

# HIGHER AND DEGREE APPRENTICESHIPS

The inclusive route to a  
highly skilled workforce



# We know apprenticeships

Sheffield Hallam University is one of the country's leading providers of higher and degree apprenticeships and home to the National Centre of Excellence for Degree Apprenticeships (NCEDA).

As a committed civic university, with a proud tradition of supporting our local region, we know that degree apprenticeships are an important vehicle for increasing social mobility for those who need it most. They provide people of all ages – including many young people who might not otherwise have gone to university – with the access and opportunity to thrive and develop their confidence whilst contributing to their community, the economy and society.

By addressing skills gaps in priority sectors, higher and degree apprenticeships play a key role in levelling up the nation's workforce and improving productivity. They provide a clear and scalable route for significantly increasing the number of young people entering the UK workforce with higher technical skills delivered on the job through work-based training.

As one of the first adopters of degree apprenticeships, we have longstanding experience and sector-leading facilities to help our apprentices go further – and through NCEDA, we provide some of the most innovative, industry-relevant courses in the country.

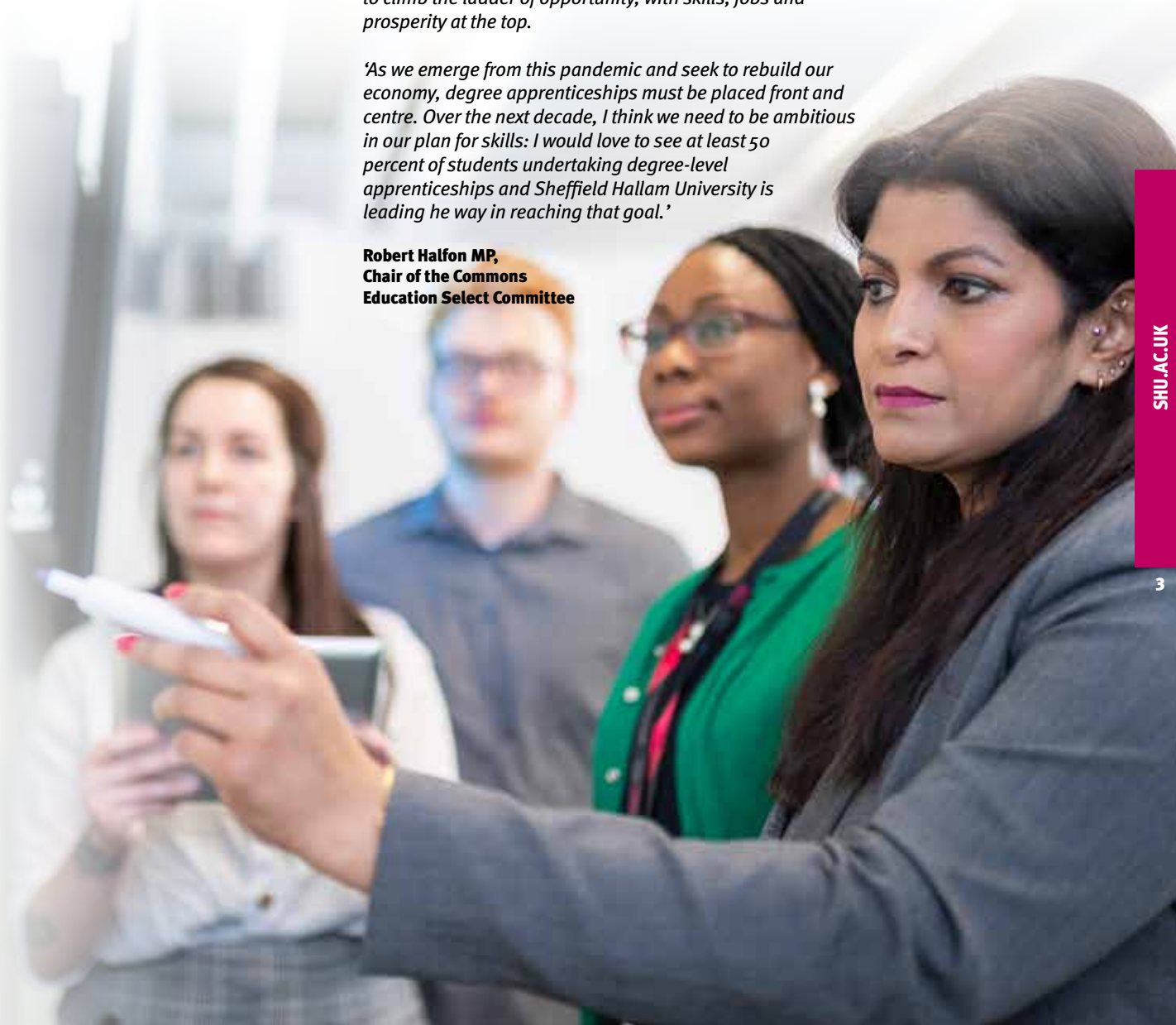
Sheffield Hallam delivers one of the widest ranging selections of degree apprenticeships, working with over 400 employers to deliver courses in sectors including construction, engineering, health and social care and cross sector in digital/IT, leadership and management.

***'As a passionate champion of degree apprenticeships in Parliament, I am delighted to support the extraordinary work of Sheffield Hallam's National Centre of Excellence for Degree Apprenticeships.'***

*'Degree apprenticeships transform lives, offering anyone - whatever their background, whatever their age - the chance to climb the ladder of opportunity, with skills, jobs and prosperity at the top.'*

*'As we emerge from this pandemic and seek to rebuild our economy, degree apprenticeships must be placed front and centre. Over the next decade, I think we need to be ambitious in our plan for skills: I would love to see at least 50 percent of students undertaking degree-level apprenticeships and Sheffield Hallam University is leading the way in reaching that goal.'*

**Robert Halfon MP,  
Chair of the Commons  
Education Select Committee**



# Higher and degree apprenticeships at a glance

Higher and degree apprenticeships are a work-based route to undertake degree level study.

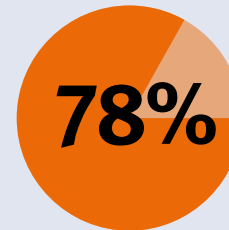


When studying for a degree apprenticeship, apprentices work for an employer and attend university for academic study in short blocks or day release, applying their learning within the workplace.

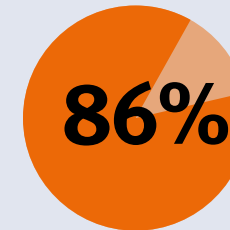
The employer's apprenticeship levy or government co-funding covers the course fee, while apprentices receive an ongoing salary and a high level of educational attainment. Depending on the size of the business, up to 100% funding is available. You can find out more on page 13.

Programmes are designed with employers, providing apprentices with the latest industry skills and knowledge.

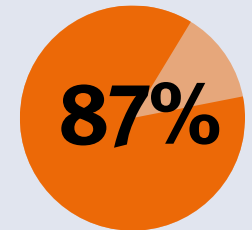
This means staff can study at degree level, with no fees and full job security. As a result, degree apprenticeships help to widen participation in higher education and create a highly-skilled workforce.



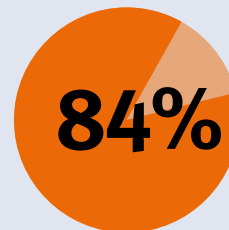
78% of employers said apprentices increased productivity\*



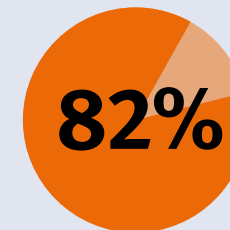
86% of employers said apprentices developed skills relevant to their organisation\*



87% of apprentices are happy with their apprenticeships and would recommend them to others.\*\*



84% of employers were satisfied with their apprenticeship programme\*



82% of employers would recommend apprenticeships to others\*



100% of course fees could be accessed from government funding

\*latest gov.uk apprenticeships evaluation 2017/2019  
\*\*Institute for Apprenticeships and Technical Education apprentice panel survey, August 2020

# NCEDA - leading the sector

Providing leadership and innovation



NCEDA is home to some of the UK's leading experts in the provision of degree apprenticeships – regularly contributing to the shaping of regional and national policy.

We are committed to celebrating the success of the degree apprenticeship programme and sharing best practice to allow joint-learning across the sector. As a result, our expertise is consistently called upon to provide advice for government consultations, regional economic planning, local enterprise partnerships and other key partners, as this alternative route into higher education continues to grow.

Our delivery of one of the widest portfolios of higher and degree apprenticeship courses in the country, at various levels of study, offers a route into university, and work, for those who may not otherwise have gone into higher education. With more than 1,300 apprentices across 400 employers, we are proud of our record.

This extends to degree apprenticeships in the following fields:

- Architecture and Chartered Planning
- Construction and Chartered Surveying
- Digital Solutions and IT
- Engineering
- Food and Drink
- Health and Social Care
- Healthcare sciences
- Leadership and Management
- Policing
- Supply chain and packaging

***'We want to play a leading role in changing perceptions of HDAs for the better whilst seeking to influence decision making to drive improvements in the system. Using our expertise to provide advice improves understanding of how degree apprenticeships work, allowing more employers and workers to benefit from the opportunities they provide.'***

**Conor Moss, Group Director  
and Dean of Work Based Learning**





## Award-winning teaching, facilities and student experience

Our dedicated learning and teaching spaces ensure that each apprentice gets exceptional support and education in their field.

This support extends off campus too — our work-based learning coaches provide one-to-one, on-the-job guidance and advice throughout the apprenticeship.

The Sunday Times Good University Guide named Sheffield Hallam as the University of the Year for Teaching Quality in its 2020 edition, recognising the value of our unique, real-world approach to learning. We were also named the best university for degree apprenticeship training at the 2020 School Leavers Awards.

We hold a silver award from the government's Teaching Excellence Framework, meaning we consistently exceed national quality requirements. We were also awarded five stars in the QS Star rating, achieving top marks in the categories of teaching, employability, facilities, innovation and inclusiveness.

## Working in partnership with employers and institutions

Our apprenticeship courses are developed in consultation with key partners, including industry leaders, small and medium enterprises, the Local Enterprise Partnership, further education colleges, chambers of commerce, schools and public sector organisations, including the NHS.

We address specific business challenges by helping organisations to build a team, skills profile and talent pool that works for their business.



# Our apprentices

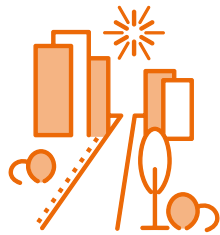
Degree apprenticeships are a strong route to social mobility to people from all backgrounds and we are supporting employers to diversify their workforce

Our student cohort demonstrates that with the right approach, higher and degree apprenticeships can provide new learning opportunities for young people from disadvantaged backgrounds:



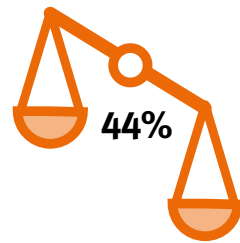
**We have a higher number of disabled apprentices, at each level, compared to the national picture:**

Level 6 **Sheffield Hallam 12.6%** (National 7.4%)  
Level 7 **Sheffield Hallam 7.9%** (National 4.6%)



**In 2021, we will deliver apprenticeships with almost 500 employer partners.**

Over 120 of these employers are based in the Sheffield City Region.



**A higher proportion of our apprentices are from POLAR quintiles 1 & 2** (the geographical areas with the lowest number of young people participating in higher education)

Break down data by level:  
Level 6 **Sheffield Hallam 45%** (National – 35.1%)  
Level 7 **Sheffield Hallam 45.6%** (National – 25.1%)  
(2019/20 cohort)



**Our apprentices play an important role in the regional economy, bringing new skills and industry knowledge to the local workforce.**

25% of our apprentices are from the Sheffield City Region with 43% from Yorkshire and Humber as a whole\*\*.



**NCEDA expects to engage with over 1000 new apprentices each year.**

As of 2021, we have more than 1,500 apprentices enrolled at Sheffield Hallam.



\*Office for Students 2020 – doc ref: OFS 2020.28  
\*\*HESA 2018/19

# Responding to Covid-19

Designed in partnership with local and national employers, and informed by strategic direction from regional partners such as Local Enterprise Partnerships, HDAs are key to driving local economies. The Covid-19 pandemic has only served to magnify their local value.

In the face of complex challenges, many of our apprentices turned their learning and motivation to active delivery as their employers responded to the pandemic. Across all levels and disciplines, apprentices supported and led urgent projects in the NHS, schools and local community. These included:

- A senior leader management apprentice leading the deployment of a three-year IT project for the NHS in Grimsby in just four weeks to allow remote working.
- Facilities management apprentices helping to coordinate the use of university assets for the local community and hospital workers, including using halls of residence to house NHS staff and using our facilities to help prepare food packages
- One of our chartered surveyor apprentices being given lead quantity surveyor status on a hospital refurbishment - made a top priority due to the demand for bed space.

These examples highlight the valuable role of HDAs: creating skilled roles in which people can have a significant positive impact on a business and the community. This will become even more evident as the country recovers.

# Why apprenticeships matter

Apprenticeships are an inclusive route to a more highly skilled workforce, providing opportunities for all.

## Narrowing the skills gap and boosting social mobility

Higher and degree apprenticeships (HDAs) provide more routes to success for more people, particularly in regions with traditionally low productivity. Evidence shows that they attract those from non-traditional or disadvantaged backgrounds, and areas with low participation in, or progression to, higher education. At Sheffield Hallam, NCEDA provides additional support for apprentices from these backgrounds.

## Providing new opportunities

HDAs work for people of all ages and backgrounds. They are supporting people into employment as well as helping those locked in low-skilled employment to progress their career – providing opportunities to reskill.

## Recognising business needs

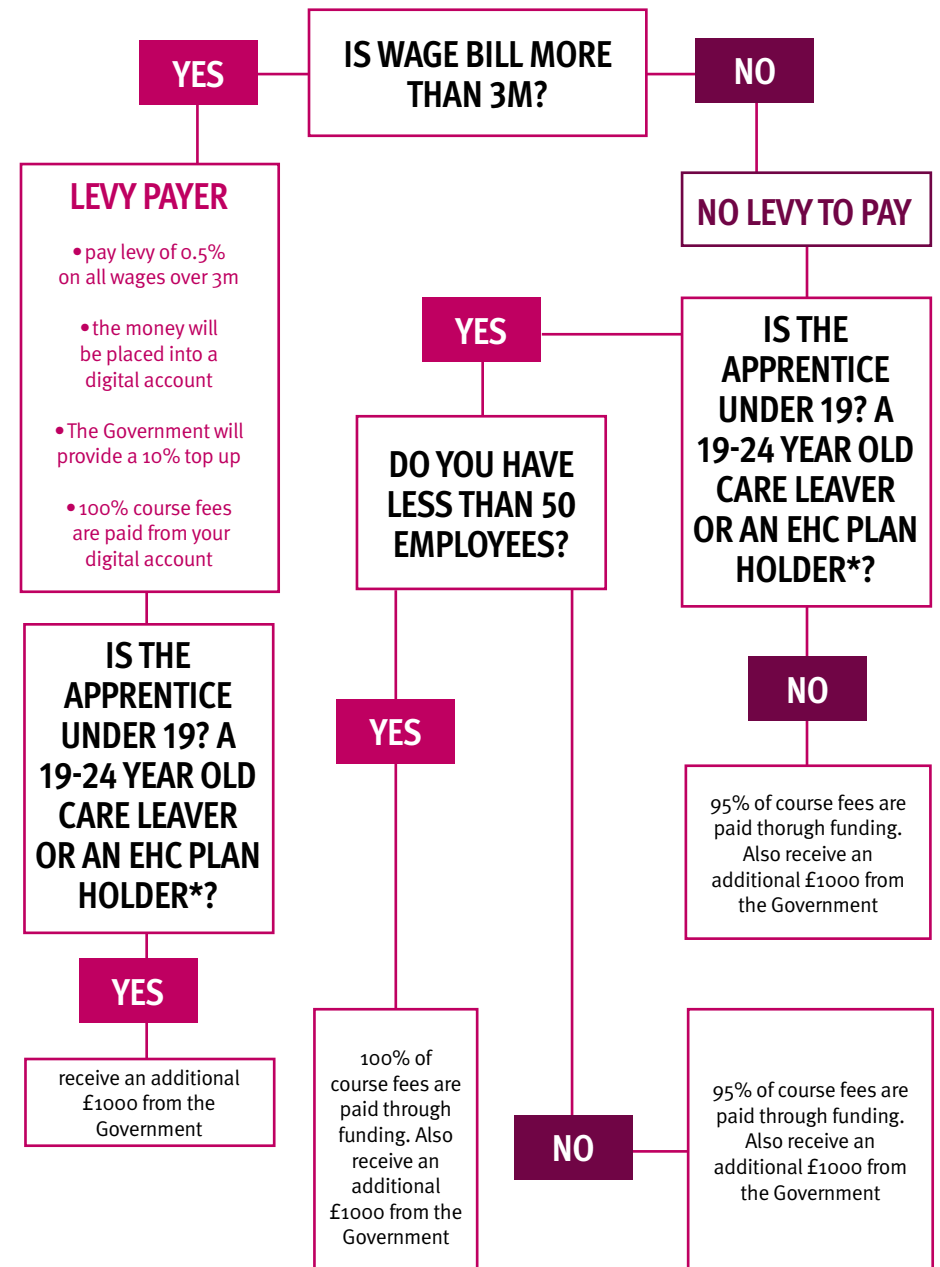
For employers, HDAs mean an opportunity to improve their organisation's productivity through new knowledge and skills. In technical fields which are facing a skills shortage, such as engineering, construction and digital, and graduates are in high demand, companies can now develop their own talent by making use of the apprenticeship levy.

## Supporting the region, economy and recovery

HDAs have a vital role to play in driving future economies. As well as addressing skills gaps, employability, and productivity across regions and sectors, HDAs are an important route for supporting the wider economy as the country looks to recovery post COVID-19.

Designed in partnership with local and national employers, and informed by strategic direction from regional economic bodies such as Local Enterprise Partnerships, HDAs are key to the government's levelling up agenda.

## How are degree apprenticeships funded?



\* Local Authority Education, Health and Care Plan





## Why Daisy decided to do an apprenticeship

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Daisy Coombes completed her part-time BEng (Hons) Mechanical Engineering degree whilst working four days a week as an apprentice with JCB. She also received the Bryan Hildrew Apprentice of the Year award in 2017.

***'I decided to do an apprenticeship because it would mean that I'd get on the job learning straight away out of sixth form.'***

*'For me it was completely the right decision because I have been able to develop myself, gain confidence and I'd be earning and learning at the same time.'*

*'All the work that I do here is real life work and it's great to see the things that I've done being implemented on to the products.'*

*'For me, the best thing about an apprenticeship is that every day you have a new challenge and are able to develop yourself in ways I didn't imagine.'*

## Why Sheffield Hallam and Servelec were right for Yannick

Yannick Loembet is a junior software developer at the Servelec Digital Academy, and was the 1000th degree apprentice to join Sheffield Hallam.

He works in a full-time role at the firm, alongside attending lectures and seminars at Sheffield Hallam.

The apprenticeship will lead to a Digital and Technology Solutions Professional degree qualification.

***'I really wanted to join a company that has strong ethics and is making a positive difference to people's lives.'***

*'The opportunities to learn and develop in software engineering are huge. We have the benefit of being able to work with Servelec's team of developers on real projects, as well as spending time at Sheffield Hallam University. This mix provides the best opportunity to learn and develop.'*



# Why our 'engaging and collaborative' approach was right for Clipper Logistics

Since 2018, we've worked with Clipper Logistics on two tailored programmes — the Chartered Management Degree and Supply Chain Leadership programme.

Clipper chose Sheffield Hallam because of our reputation in degree apprenticeships and our academic expertise in supply chain management. As a result, we were able to create programmes that directly suited the needs of their business and staff.

They have recently engaged two senior executives on to their MBA programme and are working towards others joining this programme in the longer term.

***'Following a rigorous due diligence process with a number of business schools, we identified Sheffield as being, by far, the most engaging and collaborative in terms of course design and bespoke learning to ensure alignment with our organisation.'***

*'Against this backdrop is a dedicated team of academic professionals, most of whom have specialisms in supply chain. This has paid dividends to Clipper in terms of the 'value added' services that we also receive from the University, not only in terms of academic enrichment for the students on the programme but also in terms of other offerings that the University provides — particularly around emerging technologies and innovation.'*

**Richard Cowlshaw, Group Human Resources Director, Clipper Logistics**



# How our students help 3Squared build stronger software

**Sheffield-based Software company 3Squared have 55 employees. Founders James Fox and Tim Jones are both Hallam graduates.**

While at Sheffield Hallam, both James and Tim were inspired by the real-world opportunities experiences they had on placement. When they studied together during their final year, they had the expertise they needed to start a business together.

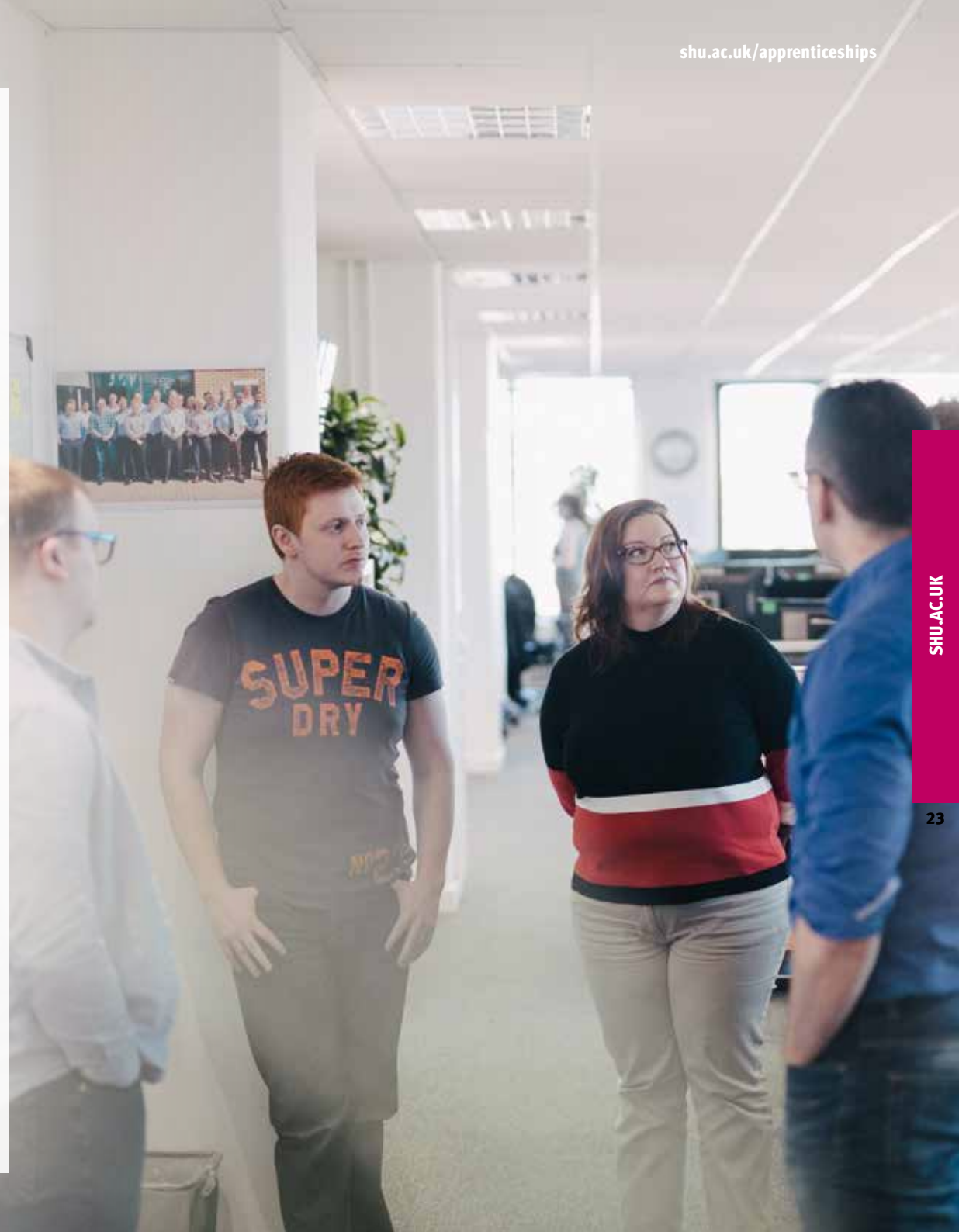
Since 2002, they've taken on 61 placement students. The majority of these students then work part-time in their final year before joining the 3Squared graduate scheme. It's a cost-effective, reliable and efficient way of building a strong team.

3Squared are now investing in higher and degree apprenticeships — allowing students to learn the ropes at their business while gaining cutting-edge industry skills at Sheffield Hallam. James is even on the industry advisory board for degree apprenticeships, giving him direct input into course content.

***'We took on our first Degree Apprentice last year, we think this has a good strategic advantage as we are incorporating the new team member from the start, they get the best of both worlds and experience from both SHU/3Squared.'***

***'I am also chair of SHU's Computing Department Industrial Advisory Board – chairing quarterly meetings to feedback on the degree apprenticeships and any amendments to the course.'***

**James Fox, Founder and Managing Director, 3Squared**



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