



**Institute for Apprenticeships  
& Technical Education**

# **Business Plan 2019/20**



# Providing opportunities



## Amy Smith, Framestore

Currently, around 96% of the visual effects industry is degree educated. We felt it was really important to diversify our routes to entry.

Our apprentices get to work on real jobs, and these include the big budget Hollywood films.

So when they go to the cinema to see films like 'Beauty and the Beast', they may get to view scenes that they've actually worked on. A couple of our young apprentices even earned themselves a credit on the movie 'Guardians of the Galaxy 2'.

For us, apprenticeships are a great way to offer an alternative entry point to our industry, and therefore to widen the pool of talent that we are able to draw from.

# Employer and Professional Body Collaboration



## Research scientist apprenticeship

The new Level 7 Research Scientist apprenticeship standard has been designed with involvement from professional bodies from an early stage to ensure it aligns with the required competencies and skills for professional chartership. As a result, the

professional bodies have ensured their regulations allow individuals to start receiving credit for their time spent on the job from day one of their development journey. The collaborative approach taken with the research scientist

development should be seen as an exemplar in what can be achieved when employers and professional bodies work together to achieve a common goal.



Improving access  
to high quality  
**apprenticeships**  
**and technical**  
**education** in order  
to transform the  
**skills landscape**

PAGE OF CONTENTS

---

06 • Introduction

---

08 • The Institute’s strategic principles

---

09 • 2018/19 – what we achieved

---

11 • 2019/20 - the Institute’s objectives

---

19 • The Institute’s teams

---

29 • The Institute’s resources

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# Introduction



## ***An introduction from the Chief Executive Sir Gerry Berragan***

We have continued to expand and establish the Institute in this last year, most notably by the commencement of our responsibilities for the technical qualification within T Levels on 1 February 2019. As our renaming as the Institute for Apprenticeships & Technical Education indicates, these now sit alongside our continuing accountabilities within the apprenticeships programme, and we look forward to the further convening the employer view in support of the Department's Technical Education Reform programme as it develops over the coming year.

A key focus during 2018/2019 was preparing to take on our T Level responsibilities and I am delighted that we were able to reassure the Infrastructure and Projects Authority (IPA) and Department for Education that we were able to do so on time. This involved a very significant expansion of the Institute and the development of our capability and processes, which was achieved alongside a substantive uplift in the number of apprenticeship standards available for employers to use. There were 257 published apprenticeship standards in April 2018, after several years of work to achieve that number. As I write, we have over 420 standards available for use and it is very encouraging for the programme overall to now see the uptake of

*Introduction continued*

standards eclipsing that of frameworks, the spread of starts on standards across all areas of the economy and all levels of occupation, and the positive reflection of both employers and apprentices on their quality.

Discharging our responsibilities for T Levels will be a priority in the coming year. We look forward to working with Awarding Organisations to develop quality, relevant content for the wave 1 and 2 pathways and we will be working hard to ensure that proper foundations are set for success in wave 3. We will also be concluding the pilot statutory review of apprenticeship standards on the digital route and starting others. Reviews will become a more significant activity for us as we realise the ambition for the total number of apprenticeship standards available. We also expect to extend the Occupational Maps that are the common foundation for both T Levels and apprenticeships to cover other technical education qualifications.

We will also be examining how we can improve the efficiency and transparency in the way in which we develop funding band recommendations for the Department for Education. I am aware that stakeholders have noted that building confidence and understanding of our funding advice is something we should focus on and we are resolved to address this.

I remain convinced of the ambition and necessity of the reforms to both apprenticeships and technical education. With our employer-led focus, I recognise the importance of the Institute's contribution and the necessity of this work. We have achieved much over the past year, but more needs to be done to transform the skills landscape, deliver the needs of employers and improve access to quality apprenticeships and technical education. We look forward to tackling the challenges this will bring for the Institute over the coming year and to continuing to make a difference.

# How will the Institute continue to make a positive impact on the design and delivery of quality apprenticeships and T Levels?

## Applying our values, our strategic principles

### Efficient, quality solutions

Efficient and effective systems which continuously improve the delivery of the Institute’s accountabilities for technical education, ensuring credible and enduring technical qualifications within T Levels and timely, quality occupational standards, assessment plans and funding band recommendations that remain relevant and meet the needs of employers and apprentices.

### Collaborative relationships

Establishing and harnessing effective relationships with stakeholders to enrich the work of the Institute, extend understanding and amplify its impact by engaging widely, listening and acting with transparency. Releasing the potential of our staff by building an Institute that is a brilliant place to work.

### Building credibility and transforming the landscape

Increasing the Institute’s impact, influence and reputation for the benefit of the technical education reform programme by delivering lasting and sustained positive effect through the evidence we provide, the clarity with which we present it, the support we give and the thoughts and ideas we generate.

**The Institute: enabling employers to improve productivity by leading the development of relevant technical qualifications and apprenticeships**

The strategic principles are explained in more detail on the Institute’s website [www.instituteforapprenticeships.org/about/strategic-plan-2018-2023/](http://www.instituteforapprenticeships.org/about/strategic-plan-2018-2023/)

# 400 apprenticeship standards and counting...

On 15 February, the Institute approved the Fashion Studio Assistant apprenticeship making it the 400th new apprenticeship standard approved for use and published on its website.

New apprenticeship standards are developed with support from the Institute by groups of employers known as trailblazers. Some of the UK's best known and loved brands such as Jasper Conran and young designer Roksanda were involved in developing this latest apprenticeship.

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The Institute has achieved impressive results since implementing a new, streamlined approach geared at improving approval rates for new apprenticeships last year. The 300th assessment plan and occupational standard – which sets out key knowledge skills and behaviours expected for new apprenticeships – was approved for use last July. The Institute set itself a target to publish 400 apprenticeship standards on its website and ready for use by the end of March 2019 and achieved that challenge over a month early with the publication of the fashion studio assistant apprenticeship.

*“ We are delighted to be launching the apprenticeship for fashion studio assistant, the 400th new government apprenticeship. Inspiring more young people to work in the creative industries without necessarily having to take the university route will help to ensure that the fashion industry continues to attract the best talent ”*

**Caroline Rush,  
Chief Executive of the British Fashion**

*“ We are seeing the apprenticeship system in this country come of age, with leading employers waking up to the benefits apprenticeships can bring. We are transforming apprenticeships – making them longer, with more on the job training and crucially being designed by business. This means that people of all ages and backgrounds have access to a high-quality qualification that will truly give them the skills they need to thrive in the workplace.*

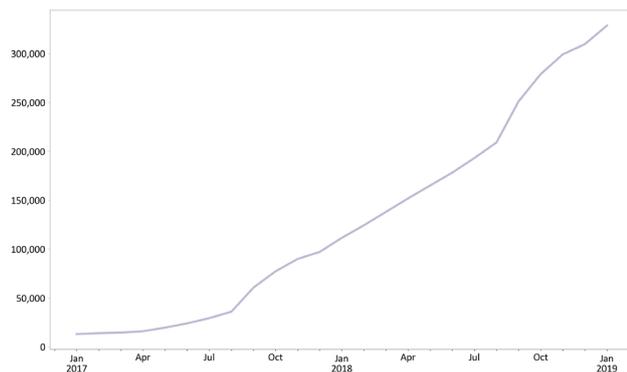
*With the number of people starting our new, higher quality apprenticeships rising sharply, the approval of the 400th new standard means even more people will benefit from this high-quality training and the chance to secure a great job in a range of exciting professions. ”*

**Damian Hinds,  
Education Secretary**

# The Institute's progress in developing quality apprenticeships and technical education

## Meeting skills needs

In the early days of apprenticeship standards, take up was low. From summer 2017, numbers began to rise steadily, however this increase gained substantial momentum during 2018 and, cumulatively, we have now achieved over 300,000 starts on apprenticeship standards.



## Greater choice

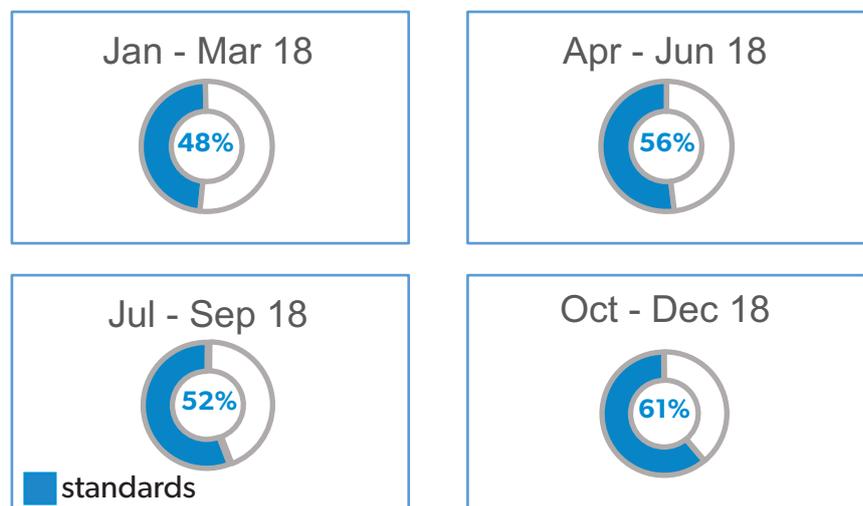
The Institute has helped develop, approve and publish apprenticeship standards to the extent there are now over 400 standards available for employers and learners to use. These standards are supporting employers and learners at all levels and those new standards published since April 2018 have increased coverage of occupational needs from level 2 all the way through to level 7.



## Better outcomes

As a result of the Institute's work to support trailblazers to design the apprenticeship standards employers need, we now see more starts on standards than on frameworks. All apprenticeships can be positive, however standards provide better outcomes for employers and ensure learners possess the skills and behaviours employers need by the end of their apprenticeship.

### Percentage of apprenticeship starts on standards and frameworks



# Technical qualifications design and contract oversight

## Principle 1 efficient, quality solutions

Ref	Objectives
TQ01	Support the intention to provide greater employer input into level 4 and 5 technical qualifications
TQ02	Deliver the Institute’s remit in respect of waves 1 and 2 technical content to time and quality
TQ03	Set the conditions for success in wave 3

### By March 2020 we will have:

- updated and expanded Occupational Maps to embrace all technical education qualifications;
- collaborated with contracted Awarding Organisations to develop and deliver high quality technical qualifications;
- delivered the technical qualification content of wave 3;
- designed and implemented a robust approach to managing the contracts awarded for the delivery of technical qualifications;
- procured the most appropriate providers for the technical qualifications in wave 2; and
- defined and agreed the role of the Institute and the process by which level 4 and 5 qualifications will be reviewed.

### Performance indicators

Occupational maps	
Accuracy	All Occupational Maps are validated and endorsed by their respective Route Panel by 30 November 2019
T Levels	
Procurement	Wave 2 contracts awarded by 30 September 2019
Qualification	Wave 1 TQs approved and delivered to providers by February 2020

## Apprenticeship Standards - creation and review

### Principle 1 - efficient, quality solutions

Ref	Objectives
AS01	Embed a culture of continuous improvement in the Institute's approach to managing its processes
AS02	Increase confidence in the funding band recommendations made by the Institute

#### By March 2020 we will have:

- ensured that continuous improvement is at the heart of our the Institute's operating culture;
- delivered an inventory of no less than 475 apprenticeship standards available on the Institute's website for employers and learners to use;
- refined and improved the current funding band recommendation process;
- fully developed and implemented a long-term approach to funding band recommendations which offers greater transparency and raises stakeholder confidence;
- extended our digital service and further improved the quality of the Institute's case records and management information; and
- designed and implemented a process that delivers our statutory accountability for reviewing occupational standards, assessment plans and funding band recommendations.

#### Performance indicators

Apprenticeship standards	
Total standards	No less than 475 apprenticeship standards to be published for delivery by April 2020
Faster & Better Apprenticeship Standards Reform	85% of apprenticeship standards developed gain approval (with or without conditions) the first time they are submitted
Funding	95% of funding band recommendations are accepted by Ministers first time
Statutory reviews	3 statutory reviews are concluded and in implementation by 30 March 2020
Change Programme	
Delivery	80% of change programme projects on track for delivery as specified in the programme mandate

# Quality

## Principle 1 - efficient, quality solutions

Ref	Objectives
Q01	Improve the quality of apprenticeships by mobilising the collective resources of the Quality Alliance
Q02	Deliver robust and consistent quality assurance of end point assessment
Q03	Continuously improve the quality of end point assessment plans

### By March 2020 we will have:

- developed the Quality Alliance’s Quality Strategy into an action plan which all members support and are actively working together to deliver;
- developed and implemented a strengthened framework to evaluate the quality of end point assessment with a supporting digital solution and service; and oversee the Institute’s procured service;
- implemented an External Quality Assurance (EQA) charging structure;
- implemented a robust process that ensures learning from all aspects of the quality system is channelled back into the preparation and delivery of end point assessment plans; and
- grown the Institute’s credibility as an authority on technical education quality.

### Performance indicators

Quality	
EQA consistency and relevance	The revised EQA Framework has been implemented by all EQA Providers by 1 January 2020

# Relationships

## Principle 2 - collaborative relationships

Ref	Objectives
RE01	Strengthen the Institute’s relationships with all stakeholders and their understanding of our role
RE02	Grow the Institute’s reputation for honesty and clarity

### By March 2020 we will have:

- expanded the role of Route Panels to cover both apprenticeship and T Level business;
- strengthened our communications and engagement with all stakeholders to improve understanding of the Institute’s role and the linkages between T Levels and apprenticeships;
- improved the transparency of the Institute including its processes and the decisions and recommendations it makes;
- clarified and improved stakeholder understanding of the existing funding band recommendation process; and
- developed the capabilities of the Institute’s record management system to further support collaborative, data informed decision making by internal and external stakeholders.

### Performance indicators

Relationships	
Satisfaction	75% of respondents to employer surveys rate their relationship with the Institute as positive or very positive
Funding band transparency	At least 50% of respondents report an improvement in understanding of funding band calculations in the stakeholder survey

# People

## Principle 2 - collaborative relationships

Ref	Objectives
PE01	Grow the capability of the Institute to fully deliver its remit for apprenticeships and T Levels
PE02	Improve the Institute’s resilience and reputation as a good place to work by strengthening our internal processes and procedures

### By March 2020 we will have:

- further strengthened the connectivity between the Institute’s work on apprenticeships and technical education;
- recruited to more than 90% against staffing plan and financial plan, with permanent staff turnover of less than 10%;
- implemented a workforce development strategy that includes learning and development, talent and leadership sub-strategies;
- Cabinet Office agreement for London premises solution by March 2020;
- strengthened financial and budgetary management processes across the Institute; and
- established an Institute centre of excellence for procurement and commercial services and expertise.

### Performance indicators

People	
Recruitment	Institute more than 90% recruited against staffing plan and financial profile
Retention	Turnover of permanent staff is less than 10%
Location	London premises solution agreed with Cabinet Office by March 2020
People engagement	70% or higher in annual people survey

## Influence

### Principle 3 - building credibility and transforming the landscape

Ref	Objectives
IN01	Strengthen the profile, reputation and authority of the Institute as a regulator of apprenticeships and technical education quality
IN02	Progress the influence and impact of the Institute

#### By March 2020 we will have:

- established ways of ensuring greater exploitation of evidence and analysis produced by the Institute’s Digital Services and Data Science Team;
- developed the Institute’s thinking and the deepened relationships with stakeholders and partners, including with T Level awarding organisations;
- implemented a communications and engagement plan for the Institute which includes better utilisation of the communication potential of Board and Route Panel members;
- achieved greater recognition of the Institute as an arms length body that works closely with government and acts with integrity, representing its views and interests with clarity, purposefulness and honesty; and
- enacted timely resolutions to apprenticeship delivery policy issues.

#### Performance indicators

Influence	
Standing	50% of our stakeholders view us in a positive light, and would speak highly of us as a credible organisation
Impact	More than 70% of Board Members, Panel Members (Route, T-Level, Apprentice) and Trailblazers consider the Institute’s customer service to be good or better



## Maritime apprenticeships - Amanda Viljoen, ABP

Previously, we didn't have any apprenticeships relating to maritime roles such as Port Operative and Marine Pilot. We would normally recruit people who were already working in other sea-going roles. However, recruiting this way has become much harder, so we need to look for alternative ways to train

staff and ensure they have the necessary skills.

There's no doubt that these new apprenticeships will significantly add to the health of the industry. It currently has an ageing population, and, it's now very difficult to recruit new people from other sea-going positions. These

new apprenticeships will ensure the new generation will have to adhere to robust standards, and will be fully competent.

# Keeping England moving



## Train driver apprenticeship

In 2016, the Department for Transport (DfT) published the Transport Infrastructure Skills Strategy, which highlighted the skills challenges facing the transport industry. It was clear that the industry's increased use of technology and the emergence of the digital

railway, was redefining the way people work, and creating a skills and capability gap across the entire sector.

From the initial proposal being agreed, the Institute supported the trailblazer to develop the revolutionary train driver standard at rapid pace, completing

the design and approval process in under seven months.

Now launched, the standard is helping ensure the industry has the right number of competent train drivers, who possess the right skills. It also enables the industry to ensure its sustained growth.

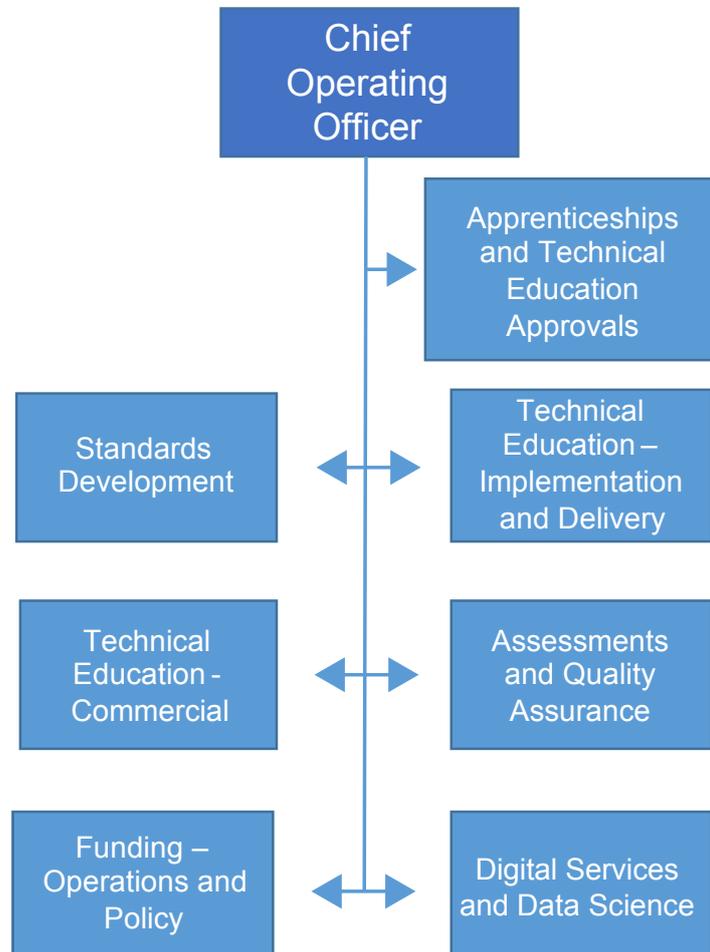
# Chief Operating Officer



**Rob Nitsch**  
Chief Operating Officer

## What we do

The Chief Operating Officer is directly accountable to the Chief Executive for the outputs of the Institute’s operational teams. The Chief Operating Officer is responsible for developing the capacity of the Institute’s operational teams, ensuring their efficient operation and managing their performance. When required, the Chief Operating Officer deputises for the Chief Executive.



## Priority tasks for 2019/20

- Ensuring that continuous improvement is at the heart of our the Institute’s operating culture
- Change programme projects deliver on their programme mandates
- Further strengthening the connectivity between the Institute’s work on apprenticeships and technical education
- Extending the capacity of the Institute and strengthening performance management
- Play a leading role in the development of the Institute’s thinking and the deepening of relationships with stakeholders and partners, including with T Level awarding organisations.

# Apprenticeship and Technical Education Approvals



**Ana Osbourne**  
**Deputy Director**  
**Approvals**

Apprenticeship & Technical Education Approvals team



Apprenticeship Approvals  
(structured by route)



Technical Education Approvals  
(structured by route)

## What we do

The Apprenticeship & Technical Education Approvals team manages the 15 employer-led Route Panels that review and approve new apprenticeship proposals, occupational standards, assessment plans and provide recommendations on funding bands. We ensure that decisions made by the Route Panels meet the Institute’s criteria and quality statement to result in the highest quality outcomes for the benefit of employers, learners and the economy.

## Institute focus for:

- Route Panel
- Approvals and Funding Committee

## Priority tasks for 2019/20

- Update and expand Occupational Maps to embrace all technical education qualifications
- Design and implement a process that delivers our statutory accountability for reviewing apprenticeship standards
- Expand the role of Route Panels to cover both apprenticeship and T Level business
- To define and agree the role of the Institute and the process by which level 4 and 5 qualifications will be reviewed

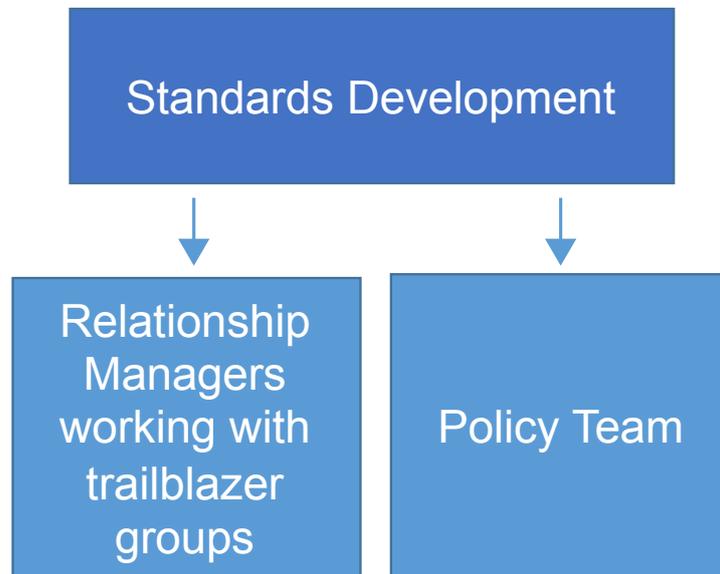
# Standards Development



**Jonathan Mitchell**  
**Deputy Director**  
**Standards**  
**Development**

## What we do

The Standards Development team is the Institute’s principal point of contact with trailblazers and employers, supporting them to supply and revise proposals, occupational standards, assessment plans and funding information that comply with Institute policy and meet the requirements of employers, apprentices and the outputs of the Institute’s statutory reviews process. The team oversees and drives the performance of the end-to-end development and approvals process. It also leads the Institute’s processes for the identification and resolution of policy issues concerning apprenticeship standards, including qualifications.



## Institute focus for:

- Trailblazers

## Priority tasks for 2019/20

- Ensuring that continuous improvement is at the heart of our delivery of an inventory of at least 475 apprenticeship standards available on the Institute’s website for employers and learners to use
- To ensure 85% of submissions to Route Panels meet the quality criteria fully, or with conditions, at the first attempt
- To consolidate Relationship Managers’ responsibilities for the through-life progression of apprenticeship standards
- To enact timely resolutions to apprenticeship delivery policy issues
- To conclude the ‘even faster and better’ initiative

# Technical Education – Implementation and Delivery

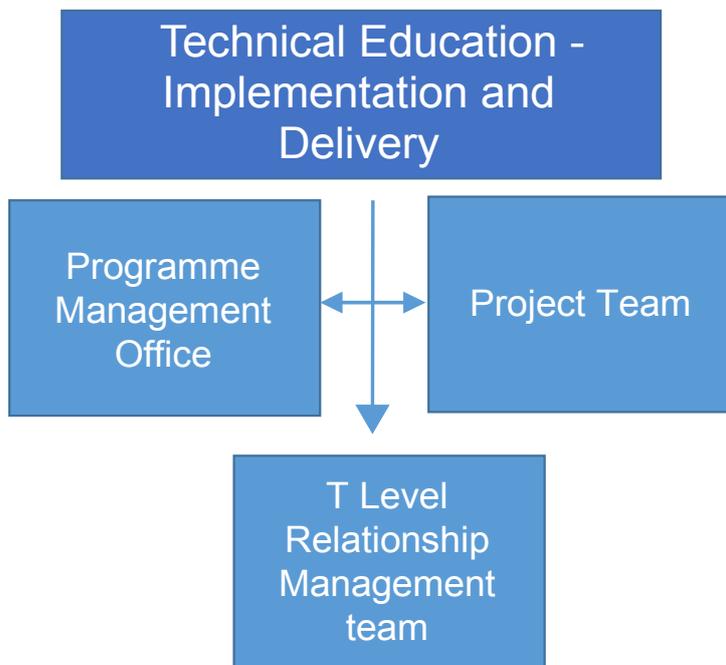


**Carmel Grant**  
**Deputy Director**  
**Technical Education**  
**implementation and**  
**delivery**

## What we do

The Technical Education - Implementation and Delivery team is responsible for the development and implementation of T Level qualifications. Building on relevant apprenticeship standards, we work with employers to design occupationally current content for high quality qualifications developed by contracted Awarding Organisations.

The team supports T Level Panels to design the content for the T Level pathways and, once the contracts to Awarding Organisations are confirmed, coordinates work with those organisations and other bodies to develop high-quality qualifications.



## Institute focus for:

- T Level Panels
- Contracted Awarding Organisations

## Priority tasks for 2019/20

- Continue to build the capability and capacity to deliver the Institute’s technical education responsibilities
- Through a process of continuous improvement, refine the approach for future waves of T Levels
- Collaborate with contracted Awarding Organisations to develop and deliver high quality technical qualifications
- Deliver the technical qualification content of wave 3
- Determine and publish the additional steps required for students to reach occupational competence

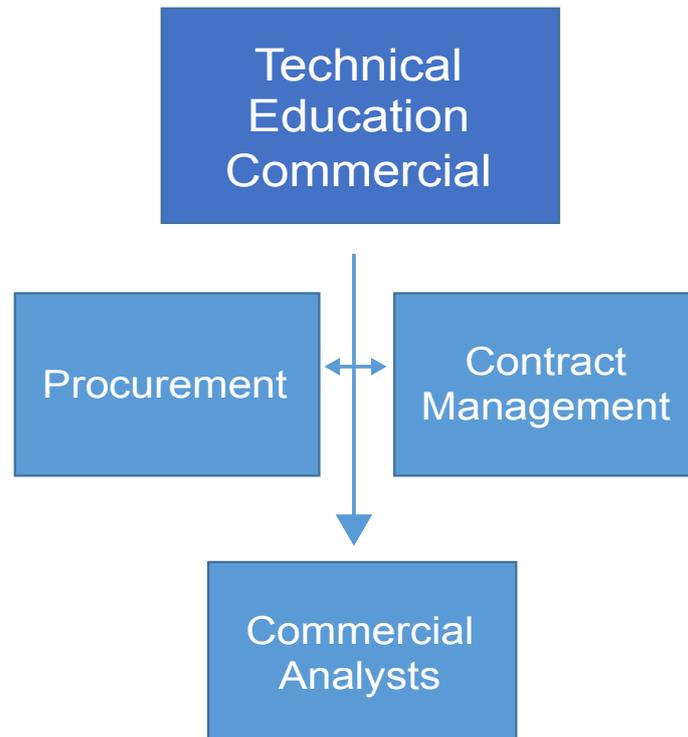
# Technical Education - Commercial



**Chris Morgan**  
**Deputy Director**  
**Technical**  
**Education**  
**Commercial**

## What we do

The Technical Education Commercial team is responsible for delivering a sustainable strategy for the procurement of future T Level pathways and for managing the contracts and single licence arrangements with Awarding Organisations for all pathways. The team works closely with the technical education implementation team in developing clear service requirements and to build an intelligent customer capability that ensures effective contract performance.



## Priority tasks for 2019/20

- Design and implement a robust approach to managing the contracts awarded for the delivery of technical qualifications
- Procure the most appropriate providers for the technical qualifications in wave 2
- Design and implement a refined strategy for the procurement of wave 3 technical qualifications, applying the learning from waves 1 and 2
- Provide greater support to potential bidders for wave 2 technical education qualifications
- To establish an Institute centre of excellence for procurement and commercial services and expertise

# Assessment and Quality assurance

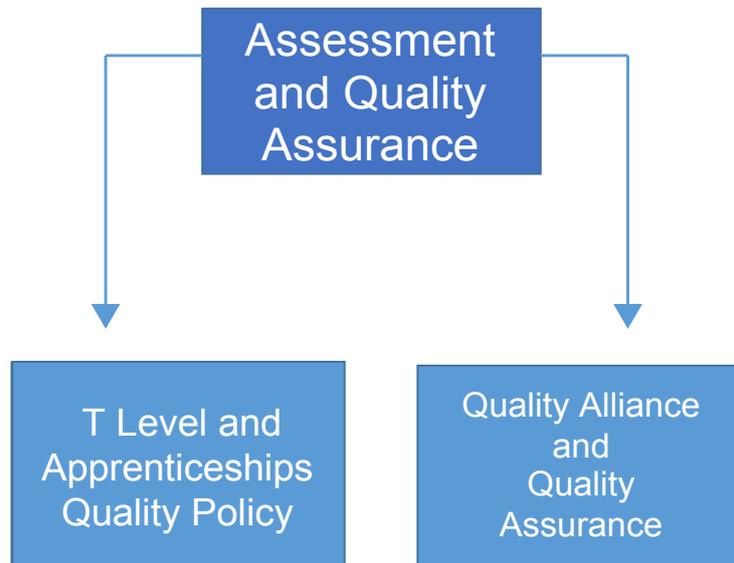


**Nikki Christie**  
Deputy Director  
Assessments and  
quality assurance

## What we do

The Assessment & Quality Assurance team is responsible for developing and maintaining quality in assessment across apprenticeships and T-Level technical qualifications.

In particular, we will develop and deliver the operational processes to receive and review assessment plans submitted to the Institute, oversee the EQA process and deliver EQA where employers have chosen the Institute’s EQA option and support the development and delivery of technical qualifications.



## Institute focus for:

- Quality Assurance Committee
- Quality Alliance

## Priority tasks for 2019/20

- Develop the Quality Alliance’s Quality Strategy into an action plan which all members support and are actively working together to deliver
- Develop and implement a strengthened framework to evaluate the quality of end point assessment with a supporting digital solution; and oversee the Institute’s procured service
- To review technical qualification assessment strategies making recommendations during the development phase to ensure assessments will deliver high quality qualifications
- Implement a robust process that ensures learning from all aspects of the quality system is channelled back into the preparation and delivery of end point assessment plans

# Funding – Policy and Operations

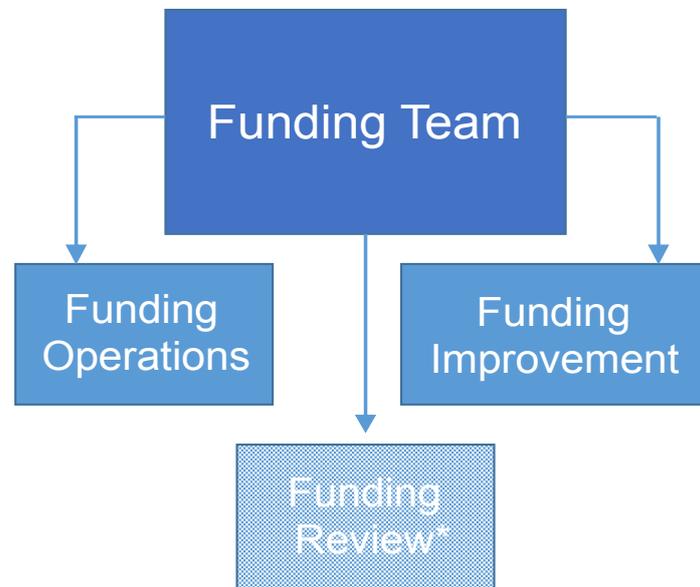


**Lucy Rigler**  
**Deputy Director**  
**Funding – Policy**  
**and Operations**

## What we do

The Funding Team recommends an appropriate funding band for each apprenticeship to DfE, to support employers to purchase the high quality apprenticeship training they need.

We also review existing funding bands to make sure they support high quality delivery, and maximise value for money for employers and the taxpayer. We are working to develop the best approach for pricing apprenticeships in the long term.



\* Funding review is a temporary team created to conduct a specific, time bound project.

## Priority tasks for 2019/20

- Refine and improve the current funding band recommendation process
- Improve stakeholder understanding of the existing funding band recommendation process
- Fully develop and implement a long-term approach to funding band recommendations which offers greater transparency and raises stakeholder confidence
- Complete the review of 30 existing apprenticeship funding bands as requested by the Department for Education
- 85% of submissions to the Approval & Funding Committee and Ministers are approved at the first attempt

# Digital Services and Data Science

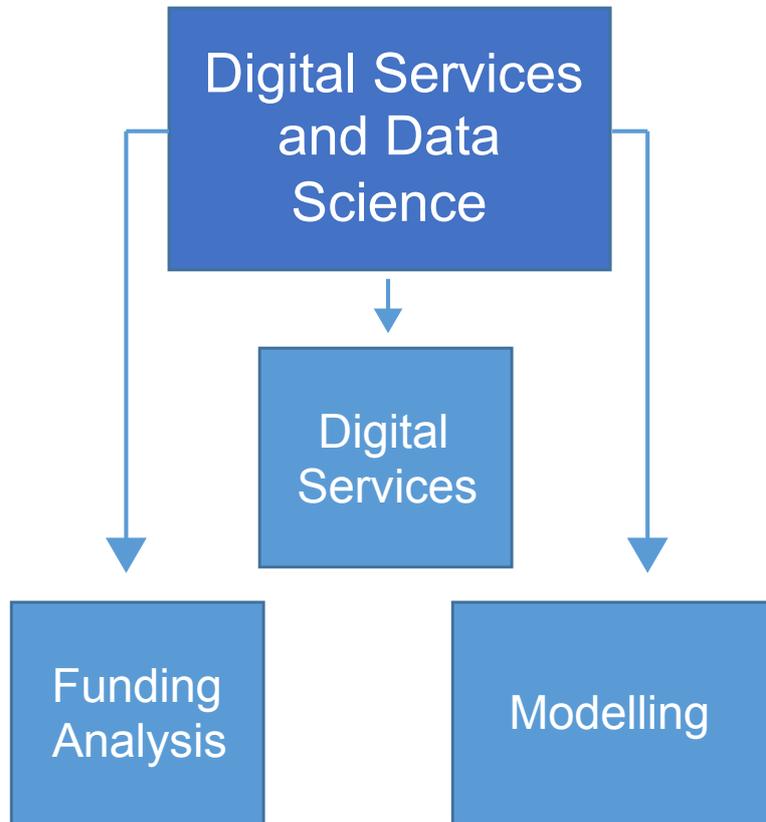


**Dr Alex Wilson**  
**Deputy Director**  
**Digital Services and**  
**Data Science**

## What we do

The Digital Services and Data Science Unit is an interdisciplinary team which makes use of cutting edge analytical methods and large data sets to support decision making by the Institute and to influence innovation in the design of technical education.

We are also responsible for the development of the Institute’s website and internal management information systems.



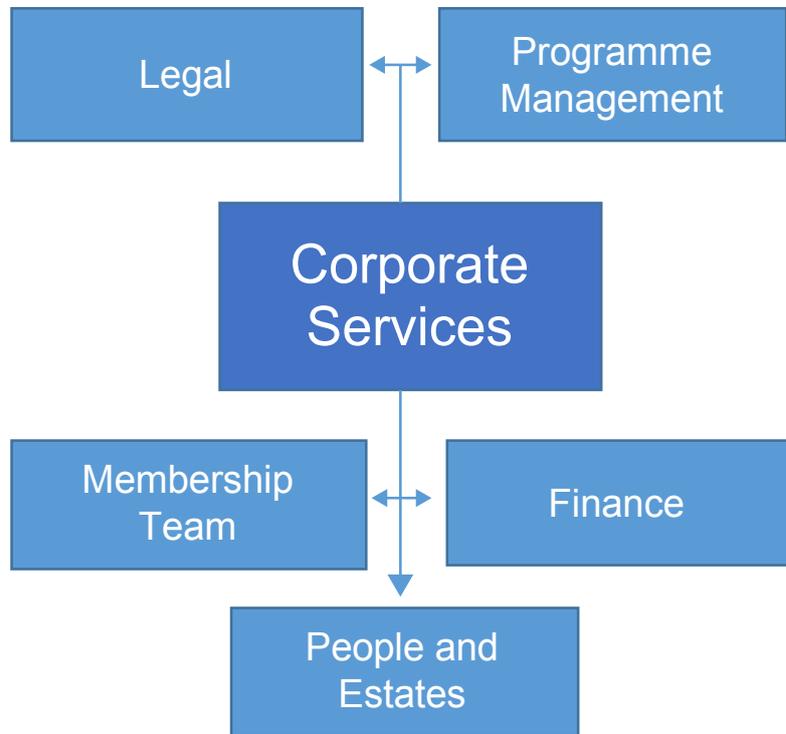
## Priority tasks for 2019/20

- Extend our digital service and further improved the quality of the Institute’s management information
- Establish ways of ensuring greater exploitation of the evidence and analysis produced by the Institute’s Digital Services and Data Science Team
- Expand our digital service to include the on-boarding of T Level case records and management information
- Develop the capabilities of the Institute’s record management system to further support collaborative, data informed decision making by internal and external stakeholders

# Corporate Services



**Peter Schild**  
**Chief Financial Officer**



## What we do

Corporate Services provides the central functions, structures and governance to enable the Institute to meet statutory, financial, and assurance obligations, including programme and risk management, estates, legal, procurement and contract management. The team also provides strategic and operational leadership to our Route Panel membership and people support to the Institute as a whole.

## Institute focus for:

- Audit and Risk Assurance Committee
- People Forum
- Apprentice Panel

## Priority tasks for 2019/20

- Recruit to more than 90% against staffing plan and financial plan, with permanent staff turnover of less than 10%
- Implement a workforce development strategy that includes learning and development, talent and leadership sub-strategies
- Cabinet Office agreement for London premises solution by March 2020
- Implement an EQA charging structure
- Strengthen financial and budgetary management processes across the Institute

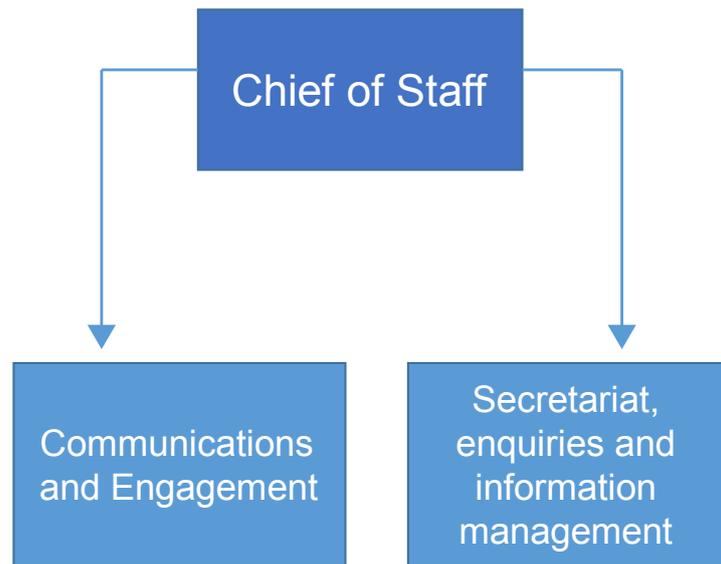
# Chief of Staff



**James Matthews**  
**Chief of Staff to**  
**Chief Executive**

## What we do

The Chief of Staff's office delivers the internal co-ordination that ensures the Institute runs efficiently and effectively, managing the flow of information across the Board, Committee and Route Panel network. We also provide strategic communications to Institute officials and members, ensure effective engagement with our partners and stakeholders, and are responsible for the profile of the Institute.



## Institute focus for:

- Stakeholder Reference Panel
- Remuneration Committee
- Institute Board and all committees

## Priority tasks for 2019/20

- Grow the Institute's credibility as an authority on technical education quality
- Strengthen our communications and engagement with all stakeholders to improve understanding of the Institute's role and the linkages between T Levels and apprenticeships
- Improve the transparency of the Institute including its processes and the decisions and recommendations it makes
- Implement a communication and engagement plan for the Institute which enhances our impact and standing, including through Board and Route Panel members
- Achieve greater recognition of the Institute as an arms length body that works closely with government and acts with integrity, representing its views and interests with clarity, purposefulness and honesty

# Our resources

## Resources

The Institute is an executive non-departmental public body, sponsored and fully-funded by the Department for Education. The terms of sponsorship and funding are agreed annually to reflect any changes to the remit of the Institute. The agreements, whilst giving the organisation the framework within which it must operate, are designed to provide sufficient scope to be independent from government and drive forward the quality agenda.

The Institute relies on the Department for Education for a number of the systems it needs to manage its HR, IT and digital and financial services. Where these services are provided to the Department for Education by shared service providers, the delivery arrangements are provided to the Institute on the same terms. The Institute ensures it manages its finances in line with 'managing public money' requirements.

## Staffing

The Institute has recruited and developed a committed, knowledgeable and engaged group of staff since its inception. It has steadily grown in size as capability has been built and the scope of the organisation widened. At the start of April 2019, the Institute had 149 staff members. By March 2020 it is expected that the Institute will have grown to around 206 members of staff.

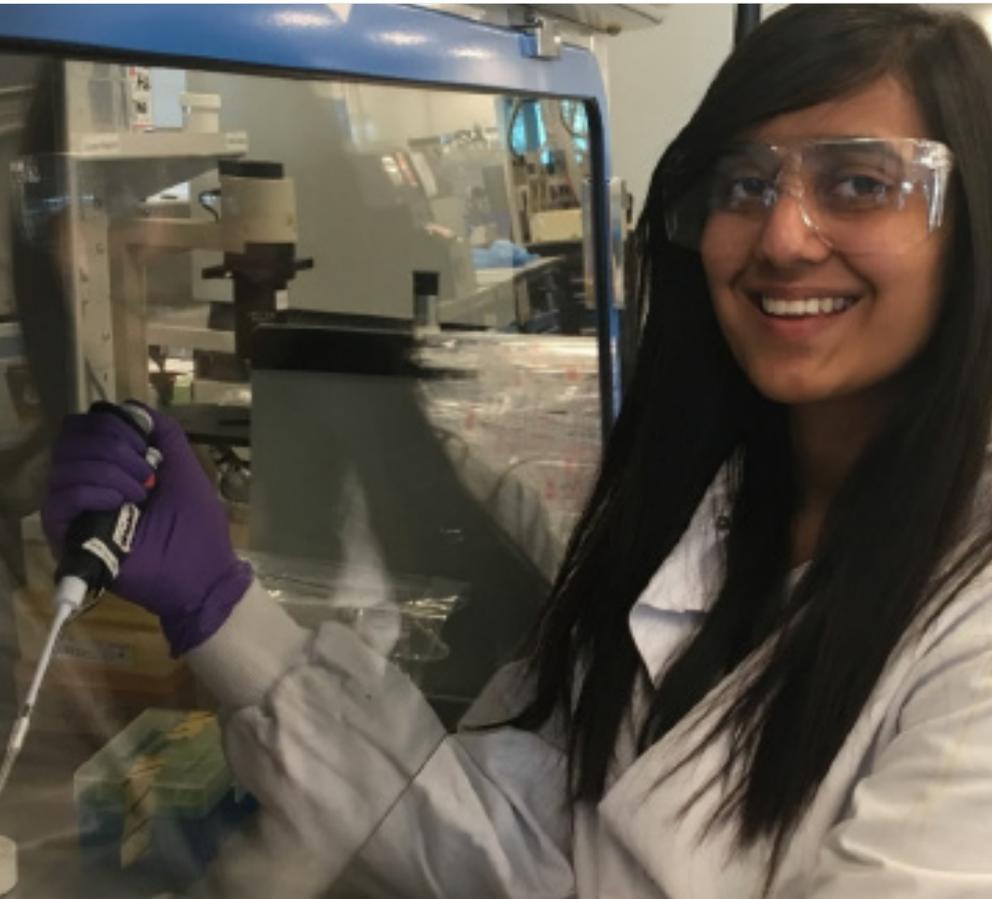
The key aim for the Institute in developing its workforce will continue to be to recruit quality and retain skill, experience and talent.

Below are some basic details of how the Institute's staffing is currently comprised.

April 2019 Location	Headcount Permanent Staff Number	%
London	93	62
Coventry	51	35
Other	5	3

April 2019 Gender	Headcount Permanent Staff Number	%
Female	88	59
Male	61	41

# Promoting diversity



## Laboratory scientist apprenticeship Hajra Bibi, GSK

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The benefits for doing an apprenticeship over university for me have been huge - I've gained 4 to 5 years of industrial experience. I'm gaining a degree within bioscience and it's completely funded, so I have no university debt and to top it all off being

paid a competitive salary. I think it is important to get more females into science, technology, engineering and mathematics (STEM) as it is such a vast field. The idea of working in STEM as a young person can be quite overwhelming but if you have a bit of curiosity

or passion in that field, have the confidence to follow that because it really does pay off.

# Addressing skills shortages



## Heritage engineering apprenticeship John Pitchforth, Heritage Skills Academy

For many years, our industry has relied on the skills of band of brilliant engineers but over the years this band has got older. After two years of dedication and hard work we developed the Heritage engineering apprenticeship standard working with the Institute.

The new standard has, at last, enabled us to develop a Heritage Engineering apprenticeship, which recognises and addresses the needs of the industry. Since August 2018, we have applicants ranging in age from 16 to 50 and just under 15% of our engineers are female. This

is above average, in 2018 figures show that women only made up 12% of the engineering workforce. have to adhere to robust standards, and will be fully competent.



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