



Higher and Degree Apprenticeships and Higher Technical Education An Outline Growth Plan DRAFT

1. Introduction

The Government wants to expand the number of Higher and Degree Apprenticeships delivered and increase the amount of Higher Technical Education provision available, through the introduction of Higher Technical Qualifications (HTQs). The Government and IfATE also want to support the development of a new Degree Apprenticeship brand. To support the delivery of these objectives a growth plan is needed, outlining targets, action and activities that need to be undertaken. This outline plan has been developed by UVAC – the national higher education organisation championing higher-level vocational education - as a contribution to thinking and discussion in this area.

2. Rationale for and Objectives of a Growth Plan

The rationale for and objectives of the expansion of Higher and Degree Apprenticeships and Higher Technical Education need to be articulated.

The purpose of the growth plan should be to support the growth of Higher and Degree Apprenticeships and Higher Technical Education to meet economic and societal needs. How the contribution of Higher and Degree Apprenticeship and Higher Technical Education to such needs is optimised needs to be considered carefully. UVAC would suggest that the objectives of a growth plan for Higher and Degree Apprenticeships and Higher Technical Education could be articulated in terms of their contribution to the following:

- Enable employers to raise the productivity of their own organisations and UK productivity, by training new and existing employees for the occupations their organisations need, particularly in occupational areas where skills gaps and shortages are apparent
- Support the public sector to recruit new and train new and existing employees in occupations needed to deliver public sector services e.g. police constable, nursing associate/registered nurse/healthcare professions, social work, managers

- Increase the diversity of recruitment for specific occupations and enhance opportunities for social mobility. Specific focus is needed on maximising the use of Higher and Degree Apprenticeships and Higher Technical Education to widen access to the professions and professional membership and help individuals from all backgrounds use Higher and Degree Apprenticeships and Higher Technical Education to gain a licence to practice
- Support the levelling-up agenda by enabling localities to use Higher and Degree Apprenticeship and Higher Technical Qualifications to train and retrain local people of all ages and support localities to retain talented local people for high skill local jobs
- Recruit and train the employees needed to deliver the Green Jobs/Net Zero agenda.

As such Higher and Degree Apprenticeship and Higher Technical Education are more than:

- **Programmes Aimed at the Disadvantaged or Cohorts Under-represented in Higher Education** - Higher and Degree Apprenticeship and Higher Technical Education will certainly have a key role to play in supporting individuals from disadvantaged backgrounds and under-represented cohorts to access and progress through higher education and secure employment in professional and higher technical roles. **Higher and Degree Apprenticeships and Higher Technical Education are however, like A Levels and traditional bachelors degrees programmes for individuals from ALL backgrounds.** If Higher and Degree Apprenticeship and Higher Technical Education are primarily seen as programmes for the disadvantaged this will undermine their contribution to raising productivity, recruiting and training individuals for key public sector service roles, enhancing workforce diversity and the Green Jobs/Net Zero agenda.

Case Study – the Police Constable Degree Apprenticeship – The success of some police forces in using the Police Constable Degree Apprenticeship to attract more women and individuals identifying as BAME can only be applauded. One Police Force reported that the Police Constable Degree Apprenticeship resulted in a 114% increase in applications from females and 118% increase from those identifying as BAME.

- **Provision Designed for and Aimed at Young People** – Many young people will undoubtedly benefit from Higher and Degree Apprenticeship and Higher Technical Education. To deliver the objectives outlined; raising productivity, recruiting and training individuals for key public sector service roles, enhancing workforce diversity and the Green Jobs/Net Zero agenda, Higher and Degree Apprenticeships and Higher Technical Education must be developed and delivered for individuals of all ages.

Activities to support and encourage 18 year-olds to apply for Higher and Degree Apprenticeships should be considered and where appropriate implemented. Many Higher and Degree Apprenticeships will, however, be more appropriate and of more value to older learners. Furthermore, the delivery of the objectives specified for Higher and Degree Apprenticeships and Higher Technical Education in this paper (productivity, recruitment for key public sector roles, workforce diversity, Net Zero/Green Jobs agenda) will frequently require a focus on older learners.

Case Study – The Registered Nurse Degree Apprenticeship – No one would disagree that the Country needs to recruit and train more registered nurses. This does not, however, mean just recruiting and training 18 and 19 year-olds as registered nurses.

If we are serious about using Higher and Degree Apprenticeship to recruit and train individuals to deliver key public sector services, as a tool for social mobility and to enhance productivity we must focus on older workers as well as young people.

Antony has worked as a healthcare assistant for 11 years at Northamptonshire Healthcare Foundation Trust. His previous qualifications were at Level 2, yet colleagues at the Trust noticed Antony's potential and talent and encouraged him to apply for the Registered Nurse Degree Apprenticeship – giving him the opportunity to gain a degree and develop his career. "I didn't do too well at school." Explained Antony, "but my mentors saw my potential and we started to investigate what I needed to do to study with The Open University."

Higher and Degree Apprenticeships and Higher Technical Education must be developed, promoted and delivered as a lifelong, lifetime learning programme for individuals of ALL ages.

The Tensions in the Competing Objectives of Higher and Degree Apprenticeship and Higher Technical Education – The focus and customer for most educational programmes is the individual learner. Apprenticeships are somewhat different. Apprenticeship is an employer led programme, employers lead the development of Apprenticeship standards and decide on which Apprenticeships to offer and the recruitment of individual Apprentices based on their organisation's needs.

Individual learners are, of course, also customers and beneficiaries of Apprenticeship, but the driver and lead customer for Apprenticeship is the employer. **Although action to encourage individuals to consider and take a Higher or Degree Apprenticeship is appropriate, the prerequisite is for an employer to offer such an Apprenticeship.** Increasing demand among individuals for Higher and Degree Apprenticeships will be pointless unless employers are willing and able to offer Apprenticeships. Employers are best placed to decide which Higher and Degree

Apprenticeships their organisations need. **Any Growth Plan must first and foremost be focused on developing and delivering the Higher and Degree Apprenticeships employers' need.** Any activities to encourage individuals (of all ages) to consider a Higher or Degree Apprenticeships must be undertaken in this context.

The Rational for the Expansion of Higher Technical Education – The case for the expansion of Higher Technical Education is frequently made by detailing the relatively low proportion of individuals in the UK with a level 4 or 5 qualification as their highest qualification, particularly in comparison to the UK's OECD competitors. An assumption is also made that the major skills gaps and shortages in the UK exist at level 4 and 5. In reality skills shortages exist at all levels. The most prominent skills shortages, making press headlines, in the UK economy are HGV drivers (level 2) and Registered Nurses (level 6). Arguably, the most prominent skills gap in the UK economy concerns management skills (level 3 to level 7), particularly in SMEs. There are undoubtedly significant skills gaps and shortages at level 4 and 5, engineering, digital, construction and health are good examples. From a productivity and skills perspective, any growth plan for Higher Technical Qualifications must be rooted in the actual skills needed in the UK economy and be part of a wider plan to tackle skills shortages and gaps at all levels. Ideally, national skills needs should be defined with reference to Occupational Standards, Occupational Maps and Occupational Routes maintained by the IfATE.

Apprenticeship Flexibilities – Government is currently supporting the use of accelerated, frontloaded and flexi-job Apprenticeships. It is important that such flexibilities, where appropriate, are used to support the development and growth of Higher and Degree Apprenticeships. **Particular attention needs to be given to how flexi-job schemes approved by the ESFA support the growth of Higher and Degree Apprenticeships, particularly in sectors where their use could be of most benefit, e.g. creative, digital sectors and in all localities of the Country where they are needed.**

3. Targets for the Growth of Higher and Degree Apprenticeships and Higher Technical Qualifications

Targets do have a value in emphasising that growth is important and provide an impetus for stimulating action to increase numbers. Targets can however distort behaviour and lead to behaviour that may not be inline with the overall objectives of the programme. To minimise this possibility, targets must be rooted firmly in the objectives of any growth plan.

In determining targets it must be recognised that the key decision maker in Apprenticeship is the employer. Put simply, the key determinant of the number of Higher and Degree Apprenticeships and their growth, is the willingness and ability of employers to offer Higher and Degree Apprenticeships.

Of course where an employer wishes to offer a Higher or Degree Apprenticeship they need talented individuals to undertake the Apprenticeship and a provider to deliver a high quality programme. Encouraging individuals to consider a Higher or Degree Apprenticeship without ensuring that there are places available is unfair to individuals and will undermine the programme. It is also important to recognise that a Degree Apprenticeship will in many cases be a far more demanding option than many traditional residential degree programmes. Not only does an individual need to study for a degree, but they also work full time and must develop the knowledge, skills and behaviours needed to be occupationally competent in a degree level occupation. **Any targets for Higher and Degree Apprenticeship must reflect the characteristics of Apprenticeship as an employer led and focused programme.** Providers cannot offer Higher and Degree Apprenticeships for specific learner cohorts, unless employers are willing and able to use the programme.

Targets focused on specific age groups are likely to be inappropriate. **Targets to increase or prioritise the number of 18 and 19 year-olds taking Higher and Degree Apprenticeships at the expense of older individuals, could undermine the contribution of Apprenticeship to enhancing productivity, public sector service delivery, workforce diversity and the Green Jobs agenda.** For some employers, Higher and Degree Apprenticeships have the greatest value in developing the skills of existing employees and training them for new roles. For police forces, Degree Apprenticeships are a key way of widening diversity and ensuring police officer recruitment better reflects the communities they serve. By definition this reflects a need to encompass a far wider age group than 18 and 19 year-olds. In the NHS, Trusts are focusing on developing a progression route from Nursing Associate to Registered Nurse, using Higher and Degree Apprenticeships. Again, this focuses on using Apprenticeship for a far wider age group than 18 and 19 year-olds and for individuals in their 20s, 30s and 40s. Similarly, Higher Technical Qualifications are likely to be of particular value to older adults in the workforce needing to up-skill and re-skill.

The Place for and Role of Targets – Broad national targets could be developed in the context of the objectives of Higher and Degree Apprenticeships and Higher Technical Qualifications. Such targets could be determined by the IfATE on the basis of research focused on determining the broad sectors and occupational areas where there was the most need, defined in terms of skills gaps and shortages, to grow Higher and Degree Apprenticeship and Higher Technical Education. Any such targets should, however, reflect that in some cases, where large-scale provision was not crucial, small-scale provision may be of critical importance to some employers and occupational areas.

A global target could be set in this context. LEPs, Metro Mayors and individual providers could consider their activity in the context of this research. IfATE, ESFA and OfS could also consider if there is a need for interventions to support the growth of Higher and Degree Apprenticeships and Higher Technical Education in specific occupational areas and remove barriers to such growth.

Employers – The success, or otherwise, of any activity to grow the number of Higher and Degree Apprenticeships will be determined by the attitude of and action of employers. Put simply to grow Higher and Degree Apprenticeship employers need to offer more Higher and Degree Apprenticeship places. Segmentation and understanding of the need and demand for Apprenticeship provision by different types of employers is required. Similar observations could be made in respect of Higher Technical Qualifications. While an employer does not need to offer a Higher Technical Qualification position in the same way as with an Apprenticeship, the success or failure of Higher Technical Qualifications will in large part be determined by the value with which they are regarded by employers. The greater the value employers attach to Higher Technical Qualifications, the greater value they are for individuals completing them when seeking employment, a new job or development within an existing job with an existing employer.

Some key observations on employer demand for Higher and Degree Apprenticeships are worthy of note:

- **Public Sector Employers** - Much of the emphasis on increasing demand for Apprenticeships at lower levels focuses on SMEs. Use of Higher and Degree Apprenticeship by SMEs is important. At this level the public sector is, however, also very important. Higher and/or Degree Apprenticeships are extremely useful for recruiting and training individuals for key public sector roles; police constables, nurse associates, registered nurse, health care professionals, social workers, managers etc. In any growth plan the importance of Higher and Degree Apprenticeship in recruiting and training individuals for public sector roles should be recognised. Working with specific Professional and Statutory Regulatory Bodies (PSRBs) and Trailblazers the IfATE could seek to establish the potential optimum usage of Higher and Degree Apprenticeships for key public sector roles and propose specific targets.
- **SMEs** – SMEs are a key driver of economic growth. SMEs need to be supported and encouraged to use Higher and Degree Apprenticeships. Higher and Degree Apprenticeships can, however, present specific problems for SMEs. They tend to be significantly longer than most level 2 and 3 Apprenticeship programmes. A Degree Apprenticeship can last up to 5 or 6 years and as such, represents a significant investment and very long term commitment. SMEs may also struggle to provide the range of workplace experiences needed to develop all the knowledge, skills and behaviour requirements specified in a level 6 or 7 Apprenticeship standard. Many SMEs, however, need to develop and/or recruit individuals with the occupational competence delivered by Higher and Degree Apprenticeship, if they are to grow and thrive. The IfATE and ESFA need to consider how the Apprenticeship system can optimally support the delivery of Higher and Degree Apprenticeships for SMEs. This will particularly mean how new flexibilities in Apprenticeship delivery, such as flexi-job Apprenticeships, are used to support SMEs to benefit from Higher and Degree Apprenticeship.

The ESFA should be asked to monitor and report upon how flexi-job Apprenticeship schemes are supporting the growth of Higher and Degree Apprenticeships across the Country.

- **Larger Private Sector Employers** – Large private sector employers are often squeezed out of the analysis by a focus on the needs of public sector employers and SMEs. Such employers, of course, have a key role in developing and expanding the use of Higher and Degree Apprenticeships to meet the needs of their businesses. Particular focus could be given to STEM and managerial occupations.

Individuals – As with employers a segmented approach to individuals, by age, by occupational route and by employer size, needs to be adopted in any growth plan.

- **18 – 19 year olds** – Some employers will want to recruit individuals onto Higher and Degree Apprenticeship programmes. Such activities should be welcomed and supported. There is, however, a risk that there could be an over focus on activities to recruit 18 – 19 year-olds. Apprenticeship is different from A levels and traditional residential higher education provision. In any Apprenticeship an employer recruits an individual for a job. While there will be opportunities to use a UCAS style approach to some Apprenticeships, this is unlikely to be appropriate in most cases. With an Apprenticeship an individual is, first and foremost, applying for a job or seeking to progress to another job with their existing employer.
- **Advanced Apprentices and individuals with T Levels and Higher Technical Qualifications** – One of the major weaknesses of the English education system is the lack of a high quality vocational pathway, to complement the A level/residential degree pathway. While applications from individuals with A levels are to be welcomed, Higher and Degree Apprenticeships provide the opportunity to offer a vocational pathway to the professions, of particular relevance to Advanced Apprentices, individuals with T Levels and Higher Technical Qualifications. This calls for a focus on stage and not age. Individuals completing Advanced Apprenticeship programmes will not typically be 18 or 19. If they want to undertake a Higher or Degree Apprenticeship, they may well do so through their existing employer. Over 60 Higher and Degree Apprenticeships are also at postgraduate level (i.e. level 7), where recruits will be in their 20s, 30s or older. This calls for a very different approach to recruitment from the UCAS approach.
- **Older Learners** - A view is sometimes advanced that individuals see Apprenticeships, including Higher and Degree Apprenticeships, as an inferior option to traditional degree programmes. This may be the case for some 18 year-olds studying for A levels. This is, however, certainly not the case for many older individuals or for some particular Apprenticeship standards. Any Higher and Degree Apprenticeship and Higher Technical Growth Plan should reflect the perception of individuals from a range of different backgrounds.

Providers – In view of the importance of Higher and Degree Apprenticeship to the productivity, levelling-up and social mobility agendas, Government is right to expect the vast majority of Higher Education Providers to be engaged in the delivery of Higher and Degree Apprenticeship. The precise focus of this engagement will depend on an institution’s mission and the programmes they currently deliver. **It would not be unreasonable for OfS to ask HEIs in the context of their approach to access and participation to outline their approach to Higher and Degree Apprenticeship and where level 4 and 5 provision was delivered, Higher Technical Qualifications.** In return, HEIs should be able to expect that the OfS will ensure that there are no barriers to their engagement in the Apprenticeship system. OfS also needs to be clearer in what it sees as the contribution of Higher and Degree Apprenticeship and Higher Technical Qualifications, to access and participation and ensure measures used to assess performance are appropriate for such programmes. As has been demonstrated in several reviews, existing OfS based measures, based on Polar and IMD, just do not work for Higher and Degree Apprenticeship (*provide references*) and new measures need to be developed.

ESFA/DfE funded activities to support the development of the Apprenticeship workforce must include an appropriate focus on Higher and Degree Apprenticeship.

Partnership – The delivery of Higher and Degree Apprenticeship calls for a partnership between an employer, an individual, a provider and, in the case of Higher Apprenticeships and non-integrated Degree Apprenticeship, an End Point Assessment Organisation (EPAO). Encouraging and enabling greater partnership, while ensuring quality, could be one way to support growth. Employers can deliver key elements of the programme. Enabling partnerships between HEIs, FECs and ITPs may help expand capacity and flexibility in delivery and should be considered in any Growth Plan.

Importance of a Sector-by-Sector Approach – In the development of a Growth Plan, employers and PSRBs may see Higher and or Degree Apprenticeship as a fundamental way to recruit and train for a specific occupation. Degree Apprenticeship could, for example, become the default and preferred approach for individuals wishing to become police officers. It could be appropriate for IfATE to support individual sector Growth Plans, where there was substantial PSRB and employer support. IfATE should identify occupational areas where this is the case.

4. Overcoming Barriers to the Growth of Higher and Degree Apprenticeship and Higher Technical Education

To support the growth of **Higher and Degree Apprenticeships**, DfE must ensure that ESFA and IfATE remove barriers to the engagement of HE providers in the Apprenticeship system. In particular, action needs to be focused on the following issues:

- **The Register of Apprenticeship Training Providers** – The ongoing closure of the Register of Apprenticeship Training Providers (RoATP) in recent years has prevented some HEIs from entering the Apprenticeship market. To deliver Apprenticeships an HEI must be registered on the RoATP. In future the RoATP must remain permanently open, or alternatively open at regular intervals to ensure that all HEIs (including new HEIs) not registered on the RoATP can enter the Apprenticeship market.

- **Fitness for purpose of the Apprenticeship system** – Apprenticeship has traditionally been a further education programme. In recent years both the IfATE and ESFA have worked hard to ensure that systems have supported higher education engagement. HEIs have too worked hard to engage with the Apprenticeship system that required new and duplicate systems. There still, however, remain some aspects of the system that act as barriers to the engagement of HEIs in Higher and Degree Apprenticeship. In particular ESFA’s Funding Rules have not been developed to support the implementation of the IfATE’s Integrated Degree Apprenticeship model. *(Note include issue concerning the use of the final modules of the degree to deliver the EPA)*

- **Past Uncertainty over Funding for Higher and Degree Apprenticeship** – Government should make a clear statement that it is committed to supporting employers to use the Apprenticeship levy for Higher and Degree Apprenticeship. Higher and Degree Apprenticeship Funding bands should reflect the actual costs of delivery of a specific programme. Higher and Degree Apprenticeships take significant time to develop and a meaningful notice period is needed before changes to funding bands are implemented.

- **New Forms of Delivery** – The delivery of Higher and Degree Apprenticeship calls for the extensive use of work-based and distance learning. HEIs do have experience of such delivery methods, but Higher and Degree Apprenticeship will increase their use, particularly in some occupational/subject areas. HEIs must also design and deliver a training programme based on the Apprenticeship standard in accordance with ESFA Funding Rules. For the integrated Degree Apprenticeship model they must also deliver End Point Assessment through the degree. The ESFA Apprenticeship Workforce Development Programmes should support HE providers to develop their expertise and increase capacity in these areas.

To support the growth of **Higher Technical Qualifications** DfE, ESFA and/or IfATE (as appropriate) should:

- **Clarify of the Size of the Market** – We believe providers would find it very useful if IfATE were to commission research and publish forecasts on the potential size of the market for Higher Technical Qualification in occupational pathways.

- **Agree on the Size required for Higher Technical Qualifications** – Higher Technical Qualifications are not a specific type of qualification, but a quality mark for qualifications awarded by the IfATE that appropriately map to level 4/5 Occupational Standards. The IfATE could resolve this issue by introducing a minimum size requirement for a Higher Technical Qualification (specified in terms of credit). This would also support HEIs to develop progression routes from Higher Technical Qualifications to bachelors degrees. The current potential variable size of Higher Technical Qualifications could make the development of such progression routes more difficult.
- **Provide Clarity in Marketing** – A marketing plan is needed to raise awareness of both Higher and Degree Apprenticeships and Higher Technical Education. Any approach should be developed by IfATE working with its Route Panels, Trailblazers and providers (awarding organisations, HEIs, FECs and independent training providers).
- **Provide Clarity in Funding** – DfE should outline plans to financially incentivise Higher Technical Qualifications and any plans it has to ‘disincentivise’ the use of other level 4 and 5 technical qualifications.

5. **Seizing New Opportunities to Grow Higher and Degree Apprenticeships and Higher Technical Qualifications**

As the UK emerges from the Covid 19 pandemic there is a unique opportunity to define how Higher and Degree Apprenticeships and Higher Technical Qualifications can be used to support a post pandemic economic recovery and support the delivery of public sector services. Higher and Degree Apprenticeships and Higher Technical Qualifications should also be central to the implementation of the Government’s Levelling-Up agenda.

6. **A Plan for the Growth of Higher and Degree Apprenticeships and Higher Technical Qualifications – An Outline Action Plan**

The following action is needed:

- **Agree the Rationale for and Objectives for the Expansion of Higher and Degree Apprenticeship and Higher Technical Education** – The objectives of Higher and Degree Apprenticeship and Higher Technical Education should be made clear.
- **Determine how National and Local Targets informed by Forecast Future Skill Needs and Skills Gaps and Shortages can be Agreed** – Any targets for Higher and Degree Apprenticeship and Higher Technical Education must be based on the objectives of these programmes and rooted in defined skills needs.

- **Establish a Working Group to Agree Action to Remove Current Barriers to the Expansion of Higher and Degree Apprenticeship and Higher Technical Education and guide Action to Support Growth** – Any growth plan should be led by the IfATE, working with employers, PSRBs (as appropriate) and higher education providers (HEIs, FECs and ITPs)
- **Agree Appropriate Targets and Measures** - A national target to expand Higher and Degree Apprenticeship could be useful to convey the value and importance the Government attaches to such programmes. A national target could also be determined for Higher Technical Qualifications. Targets for specific occupations – if seen as appropriate by relevant PSRBs and employers – could be of value. Requiring institutions to set targets could, however, prove counter productive. Institutions have very different missions and focus.
- **Enable and Support Local LEPs/Metro Mayors to Consider Local and Regional Approaches to Higher and Degree Apprenticeships and Higher Technical Education** – Higher and Degree Apprenticeship and Higher Technical Qualifications could play a key role in the Levelling Up agenda. It could be useful to suggest that LEPs and Metro Mayors should consider the value of Higher and Degree Apprenticeships and Higher Technical Qualifications in local approaches to skills provision.
- **Raise Employer Awareness of the Benefits and Value of Higher and Degree Apprenticeships and Higher Technical Education** – IfATE, working with employers and HEIs/UVAC, Awarding Organisations, FECs and ITPs could publish case studies of how Higher and Degree Apprenticeship and Higher Technical Qualifications have supported organisations to train and develop new and existing employees and raise business performance.
- **Turbo Charge specific Apprenticeship Standards and Key Higher Technical Qualification Subject Areas – e.g. Nursing, Policing, STEM** – UVAC working with employers, PSRBs and HEIs has already established Degree Apprenticeship Knowledge Networks (DAKNs) for several key Degree Apprenticeships. DAKNs aim to share good practice in delivery and identify opportunities and issues in the delivery of key Degree Apprenticeships. The IfATE working with ESFA, UVAC and others could facilitate the development of new communities of practice, such as DAKNs, to develop provision in key areas.
- **Raise Awareness Among Young People, Schools and Parents**– Undoubtedly more work needs to be conducted with schools and colleges to raise awareness levels and understanding of Higher and Degree Apprenticeships and Higher Technical Education among young people and their parents. This, however, needs to be done with care. Firstly, Higher and Degree Apprenticeships and Higher Technical Education must be presented as an

aspirational offering. Secondly, places for and the recruitment of Higher and Degree Apprentices will depend on employers. An Apprenticeship is first and foremost a job and their availability will be based on employers need to recruit and train individuals for specific occupations.

- **Raise Awareness Among Older Individuals and Employees** – As well as working with schools, work is needed to outline how Higher and Degree Apprenticeship and Higher Technical Qualifications can be used by older learners and those in the workforce. Indeed, to deliver the objectives of these programmes, a greater focus on older learners and those in the workforce rather than on schools and young people could often be more appropriate.
- **Use of Occupational Maps to Demonstrate How Higher and Degree Apprenticeships and Higher Technical Education can Lead to Higher Technical and Professional Level Occupations** – The Occupational Maps being developed by the IfATE need to be promoted. They should, however, do more than ‘show where technical education can lead’, but instead demonstrate progression routes to and through technical and higher technical education to professional level occupations and include a specific focus on professional membership and licence to practice.
- **Supporting Providers to Deliver Higher and Degree Apprenticeships and Higher Technical Education** – The ESFA funded Apprenticeship Workforce Development Programme should provide specific support to providers of Higher and Degree Apprenticeship. DfE and ESFA may also wish to consider how this programme relates to the delivery of Higher Technical Qualifications.
- **Evaluation and Monitoring** – IfATE needs to monitor and evaluate the take-up of Higher and Degree Apprenticeships and Higher Technical Qualifications on an annual basis and consider how both programmes are delivering in terms of their objectives.