

Consultation questions

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

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| | Wales, what is the evidence base for this? | |
| 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? | |
| 10 | What outcomes should be prioritised for apprentices (e.g. sustainable employment, qualifications), and how can these be effectively measured and supported? | <p>Embedding professional standards within apprenticeships presents a valuable opportunity to elevate their impact and credibility. By aligning apprenticeship outcomes with recognised professional registrations, apprentices can earn post-nominals that reflect their applied skills, knowledge, and proven competence. This not only validates their expertise but also enhances their career prospects and forms inter-disciplinary connections that can lead to new ideas and solutions.</p> <p>To achieve this, collaboration with professional bodies, those responsible for championing and registering professionals is essential. Their involvement ensures that registration competencies are built into the apprenticeship from the start.</p> <p>This approach creates opportunities for apprentices to join professional communities that offer ongoing learning, development, and support throughout their careers, far beyond the apprenticeship itself. It also helps raise the profile and prestige of apprenticeships, giving employers and providers confidence in a system that is recognised for delivering high standards. This confidence can lead to wider uptake and engagement.</p> <p>The multi-level structure of apprenticeships presents a valuable opportunity to align with various levels of professional registration. This approach strengthens the broader skills ecosystem by recognising and embedding environmental professionalism across all occupational levels and career stages.</p> <p>By supporting progression routes that reflect different levels of expertise, apprenticeships can</p> |

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| | | <p>more effectively address workforce skills needs at every level, ensuring that environmental professional standards are integral from entry-level roles through to advanced practice.</p> <p>With apprenticeship reforms, there is the ability to ensure that green skills and the greening of occupations and sectors are reflected through mandated content of the apprenticeship. This puts environmental professionalism, and sustainability at the forefront of all roles. As part of this, apprenticeship design needs to include the ability to account for and enable use of new technologies and innovations, leading to a more sustainable approach to work.</p> <p>To achieve this, apprenticeship design must incorporate mechanisms that support the integration of emerging technologies and innovations. This will enable learners to adopt more sustainable approaches to work and remain responsive to evolving industry practices.</p> <p>Such adaptability may be facilitated through flexible apprenticeship structures or through a dynamic system that enables an updating of apprenticeship through employer and industry insights. These updates should reflect modern, evidence-based, and best-practice approaches, ensuring apprenticeships remain relevant and future-focused.</p> |
| 11 | How can we attract more, and/or a wider cohort of apprentices, regardless of background or starting point into the programme? | |
| Employers/industry | | |
| 12 | How can we widen the number and range of employers offering apprenticeships, especially SMEs? | |
| 13 | How can employers be more effectively engaged in the design, delivery, and evaluation of the apprenticeship programme to ensure relevance and impact? | |

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| 14 | How can businesses be better supported when working with an apprentice? What information would be useful to employers, prior to taking on an apprentice and during the apprentice's learning journey? | |
| 15 | How can we ensure a programme that supports regional economic development and place based skills planning? | |
| Learning providers | | |
| 16 | How can providers be more effectively engaged in the design, delivery, and evaluation of apprenticeship programmes to ensure relevance and impact? | |
| 17 | What is working well and what needs to be strengthened from a provider perspective? | |
| Welsh language | | |
| 18 | <p>Do our high level principles for the new Apprenticeship programme have any positive or negative effect on:</p> <ul style="list-style-type: none"> (a) opportunities to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language <p>in particular;</p> <ul style="list-style-type: none"> • How can we encourage a higher take up of Welsh medium provision and bilingual workplace opportunities across Wales? • How can the Welsh language skills, particularly for the workplace, be more meaningfully embedded more broadly into apprenticeship programmes to support bilingualism, respond to employer need and cultural identity across sectors? | |

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

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| 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? | |