticeships systems made this challenging. In her summary she reflected that the absence of a UK wide policy means that they cannot contribute fully to the delivery of apprenticeships.

The final speaker of this session, Cllr Mark Hawthorne MBE, Leader of Gloucestershire County Council and Chairman of the LGA People and Places Board, suggested that a key theme in the LGA is a desire for councils to be involved in the devolution of skills. He also warned that devolution is not an agenda that benefits all regions of the country. He outlined that there is a mixed picture across the UK, with some parts of the country asking for the most basic levels of devolution. Speaking from the perspective of his role on the LGA People and Places Board he explained that the Board believes that the opportunities presented across the country should be equal. He recognised challenges posed by the diversity of approaches to skills and the regional differentials within the system, but argued that skills policy must be responsive to the community it seeks to address. In summarising this point he warned that if we don't get the system right it will hold back the local and national economy. Additionally, he argued that without better coordination within place and locality the many positive initiatives that exist in the apprenticeships and skills system will not achieve their full potential.

CASE STUDY: BATTERSEA POWER STATION



Dejan, a local Lambeth resident, is a scaffold labourer apprentice on Phase 2 of Battersea Power Station. After working for over 10 years in a warehouse, Dejan was made redundant just before Christmas. He registered with the Construct Nine Elms jobs fair and was introduced to Lambeth Working through Battersea Power Station's Communities Team. They helped him get his CSCS card which allows him to work on construction sites.

After gaining his CSCS card, Dejan was invited to the Battersea Power Station Jobs Fair through Battersea's Employment Broker, Karen Gray. QFS, the scaffolding company contracted on the Phase 2 of the Battersea Development, offered Dejan a job on the spot and he began two weeks later.

'It has been a challenging but rewarding career change for me. I was at a loss as to what to do when I lost my job and had never considered an apprenticeship role before so I was thrilled to learn that Battersea Power Station could help me restart my career in this new industry. Living in Lambeth and working so close to home is also an added bonus,' says Dejan.

In the future, Dejan wants to go on further training courses to be a fully qualified scaffolder and make a career out of it.

Dejan says, *'The Battersea Power Station redevelopment is a great project and I enjoy the hard work.'*

There are currently over 3000 workers and apprentices working on-site on the 42-acre regeneration project at Battersea Power Station. Training and up-skilling is at the heart of this project and reflected in the creation of our Academy of Skills Excellence (BASE) specifically set up to equip and prepare local people for the 20,000 jobs that will be created by the redevelopment of the Power Station.

The APPG on Apprenticeships is sponsored by:





all party parliamentary group on
apprenticeships

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