Annex A

Consultation questions

No.	Question	Response
What is the New Apprenticeship Programme trying to achieve		
1	Are these high level principles right for the new apprenticeship programme in Wales?	**Yes**/No If no, what are the reasons why? QAA supports the proposed principles, particularly the focus on flexibility, responsiveness and inclusivity. We would, however, emphasise that *quality* should be made more explicit, ensuring that programme design and delivery are underpinned by clear expectations for standards, learner experience and continuous improvement aligned to Medr's developing Quality Framework. We consider that employer involvement should be reflected as a principle in its own right. Effective and sustained engagement from employers is essential to high quality apprenticeships, helping to ensure that programmes are credible, relevant to workplace practice and clearly aligned with professional requirements. This was identified as a strength in QAA's 2021 review of degree apprenticeships and is fundamental to maintaining the integrity and impact of work-based learning within the tertiary system. In other parts of the UK, degree and higher-level apprenticeships sit within wider tertiary quality arrangements. For example, in Scotland, the *Tertiary Quality Enhancement Review (TQER)* led by QAA covers all Scottish Funding Council fundable bodies and includes all higher-level apprenticeships within its scope, while Education Scotland at present provides an additional focused external review of Modern Apprenticeships at the request of

No.	Question	Response
		Scottish Government (the reports of which contribute to the evidence base for TQER). This complementary model ensures that degree-level apprenticeships remain subject to consistent higher-education quality expectations which assurance on standards and enhancement drawn from a single tertiary framework. A similar principle of integrated oversight would help maintain integrity and public confidence in the quality of higher-level apprenticeships in Wales as Medr's regulatory framework develops. Equally, strong learner voice and provider collaboration are key to ensuring apprenticeships remain responsive and inclusive. Involving learners in shaping programme design, delivery and evaluation, and fostering co-creation between providers and employers, supports continuous improvement and aligns with the enhancement-led approach already well established across Wales's higher-education sector. We note that the current framework does not include apprenticeships at Level 7. From a quality perspective, it will be important to clarify how higher-level apprenticeships and other postgraduate routes fit within Wales' emerging tertiary model to ensure coherence and clear pathways for learners seeking advanced skills development.
2	How can we make the apprenticeship programme more flexible to meet learner and employer needs, including responding to economic shifts, labour market demands, regional differences and future workforce trends in Wales?	Flexibility should be embedded through modular and stackable learning routes, underpinned by clear recognition of prior learning processes. Evidence from QAA's engagement with providers and the 2021 review shows that flexible design is most effective when balanced with consistent quality expectations and transparent progression pathways between Levels 4–6. The framework should continue to encourage collaboration between providers,

No.	Question	Response
		employers and awarding bodies, giving institutions sufficient autonomy to address regional and sectoral priorities while maintaining comparability of outcomes and shared standards across Wales. QAA's work with sector partners across the tertiary system in Scotland, including support for the development of national RPL arrangements, demonstrates how coordinated approaches to recognising prior learning can support learner mobility and avoid unnecessary duplication of learning, which may offer useful learning as Wales continues to evolve its own tertiary model.
3	What innovations or changes would you like to see in the future apprenticeship programme to ensure it remains relevant, inclusive, and impactful for the next generation of learners in Wales?	Drawing on evidence from QAA's 2021 *Review of Degree Apprenticeships in Wales* and ongoing engagement with providers, QAA identifies several areas where innovation would strengthen the apprenticeship system: **Embedding digital responsiveness** across frameworks, ensuring rapid technological change is reflected in curriculum design through regular quality-led review. **Strengthening co-designed learning and assessment** with employers to maintain relevance and authenticity in workplace practice. **Clarifying progression and articulation pathways** between FE, HE and employment to support learner mobility and coherent standards from Level 4 to Level 7. **Integrating Welsh-medium and bilingual provision** within frameworks as part of standard quality practice, not as an add-on. **Sustaining continuous enhancement mechanisms**, drawing on evidence from review, inspection and peer

No.	Question	Response
		networks such as the Degree Apprenticeship Community of Practice.
4	What would success look like in five years' time?	**A coherent, all-age apprenticeship system** that enables progression from Level 2 to Level 7 supported by transparent credit transfer and recognition of prior learning **Strong and consistent assurance of standards** across providers aligned with Medr's developing Quality Framework and underpinned by enhancement-led practice. **Clear evidence of widening participation and improved diversity** in apprenticeships, supported by equitable bilingual opportunities and inclusive approaches to recruitment and delivery. **Effective use of data, feedback and self-evaluation** to inform continuous improvement, building on the shared enhancement culture already evident across Welsh providers. **Targeted support to help young people who are qualified at Level 3 but not currently in education, employment or training (NEET)** to access and sustain apprenticeship opportunities, drawing on evidence from QAA's *Readiness to Learn* project on transitions into and through tertiary education. This group represents a key opportunity for growth and impact within Wales's skills system. **Demonstrable long-term employment and progression outcomes,** recognising that quality in apprenticeships encompasses sustained career development and professional growth, not only immediate employment or completion rates. **A tertiary system recognised for high-quality, flexible provision**, demonstrating how collaborative quality

No.	Question	Response
		approaches can underpin Wales recognised as a model of a high-quality, flexible tertiary system.
5	Does the definition of a Welsh apprenticeship set out what the new Programme needs to deliver?	**Yes**/No If no, what are the reasons why? Broadly yes. However, QAA considers that the definition could be strengthened by explicitly highlighting *learning quality* as a defining feature of a Welsh apprenticeship, alongside training and employment. Evidence from QAA's review and ongoing engagement with providers indicates that clarity about the educational dimensions of apprenticeships, structured learning, assessment, and assurance of standards, is essential to maintain coherence across the tertiary system. The definition might also acknowledge that a high-quality apprenticeship should not only provide a job with training in the present but also equip learners for long-term career development and sustained employability. This reflects the principles set out in QAA's *Characteristics Statement: Higher Education in Apprenticeships* and would align the definition more closely with the wider aims of Wales' tertiary education and skills system.
Apprenticeship Sector Frameworks		
6	Are these sectors right to meet the needs of the economy and learners?	QAA does not take a position on the specific list of sectors, but our 2021 *Review of Degree Apprenticeships in Wales* supported by ongoing engagement with providers, highlighted several factors that determine whether sector frameworks effectively meet learner and employer needs. Providers and employers stressed the importance of:

No.	Question	Response
		Clear progression routes between Levels 4, 5 6 and 7, to allow apprentices to build on prior achievement and move seamlessly through the tertiary system. **Alignment with professional and statutory body requirements**, maintaining credibility and transferability across industries. **Active collaboration** between providers, employers and awarding bodies, ensuring that frameworks evolve with changing workforce needs. **Integrated bilingual delivery**, ensuring opportunities reflect the linguistic and cultural context of Wales. These findings suggest that whatever sectors are ultimately adopted, their frameworks should be designed to enable progression, maintain professional relevance, and remain adaptable through structured review and sector engagement.
7	Are there any broad occupational sectors that you would expect to see that are not included?	QAA does not have a view on specific occupational sectors to be added, but our 2021 *Review of Degree Apprenticeships in Wales* noted that certain areas of provision were at an early stage of development or had limited coverage. These included: **Creative industries and health and social care**, where providers and employers expressed interest in expanding higher-level apprenticeship routes but cited uncertainty around frameworks and funding models as barriers to progress. **Digital and data-related occupations**, where rapid technological change and emerging specialisms suggest that existing frameworks may require

No.	Question	Response
		broadening and regular review to remain current. In each case, providers emphasised the value of collaborative development between industry, awarding bodies and higher education institutions to ensure any new frameworks are grounded in robust quality expectations and employer need.
8	How should sector frameworks evolve to reflect emerging industries, skills needs, and regional priorities within Wales; what is the evidence base for this?	Evidence from QAA's 2021 *Review of Degree Apprenticeships in Wales,* reinforced by ongoing engagement with providers, shows that providers and employers value frameworks that are responsive, co-designed, and subject to periodic review to remain aligned with economic and learner needs. The review identified several ways in which frameworks could evolve: **Structured cyclical review processes** involving employers, professional bodies and providers to ensure alignment with current and emerging skills needs. **Improved progression pathways** between Levels 4, 5 and 6, enabling apprentices to move flexibly through the tertiary system. **Closer collaboration with regional employers and anchor institutions**, ensuring frameworks reflect local labour-market priorities while maintaining consistency in quality and standards. **Embedding bilingual delivery** considerations at the design stage, supporting equitable access and reflecting Wales's linguistic profile. These findings suggest that the future evolution of sector frameworks should balance national coherence with regional flexibility, underpinned by clear,

No.	Question	Response
		quality-assured mechanisms for review and enhancement.
Learners		
9	What aspects of the current learner journey in apprenticeships work well, and where do you see opportunities for improvement to better support learners throughout their learning?	QAA's review found that many aspects of the current learner journey are effective, particularly the strong employer engagement in programme design and delivery, which helps ensure relevance to workplace practice. Learners also reported high levels of satisfaction with the opportunity to apply their learning directly in employment, supported by robust institutional quality processes to monitor progress and achievement. However, there remain opportunities to strengthen support throughout the learner journey. Providers highlighted that communication about progression routes, workload expectations and assessment arrangements could be clearer and more consistent. Enhancing academic and pastoral support, particularly for apprentices returning to learning or balancing work and study commitments, would further improve retention and learner experience. Learners also need access to high-quality, impartial careers information, advice and guidance to make informed choices about the skills and pathways available to them. Evidence from QAA's *Readiness to Learn* project shows that around a third of young people in Wales who are not in education, employment or training already hold Level 3 qualifications. Improved signposting and transition support could help this group progress into higher-level learning, including apprenticeships. The Access to HE Diploma also provides a valuable alternative route into higher education, which could be better integrated and promoted as part of a coherent tertiary pathway connecting vocational, academic and apprenticeship options.

No.	Question	Response
		Improving visibility of bilingual learning and assessment opportunities, and strengthening mechanisms for learner voice and feedback, will also ensure that apprentices are active partners in enhancement and that their experiences continue to shape future programme design and delivery.
10	What outcomes should be prioritised for apprentices (e.g. sustainable employment, qualifications), and how can these be effectively measured and supported?	QAA's 2021 *Review of Degree Apprenticeships in Wales,* reinforced by ongoing provider engagement with providers, identified that successful apprenticeship outcomes extend beyond qualification completion to include employability, career progression and the quality of the learning experience. The evidence suggests that the following outcomes should be prioritised: **Achievement of a recognised qualification** underpinned by consistent academic and professional standards. **Progression within employment,** with apprentices gaining increased responsibility, skills and confidence to contribute to their sector. **Sustained employment and career development,** recognising that quality extends beyond initial job placement to include long-term employability and professional growth. **Transferable skills development**, particularly in communication, digital literacy and problem-solving, enabling mobility within and across industries. **High retention and success rates across diverse learner groups**, ensuring equitable participation and outcomes.

No.	Question	Response
		These outcomes can be effectively supported and measured through: **Integrated monitoring frameworks** linking academic achievement data, employer feedback and learner progression tracking. **Structured self-evaluation and enhancement processes** within providers, supported by initiatives such as QAA's Degree Apprenticeship Community of Practice. **Collaboration with employers and professional bodies** to align success indicators with occupational and industry expectations. This approach balances measurable employment outcomes with the broader educational and developmental aims of apprenticeships as part of Wales's tertiary education system.
11	How can we attract more, and/or a wider cohort of apprentices, regardless of background or starting point into the programme?	QAA's 2021 review, reinforced by ongoing engagement with providers, found that while employer and learner satisfaction with existing programmes is high, participation remains uneven across regions, sectors and demographic groups. Providers identified several ways to widen access and participation: **Improved visibility and promotion** of apprenticeships as credible, high-quality pathways into higher education and skilled employment, particularly for adult learners and those from non-traditional academic backgrounds. **Better information, advice and guidance within mainstream academic settings,** ensuring that learners following traditional sixth form and college routes are equally aware of apprenticeship opportunities and that

No.	Question	Response
		teachers and advisers are equipped to signpost them effectively. **Clearer and more flexible entry routes,** including recognition of prior learning (RPL) to enable learners with vocational or experiential background to access higher-level study. **Stronger collaboration between schools, colleges, universities and employers** to raise awareness early and ensure coordinated guidance and recruitment. **Targeted outreach and employer engagement** in underrepresented areas or sectors, helping to diversify participation by geography, gender and socio-economic background. **Expansion of bilingual provision and support**, ensuring equitable access for Welsh-speaking learners and workplaces. These approaches align with the wider enhancement themes emerging from QAA's ongoing work with Medr, including the Degree Apprenticeship Community of Practice, which encourages providers to share inclusive recruitment and delivery practices.
Employers/industry		
12	How can we widen the number and range of employers offering apprenticeships, especially SMEs?	While QAA does not represent employers directly, evidence from our 2021 review, supported by ongoing engagement with providers, found that effective provider-employer collaboration is central to widening participation across the employer base. Providers reported that larger employers were more likely to participate in apprenticeship partnerships, while engagement with smaller businesses remained limited. More recent discussions suggest that the ability to plan and sustain employer

No.	Question	Response
		relationships over time is a key factor influencing participation, as uncertainty can make it harder for smaller employers to commit or to maintain involvement. From a provider perspective, broadening participation will rely on: **Transparent communication and guidance**, helping employers understand their responsibilities for mentoring, assessment and learner support. **Proportionate administrative and quality processes**, reducing barriers for smaller employers to participate while maintaining clear expectations of standards. **Collaborative partnerships** between providers, sector bodies and regional networks to broker relationships and share good practice in engaging SMEs. **Structured feedback mechanisms** enabling employer input to inform continuous improvement of programme design and delivery. Providers observed that when employers are well supported to understand their role within quality frameworks, participation widens naturally, and learner outcomes improve.
13	How can employers be more effectively engaged in the design, delivery, and evaluation of the apprenticeship programme to ensure relevance and impact?	QAA's 2021 review, reinforced by ongoing engagement with providers, found that the strength of the relationship between providers and employers was one of the most significant factors influencing programme quality and learner experience. Providers reported that active employer involvement in curriculum design and assessment ensured programmes remained current,

No.	Question	Response
		professionally relevant and responsive to workforce needs. From a provider perspective, effective engagement was supported by: **Early co-design of programmes**, enabling employers to shape curriculum content and assessment in line with workplace practice and professional standards. **Regular communication and feedback loops**, allowing employer input to inform ongoing review and enhancement. One example of good practice that the Degree Apprenticeship Community of Practice facilitated by QAA has identified is the use of tripartite (provider, employer and apprentice) frameworks to monitor the apprentice's progress towards milestones. These ensure that ongoing feedback from each party is triangulated and allow for timely intervention from the provider and/or employer, whichever is best placed to deliver it. **Clear role definition**, ensuring mutual understanding of responsibilities for on-the-job training, assessment and learner support. **Formal involvement in evaluation**, so that employer perspectives contribute meaningfully to continuous improvement. Providers emphasised that engagement varied considerably between sectors and that sustained relationships were easiest to maintain where employers had prior experience of higher education collaboration. These findings suggest that future frameworks could helpfully embed expectations for employer participation within established quality assurance and enhancement processes, rather than

No.	Question	Response
		treating engagement as an external or ad-hoc activity.
14	How can businesses be better supported when working with an apprentice? What information would be useful to employers, prior to taking on an apprentice and during the apprentice's learning journey?	QAA's 2021 review, reinforced by provider engagement, found that the clarity and consistency of communication between providers and employers was a significant factor influencing programme quality. Providers reported that employers valued practical guidance on how apprenticeship structures operate, what their responsibilities are, and how best to support learners in the workplace. The review suggested that the following are essential: **Clear articulation of expectation at the outset**, ensuring employers understand responsibilities for on-the-job learning, mentoring and participation in progress reviews. **Accessible information on programme structure and assessment**, allowing workplace learning to align with academic requirements. **Regular contact between providers and workplace mentors**, to identify learner support needs and ensure consistent feedback. **Structured opportunities for reflection and review,** so that employer perspectives contribute to enhancement and programme development. Providers observed that when employers are well informed and supported to engage in these ways, apprentices benefit from a more coherent and integrated learning experience. Embedding these communication mechanisms within provider quality processes ensures consistency across sectors and regions.

No.	Question	Response
15	How can we ensure a programme that supports regional economic development and place based skills planning?	While QAA does not have a role in regional economic planning, our evidence from the 2021 review, supported by ongoing engagement with providers, indicates that regional responsiveness and quality assurance are complementary aims. Providers reported that effective apprenticeship provision often reflects strong local partnerships between education providers, employers and regional industry bodies.
Learning providers		
16	How can providers be more effectively engaged in the design, delivery, and evaluation of apprenticeship programmes to ensure relevance and impact?	QAA's 2021 review, reinforced by ongoing engagement with providers, found that providers play a central role in maintaining the quality, relevance and coherence of apprenticeship provision. Effective engagement depends on clear expectations, proportionate quality processes and opportunities for collaboration across the sector. From the provider perspective, engagement is strongest where: **Providers are involved early in the framework design**, allowing academic standards and assessment approaches to be aligned with occupational and professional requirements. **Cross-provider collaboration** is encouraged through networks, such as the Degree Apprenticeship Community of Practice, enabling institutions to share practice and address common challenges. **Transparent and proportionate quality arrangements**, ensuring consistency across providers while allowing flexibility in delivery models. **Feedback and evaluation mechanisms** link learner, employer and provider insights to enhancement and curriculum improvement.

No.	Question	Response
		Bilingual and inclusive approaches to provision design, ensuring accessibility and alignment with Medr's wider tertiary aims. Providers emphasised that engagement works best when it is embedded within formal quality and enhancement structures, rather than treated as a separate consultative exercise. Ensuring that provider voice informs the development and review of apprenticeship frameworks will help maintain coherence and confidence across the system.
17	What is working well and what needs to be strengthened from a provider perspective?	QAA's 2021 review, reinforced by ongoing engagement with providers, found that providers demonstrate strong commitment to partnership working and continuous improvement. The overall quality and learner experience of degree apprenticeships remain positive, but providers have also identified areas that require further support and development. **Working well:** **Effective collaboration with employers**, ensuring programmes remain relevant to workplace practice and aligned with professional standards. **Positive learner feedback**, particularly regarding the opportunity to apply learning directly in employment contexts. **Strong academic governance and quality assurance**, with providers using established higher education processes to monitor standards and outcomes. **Commitment to bilingualism and inclusion**, evidenced by emerging

No.	Question	Response
		practice in developing Welsh-medium and bilingual materials. **Areas to strengthen:** **Consistency of employer engagement**, as the depth and regularity of collaboration varied across sectors and institutions. **Clearer communication and guidance**, on quality expectations and responsibilities between providers, employers and apprentices. **Sustained capacity and resource stability**, where short-term funding cycles and uncertainty limit programme expansion and long-term planning. **Structured sharing of good practice**, with providers noting the value of collaborative structures such as the Degree Apprenticeship Community of Practice in supporting sector-wide improvement. Providers have expressed confidence in the quality of existing provision but emphasise the need for continued cross-sector collaboration, stability and alignment between policy development and quality enhancement activity to maintain Wales' strong foundation in higher-level apprenticeships.
Welsh language		
18	Do our high level principles for the new Apprenticeship programme have any positive or negative effect on: (a) opportunities to use the Welsh language, and (b) treating the Welsh language no less	A number of the proposed sector frameworks correspond well with areas where HE providers have developed bilingual and Welsh medium provision with extensive employer engagement and placement opportunities, separate from their apprenticeship provision (in particular in subject areas where the 'active offer' principle is well-established, including in Education and Early Years; Health and Science; and Public and Protective Services). Some providers have been commended by

No.	Question	Response
	favourably than the English language in particular; • How can we encourage a higher take up of Welsh medium provision and bilingual workplace opportunities across Wales? • How can Welsh language skills, particularly for the workplace, be more meaningfully embedded more broadly into apprenticeship programmes to support bilingualism, respond to employer need and cultural identity across sectors?	QAA for their work in this area. HE providers in Wales are thus well placed to rise to the challenge of developing and delivering innovative, high-quality bilingual and Welsh medium apprenticeship delivery. Providers have noted that there are challenges in engaging smaller employers with apprenticeship provision. Larger employers in the public sector are often subject to the Welsh Language Standards and are therefore often equipped to offer bilingual and Welsh medium apprenticeship opportunities and recognise the benefits of apprentices developing their Welsh language skills. However, engagement with smaller employers - in particular, private sector SMEs based in Welsh-speaking communities - will also be important in encouraging take-up of bilingual and Welsh medium apprenticeship opportunities, and ensuring that these opportunities offer apprentices an authentic, high-quality learning experience. Building this engagement could also enhance employers' appreciation of the value of bilingual and Welsh medium provision and help address any possible reservations.
19	Are there any considerations for us to take into account that would have a positive impact on: (a) opportunities to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language	QAA's 2021 review identified that, while all providers reviewed offered opportunities for apprentices to access resources and submit assessed work in Welsh, these were not always taken up – though there is also some excellent practice at providers in Wales in this area. The consultation rightly identifies that there is a need to understand the specific factors at play for apprentices in different sectors, in consultation with the Coleg Cymraeg Cenedlaethol.
20	Are there any other considerations for us to take into account so that the	

No.	Question	Response
	design of the new programme would not have adverse effects, or which would reduce adverse effects on: (a) opportunities to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language	
Inclusive apprenticeships		
21	What barriers currently exist for underrepresented groups in accessing and succeeding in apprenticeships, and how can the design of the new programme address these challenges and encourage retention of learners?	QAA's 2021 review, reinforced by ongoing engagement with providers, found that apprentices often experience significant time pressures when balancing full time employment with attending classes and completing study and assessment outside working hours. This can present particular challenges for those with caring and family responsibilities and may deter some learners from entering programmes in the first place. Providers highlighted that flexibility in delivery is essential to support apprentices to cope with these demands. The review also identified variation in employer support, including inconsistent access to protected study time and differences in understanding mentoring responsibilities. Where this support is weaker, apprentices are more likely to struggle with workload and confidence, which can negatively affect retention and progression. Providers noted that maintaining structured, regular communication

No.	Question	Response
		between employers, apprentices and providers is important to ensure issues are identified early and support needs are met in a timely manner. From a quality and learner experience perspective, supporting retention will require: **Delivery models** that accommodate different patterns of work and personal circumstances **Clear expectations** of employer involvement in supporting learning **Consistent progress monitoring** and feedback that engages employers and apprentices. These approaches would help remove participation barriers linked to work patterns or personal circumstances and support equitable continuation and success for higher level apprentices in Wales.
22	What targeted recruitment strategies can support participation from under-represented groups?	QAA's review found that some groups remain less likely to access higher-level apprenticeships, particularly those not already in full-time stable employment and those with caring responsibilities. Providers highlighted that recruitment is strongest where information, advice and guidance make apprenticeships visible and credible alongside traditional academic pathways. Targeted strategies that providers identified as beneficial include: **Strengthening early information and advice** in schools, colleges and communities so learners understand that apprenticeships offer a route into higher education and skilled employment. **Clear communication of workload and support expectations** at the point

No.	Question	Response
		of recruitment, ensuring prospective apprentices with wider responsibilities can make informed choices. **Focus outreach to adults and career changes,** including those returning to learning after time out of formal education. **Active collaboration with employers** to widen who they consider for apprenticeship roles and to support recruitment in regions or sectors where participation gaps persist. **Visible promotion of bilingual and inclusive opportunities,** signalling that apprenticeships are accessible and relevant across Wales' communities. Approaches that combine consistent messaging, targeted outreach and supportive employer engagement can help broaden participation and ensure more diverse groups view apprenticeships as a realistic and valued option.
23	Do the proposals have any positive or negative impacts, or unintended consequences, in terms of equality, diversity and inclusion? What good practices could you share?	QAA's 2021 review found that higher level apprenticeships offer a strong route into advanced skills and career progression, which has the potential to support social mobility and widen access to higher education. The ability to earn while learning can be particularly positive for learners who might not otherwise be able to afford full-time study. That said, some aspects of delivery can also create unintended barriers if not managed carefully. Where working patterns assume full-time availability and flexible personal circumstances, apprentices with caring responsibilities, those with disabilities, or those in less secure employment may be disadvantaged. Providers highlighted that variation in employer support, for example in the provision of study release time and access to mentoring, can lead to uneven learner

No.	Question	Response
		experiences and outcomes between sectors and regions. Good practice examples from providers include: **Integrating equality and diversity considerations** into programme design and quality monitoring rather than treating them as separate initiatives. **Using inclusive assessment and delivery approaches**, including blended and accessible learning models **Providing clear guidance to employers** on expectations for workplace mentoring and learner support. **Regularly gathering and acting** on the experiences of apprentices from underrepresented groups. **Designing provision that actively supports** bilingual access and engagement. Taken together, these approaches help ensure that the benefits of apprenticeships are realised consistently for all learners and that widening participation ambitions remain central as the new programme is developed.
24	Should we continue to fund the supported apprenticeship programme and the Employer Incentive Scheme? Please explain your answer.	
25	Are there other options in addition/instead that would help support inclusive apprenticeships more?	
26	What could we do to support participation in apprenticeships for those who are under-represented?	

No.	Question	Response