



Maximising apprenticeships for improved performance and results

A guide for employers by The Open University & KPMG





Important note:

Information about the apprenticeship reforms currently apply to England only. All UK employers with a wage bill of over £3million will be expected to pay the apprenticeship levy, but is not yet known how funding from the levy will work in Scotland, Wales and Northern Ireland. Consultations on this are currently taking place.

The governments of both Wales and Northern Ireland are currently undergoing consultations to reform apprenticeships. There are currently no plans for reforms to apprenticeships in Scotland.

This information is correct as of November 2016.

For more information about the OU and KPMG contact:
business@open.ac.uk or visit **open.ac.uk/apprenticeships**



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How to maximise apprenticeships for improved performance and results

The aim of this guide is to provide you with in-depth information and advice on how to maximise apprenticeship programmes in your organisation. Here's an overview of the five steps that we'll be exploring further in the guide:



1

Align apprenticeships with business strategy

Seek to answer searching questions about your organisation, such as: what do you want your business to look like in the future? What jobs do you want your people to be doing in four years' time? Do you want to use apprentices to up-skill your existing employees or bring in (and train) new people? Once you have a strategic view of future needs, you'll be in a stronger position to identify and map your apprenticeship needs accordingly. You'll also have a clearer picture of the types of apprenticeship standards and levels needed to drive business objectives forward.

2

Conduct a skills audit

With a clear view of both the skills-base of existing staff and specific skills needs for the future, you'll be able to make informed decisions on where to create apprenticeship opportunities in your organisation. You'll also be in a good position to align skills planning with your 3, 5 and 10-year business objectives.

3

Take an integrated approach

Review your in-house training programmes, map them to apprenticeships standards and supplement them with additional learning, to turn your existing programmes into funded apprenticeship programmes. Some apprenticeship providers are able to conduct this audit for you and make recommendations.

4

Be diligent when choosing an apprenticeships provider

Ask a broad range of questions to really assess whether the apprenticeship provider will meet your needs. Do they have a proven track record & experience? Can they help with attraction, selection and recruitment? What's their delivery methodology? Can they access a wide range of standards to meet your needs? Where can they add value? Asking these questions will be crucial for finding the right provider.

5

Engage and support employees

Consider how the arrival of apprenticeship programmes will impact on your people. For many staff, they'll present a massive cultural shift and will need support to implement effectively. Think about your internal communications strategy – how will you get staff on board and promote opportunities internally? What information can you provide managers with? Is it worth creating apprenticeship ambassadors or organising roadshows? These are all worthy considerations to help engage, motivate and support your staff.



Why are higher and degree apprenticeships important?

A revolution is taking place in the way organisations are able to up-skill and re-skill new and existing staff. It's a revolution where your needs, and the needs of your employees are aligning for mutual benefit. Following significant investment, higher and degree apprenticeships are gearing up to address critical skills gaps and boost business performance and productivity.

The revival of apprenticeships began following the government's influential 2007 Leitch Review into the skills UK plc would need by 2020 to continue to be a world-leading nation. It targeted a doubling of apprenticeship

numbers to 500,000, to bring the percentage of the population qualified to Level 4, and above, up from the then 29 per cent to 40 per cent.¹

The government's response was to reform apprenticeships, including the introduction of degree apprenticeships in March 2015, to create the higher-level skills needed to boost business productivity and growth in the UK. With government now well on course to meet its further target of having 3 million apprentices in training by 2020, higher and degree apprenticeships are helping thousands of organisations become more agile, more future-ready, and better able to respond faster to changing economic conditions.

Addressing business issues:²



Productivity



UK productivity output per hour is 21% lower than the average across the rest of the G7

Management



Time wasted by poor management could be costing the economy as much as £19bn a year

Digital



The digital skills gap costs the UK economy £63bn a year

According to Ian Howell, Director, Business Development at the OU:

“More than ever, it is vital that UK businesses develop their staff to ensure our country has the skills it needs to compete on the world stage. That’s why we’re working together with KPMG – so we can not only help organisations tap into unlocked potential of their people, but help increase the confidence and skills of individuals in key sectors for the benefit of our national economy.”



How high are higher-level apprenticeships?



In the UK, skills are assessed against levels, which are set according to qualification frameworks. Apprenticeship levels are:

- ① **Higher Apprenticeships:** Levels 4 and 5 – HND, foundation degree
- ② **Degree Apprenticeships:** Level 6 – Bachelor's degree
- ③ **Postgraduate apprenticeships:** Level 7 – Master's degree

¹ Leitch Review of Skills, Prosperity for all in the global economy – world class skills, December 2006

² UK productivity output - Management 2020: The commission of the future of management and leadership, CMI, July 2014; Cost of poor management - Leadership and management in the UK – The key to sustainable growth, Department for Business, Innovation & Skills, July 2012; Digital skills gap – 2016 report from The Science and Technology Committee



How do the new changes to apprenticeships benefit employers?



According to Mark Williamson, Partner at KPMG:

“Apprenticeships now provide the flexibility to meet workforce needs in many new ways.”

The myths about apprenticeships are being addressed and employers are now seeing that:

- 1 Employees can be an apprentice at any age.
- 2 Almost any role can have an associated apprenticeship – including business management, administration, customer service, accountancy and finance.
- 3 Apprenticeships can provide degree and master’s level qualifications.
- 4 Apprenticeships can be taken at any point in an employees’ career.

According to David Willett, Head of Propositions at the OU:

“Apprenticeships never really went away, but by the same token, never have they seen so much change. New employer-created standards have put apprenticeships firmly back where they belong – with organisations.

This means employers now have the opportunity to be involved in the design of apprenticeship programmes, creating a gold-standard approach to meet business needs and truly embed work-based learning into the organisation.”



A staggering 92% of apprentice-employing organisations say apprentices create a better, more motivated workforce, while 76% say they make their workplace more productive.³ Latest data reveals just how popular apprenticeships – particularly higher-skilled apprenticeships – have now become. More than 11,000 Higher Apprenticeships were started between August 2015-January 2016, bringing the total to 30,000+ and taking all apprentice starts to 2.7 million since May 2010.

First and foremost, higher and degree apprenticeships are paid jobs that incorporate on and off the job training, are built around new standards, and often lead to a professional qualification. However, while they share the apprenticeships label, higher and degree apprenticeships are a completely new breed.

Who's doing what? ⁴



MTR Crossrail, the newly created operating company that will deliver train and passenger services on the new Elizabeth Line, is a massive supporter of apprentices. Of its 450 staff, 109 are current or former apprentices, ranging from Level 2 through to Level 5.

The NHS currently has 19,820 apprentices. The levy will see it pay what it costs to train 28,000 apprentices, so it plans to increase the number of apprentices to this new level.

Mitchells & Butler, operator of Harvester and All Bar One plans to train 1,700 apprenticeships (Levels 2-4), this year, compared to just 50 graduate positions.

Whitbread has around 1,000 apprentices at any one time and they have a target of creating 6,000 by 2020.

What are standards?



Apprenticeship standards are designed to raise and standardise the skill levels of a range of occupations, such as:



Junior Journalist
Media



Aerospace
Manufacturing Fitter
Aerospace



Assistant Healthcare
Practitioner
Healthcare



Software Developer
Digital



Chartered Manager
Leadership & Management



Chartered Surveyor
Surveying



Solicitor
Law



Professional Accountant
Accountancy

³ Skills Training UK – Benefits of Apprenticeships, from data by the National Apprenticeship Service

⁴ <http://raconteur.net/technology/apprenticeships-prove-a-popular-alternative-to-the-cost-of-university>



What impact will the **levy** make?

The next biggest change to impact on the skills development landscape, is the introduction of the Apprenticeship Levy – due to come into force in April 2017.

If your business has an annual wage bill greater than £3m you'll be required to contribute 0.5% of this in the form of a levy that is expressly designed to fund even more apprenticeships. If you want to reclaim this money back (with some extra government top-up to further encourage you), you'll need to use this money

specifically to take on apprentices from approved training providers. What this means is that if you pay the levy, supporting apprenticeships will become a much more obvious financial commitment. Even if you already train apprentices, the likelihood is you'll want to take on more to recoup your levy money back. For the latest updates on the apprenticeship levy, visit:

open.ac.uk/apprenticeships

Get your strategy right though, and the opportunity facing you could be vast.

In short, the need for you to understand and get the most out of apprentices has never been greater.





According to Mark Williamson:

“The new levy has the potential to help organisations unlock productivity in their workforce by upskilling employees in areas which align to their overall commercial objectives. This will enable them not only to plug current skills gaps, but reshape their workforce to meet the future demands of their business.

“Under the new rules, apprenticeships can be applied to almost any job role. Employers can use the levy to deliver training to every layer of their organisation, from school leavers to executives, and truly embed the skills needed to meet their commercial ambitions.”



“The new levy has the potential to help organisations unlock productivity in their workforce by upskilling employees in areas which align to their overall commercial objectives”

Mark Williamson, KPMG





Five steps to maximise apprenticeships for improved performance and results

With nearly three million apprentices already in-situ,
you'll likely fall into one of two camps:



Those who know and cherish
apprenticeship programmes



Those who have never
implemented them

“It’s the second segment, particularly, the new system needs to speak to, and it’s entirely possible there is still misalignment amongst employers about how good apprenticeships have become, who is attracted to them, and what they can be used for,”

*says Eoghan Thompson, Associate Director
of KPMG’s People Powered Performance team.*

That’s why we’ve put together this guide. Should your organisation be new to apprenticeships, or only experienced them in a limited way, we’re here to support you through the process by providing guidance on five key things you can do to maximize the apprenticeship opportunity.





1 Align apprenticeships with **business strategy**

If you want to truly make the most of apprenticeships opportunities, one of your key tasks is to develop a strategic approach to your organisational design. By asking key questions about your organisation, you should be in a stronger position to identify and map your apprenticeship needs accordingly.

*“The introduction of the levy means that apprenticeships are no longer a **nice-to-have**,”*

says David Willett.

“The levy will require you to have hard conversations about where you will get your greatest ROI from, and how you can map apprenticeship programmes to ultimately achieve your organisational goals. You’ll need to ask yourself some searching questions, such as; should you use apprenticeships as a vehicle to up-skill your existing employees? Should you bring in (and train) new talent? What jobs do you want your people to be doing in four years’ time and what skills and capabilities will they need to perform well in those roles?”

David adds:

“Without any of this up-front thinking, it will be difficult to identify the types of apprenticeship you’ll need, in terms of occupational areas, and at what level. Are you using apprenticeships as a retention tool; as a pathway to other roles (such as management), or to address current or future skills shortages? These are all questions you’ll want to be able to answer.”

A point that’s worth remembering, is that even if you’re not subject to the levy (in which case you’ll have 90% of the cost of training an apprentice covered by the government), there is still no reason not to know what type of apprentice you want, and for what business purpose.

Eoghan Thompson says:

“Employers can’t make sensible choices about their apprenticeships without knowing what their priorities are.”



“Are you using apprenticeships as a retention tool; as a pathway to other roles (such as management), or to address current or future skills shortages? These are all questions you’ll want to be able to answer.”

David Willett, The Open University



The Open University



Maximising apprenticeships



2 Conduct a **skills audit**

To begin answering the sorts of questions posed earlier, the next step is to conduct a skills (strategy-linked-to-workplace-planning), audit. This is an exercise that will most clearly reveal the precise skills gaps or pinch-points you have in your business, and how implementing the right apprenticeship programmes can alleviate them.

According to Eoghan Thompson:

“Skills audits reveal current and future operational capacity problems, and suggests solutions to them,”

This could mean some organisations might be faced with a new challenge. However, the good news is that advisors like KPMG have valuable expertise in providing in-depth analysis. If you're not practiced in doing a skills audit, an organisation like KPMG can do it for you.

David Willett adds:

“At its simplest, it's a way of uncovering where you might get the highest return on investment,”

“If digital technology development is proven to be your biggest catalyst for business-transformation, then digital technology apprenticeships will clearly be the right choice for moving your organisation forward in achieving business goals.”

Once you've conducted the skills audit, you should have a clear view of both the skills-base of existing staff, as well as specific skills needs for the future. And by aligning your skills planning with your 3, 5, and 10-year business objectives, you'll be in a better position to assess the new apprenticeship standards that will best develop staff for future roles.



“Skills audits reveal current and future operational capacity problems, and suggest solutions to them.”

Eoghan Thompson, KPMG



3 Take an **integrated** approach

Making the most of apprenticeships is about understanding how new learning integrates (and complements) the old. In particular, it helps if you can accept that this new solution can either sit alongside, or replace other learning solutions.

It's highly likely, for example, that you'll already have your own in-house training standards or will run training courses with a roster of existing external providers. By doing an audit you'll also be able to see where spend can actually be saved across the rest of the organisation.

According to Eoghan Thompson:

"An audit will likely reveal which parts of existing training can be substituted for apprenticeship training instead,"

"This can save money, and prevents duplication of other training spend. It also gives the training you're already doing a recognised badge that employees can gain pride from."

The best providers are able to review your in-house training programmes, map them to apprenticeship standards and supplement them with additional learning, to turn existing programmes into funded apprenticeship programmes.



“An audit will likely reveal which parts of existing training can be substituted for apprenticeship training instead”

Eoghan Thompson, KPMG

Management standards already proving to be popular. In July, the Chartered Management Institute launched two management and leadership apprenticeships formed in partnership with a group of 40 employers and universities⁵ – for which we are one of the providers. If organisations, that already spend money on management training, use their levy to pay for this, they can effectively save on their overall L&D budget.

David Willett says:

“As soon as apprenticeships are viewed as an investment for the future, this is when the levy ceases to be regarded as a learning ‘tax’ and starts being seen more as an opportunity to provide guaranteed returns.”

⁵ <http://www.managers.org.uk/about-us/media-centre/cmi-press-releases/new-degree-apprenticeship-in-professional-management-given-green-light-by-the-uk-government>

In amongst all the change around apprenticeships, you can at least take comfort by knowing the new 'standards' (which replace the old apprenticeship frameworks), have been developed by employers, for employers and have been assiduously designed and ratified. This means you can be assured of a minimum level of training consistency. All learning providers need to be government-approved and will have to demonstrate they are able to manage and deliver the training content up to the required level.

David Willett says:

"A standard is just that – a standard. All higher and degree apprenticeship providers will be required to provide a similar level of teaching and learning to meet the quality requirements of the standard."

However, he advises employers to look to work with established providers and suggests it's just as important to look at the wider capabilities of what a provider can offer.

"There's so much more to be gained from apprenticeship providers than just high quality learning content. When evaluating the value of an apprenticeship provider, the proposition should be looked at more broadly. We would say that it's about more than just meeting a level. The true potential for getting the most out of apprenticeships lies in the added value that providers can offer. Employers are recommended to assess the whole package of support that can be delivered."

He suggests this can comprise of a range of support and tools, including conducting an organisational needs analysis, training line managers and other staff, helping to attract and recruit the right talent, as well as establishing peer networks and mentoring support. It might even include assistance to draw down the levy and administration of the policies and procedures underpinning the apprenticeship programmes.

It's highly likely that the training provision marketplace will become competitive, which is good news for employers. As a result, providers will want to offer additional value to differentiate themselves, but the downside is that it can create a marketplace driven by price.

"Price has always been a key consideration in buying training – it's foolish to think otherwise, but you should try to remember what your business outcomes are, and be driven by these first."

David adds:

"I would treat apprenticeship training providers just like any other procurement exercise; the buying process must be mapped to outputs, and providers need to demonstrate they can be your true partners. It's perfectly acceptable to write in break-clauses to give you a way out if you think the service you are getting isn't good enough. Apprenticeships are a long-term investment, so it is wise that you treat them as such, and not by short-term price considerations only."



Top five questions to ask when choosing an apprenticeship provider



Do they have a proven track record & experience?

How long has the provider been in business for? Are they well known? Do they receive industry awards, and can they scale up and deliver if you have more than one office in different locations? These are all areas worth researching to help you whittle your selection down.

David Willett adds:

“It’s also important to look for a provider who can support you in designing your programmes, to ensure they meet your objectives and that work-based learning is embedded throughout.”



Can they help with attraction, selection and recruitment?

This can be quite a resource-intensive task, particularly if apprenticeship recruitment is new to your organisation. Sourcing a provider that can assist here will pay huge dividends, particularly as they can help to ensure you get the right quality of candidates.

David suggests:

“A programme can be of exceptional quality, but employers still need to recruit to a consistent standard. Identifying potential involves assessing whether people have the right type of strengths and are committed to completing the apprenticeship. It’s important to ensure you are hiring and developing the right people to ensure success – not just in terms of the apprenticeship being completed, but also to invest in the right talent that will drive your organisation forward.”



What's their delivery methodology?

Not everyone learns at the same rate, or prefers the same teaching methodology. If you've got a diverse workforce, you might want to consider providers that offer online as well as traditional classroom based learning. You might also want to look at whether your provider can customise material to

different employee segments. Good questions to ask are: does the provider offer flexibility to support your organisational needs? Does the delivery methodology minimise time spent away from the office? Are the study methods flexible enough to fit around business demands?



Can they access a wide range of standards to meet your needs?

You'll want to work with a provider that can offer a breadth of different standards. Some providers are forming consortiums and partner relationships to enable a wide range of programmes, which is preferable if you work in a larger organisation and would rather manage everything through one single

source. These consortiums also have the added benefit of bringing together the knowledge and expertise of a range of organisations, professional institutions and awarding bodies to better meet your needs.



Where can they add value?

Taking on apprentices can be a huge commitment in time as well as money, so you'll want to find the partners that can routinely take some (or all) of the admin burden away from you. By choosing a partner that can provide support with the skills audit, recruitment process and drawing down the funding, the process of implementing apprenticeship programmes can be much smoother and successful.

David says,

"Look for where they can add value, such as whether they provide training for your managers to help with a cultural shift, as well as mapping and accrediting in-house training to suit apprenticeships standards."

5 Support and engage employees

So far we've focused on the business-driven preparations you can take, such as people-audits and skills-gaps profiling, but it's also important to think about how your culture could be impacted – that is, whether your staff are informed, engaged and managed through the change.

Introducing new higher and degree apprentices will have an impact on existing staff. Employees without degrees will be rubbing shoulders – or even doing the same work – as those that do. Also, your apprentices may soon be in line for the same sort of promotional opportunities that non-apprentices might be expecting. For existing staff there could be problems of integration and acceptance. It's vital these cultural issues are addressed, with appropriate communication about inclusivity and meritocracy.

The introduction of apprenticeships can impact on line managers as well, so it might be helpful to consider whether training is needed to support these managers. These are the people who will be providing direct support and providing feedback to their apprentice population. By supporting them with that process, your managers can be in a stronger position to ensure the introduction of apprenticeships are successful. Getting the most from apprentices strongly correlates with boosting the capacities of the people guiding their working and learning experience.

Finally, it's worth putting yourself in the shoes of the apprentice, to fully appreciate the enormity of the task they have taken on.

According to David Willett:

“An apprentice has by no means taken an easy path to gaining a degree – they're undertaking a real job with training and education, not the other way around. Therefore, it's important to recognise the challenges they face in not only studying for a qualification, but also starting a new job, which (for some) might mean working full-time in a professional work environment for the first time. So they will need real jobs to learn from, as well as additional support with study,”

“To ensure their success, apprentices are expected to spend around 20 per cent of their working week on studying for their qualification. So, you will need to consider what measures you can put in place to help your apprentices. The bottom line is this: It's your duty to provide apprentices with the support they need – otherwise you run the risk of them leaving, and with them, the investment you've put into them.”



“An apprentice has by no means taken an easy path to gaining a degree – they're undertaking a real job with training and education, not the other way around.”

David Willett, The Open University



What types of advice, guidance and support does the OU and KPMG offer?

- ① Analysis of organisational needs
- ② Mapping and accrediting existing in-house training programmes
- ③ Line manager training
- ④ Range of communication tools designed to support staff
- ⑤ Recruitment, application and induction process
- ⑥ Mentoring, buddying and peer network support
- ⑦ Employer and apprentice handbooks
- ⑧ Dedicated delivery team
- ⑨ Monitoring and evaluation of learner progress
- ⑩ Extra support for the apprentice
- ⑪ Support to draw down the levy funding
- ⑫ Administration and paperwork for new procedures





Embracing change to **meet future skills needs**

Yes, the apprenticeship reforms and the introduction of the levy are creating dramatic changes – some might say at a phenomenal rate – but they needn't be feared. What we're seeing emerge is an interesting proposition for attracting and developing talent.

It's been reported that young people are turning down places at elite universities, including Oxford, and are enrolling as apprentices instead.⁶ There are indications that this shift could be occurring because the lure of an immediate job, the avoidance of student debt, and faster career growth that comes with being an apprentice is an exciting opportunity.

In the hands of savvy employers, higher apprenticeships have the potential to become a powerful workforce tool

for attracting, nurturing and developing high level skills to meet future business needs – which, when you consider how stiff the competition for certain skill-sets is, should not be underestimated.

By getting on board with apprenticeships now, and not only embracing the changes but recognising the long-term benefits, employers stand to gain access to a diverse range of ready-to-work, ready-to-contribute people who will develop the skills needed for business, innovation and growth.

The apprenticeship opportunity is here.

Seize it with both hands.

For more information about the OU and KPMG contact:

business@open.ac.uk or visit open.ac.uk/apprenticeships





It's generational



Why are apprenticeships important to workforce development? There are micro-trends affecting the skills landscape too. In some organisations there are now five generations of workers all in the same building – from the Baby Boomers, through to Millennials and Generation Z.

They all have different expectations of the workplace and what it provides them. Younger generations are typically described as technologically savvy, hands on, interactive and collaborative, who want personalised learning – which suits the apprenticeship model.

What's more, older staff, who are already part way into their careers and are looking to upskill and progress, are increasingly interested in apprenticeships too. According to the Skills Funding Agency, 43 per cent of all new apprentices in 2015/16 were by people aged 25+. Of which, 11 per cent were over 60!⁷



⁶ <http://raconteur.net/technology/apprenticeships-prove-a-popular-alternative-to-the-cost-of-university>

⁷ Skills Funding Agency, Apprenticeships geography, equality & diversity and sector subject area: starts 2002/03 to 2015/16



The Open University and KPMG working together

In August 2016, The Open University (OU) formed a unique relationship with KPMG, specifically to help employers identify and fulfil their workforce skills needs, following the UK Government's plan to introduce the Apprenticeship Levy in April 2017.

Drawing on the strengths of KPMG's expertise in workforce analysis and the OU's track record in delivering apprenticeships and tutor-supported online learning, we can offer employers a comprehensive service delivery of higher and degree apprenticeship programmes.

We believe that apprenticeship programmes are most effective when built from the ground up and have work-based learning at their core. We also understand that apprenticeships are real jobs with training and education,

as opposed to purely academic pathways. This is why we work directly with employers to involve them in the programme design and delivery. Through this consultative approach, we look to create a gold standard of work-based learning to build agile, productive and highly skilled workforces for the future.

With the introduction of new higher and degree apprenticeship standards, and the levy fast approaching, we've produced this guide to help you maximise apprenticeships to create improved performance and results in your organisation. Here you'll find advice and guidance on how to establish and deliver work-based apprenticeship programmes that are designed to deliver results.



Meet the leadership team:



Ian Howell

Director, Business Development, The Open University

Ian is responsible for creating international business and university partnerships that widen access to education and help businesses compete on a global stage. With a strong commercial background and wealth of experience across the private, public and non-profit sectors, Ian's expertise supports organisations to navigate the organisational impacts of the forthcoming levy and capitalise on the apprenticeship opportunity. Prior to joining the University, Ian worked for Thomson Reuters for 11 years in a number of senior leadership positions.



Mark Williamson

Partner, KPMG

Mark leads KPMG's Learning Solutions Academy, which is designed to provide clients with broad-ranging learning methodologies to address their skills, workforce and leadership development needs, both in the UK and globally.

Mark's 25 years of experience spans industry sectors, including Defence, Industrial Manufacturing, Telecoms, Financial Services, Consumer Markets and Pharmaceuticals, leading some of the largest workforce and learning transformation programmes for these clients. He is a frequent industry commentator and co-author of a well-established book, guiding organisations in HR and workforce transformation.



David Willett

Head of Propositions, The Open University

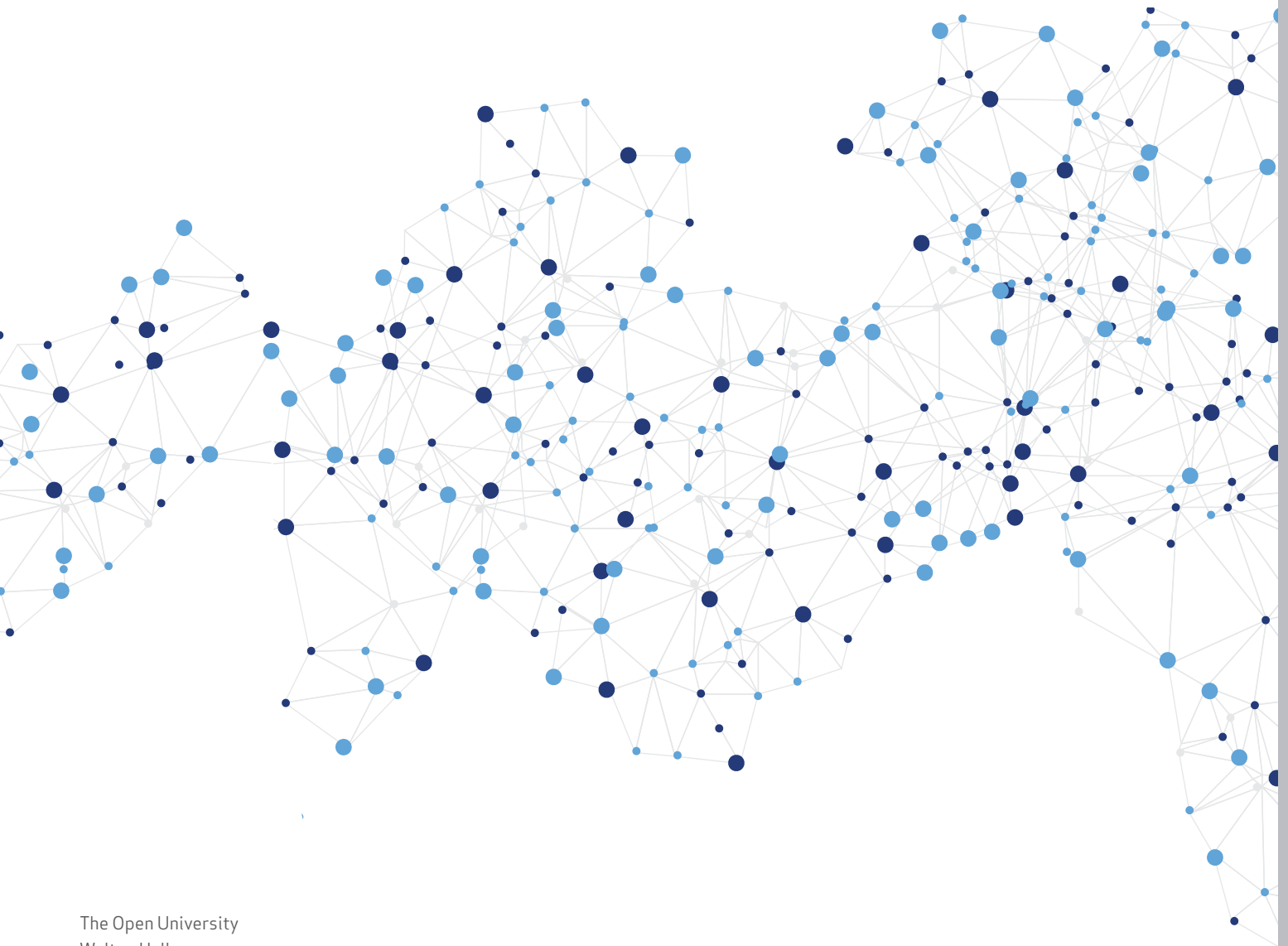
David co-founded the PDS Group (an apprenticeship and talent management business) in 2005. Following a successful acquisition by Global Knowledge in 2014, he then became the Director of Education and Talent, before joining the OU. With a wealth of experience of delivering partnership programmes to a number of blue chip companies and large public sector organisations, David is currently focused on helping organisations to implement OU degree apprenticeship programmes.



Eoghan Thompson

Associate Director, KPMG

Eoghan Thompson is an Associate Director at KPMG. His role is to show how large-scale digital learning programmes, paired with a strong cultural vision, can drive positive change in organisations. Currently, he is leading the development of a range of apprenticeship services that help employers build their apprenticeship strategies and programmes. Before joining KPMG, Eoghan championed business-led change as a lead technology consultant at Linklaters. He has an MBA from London Business School with a focus on leadership and organisational behaviour.



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