



Hiring regional apprentices

#ISE



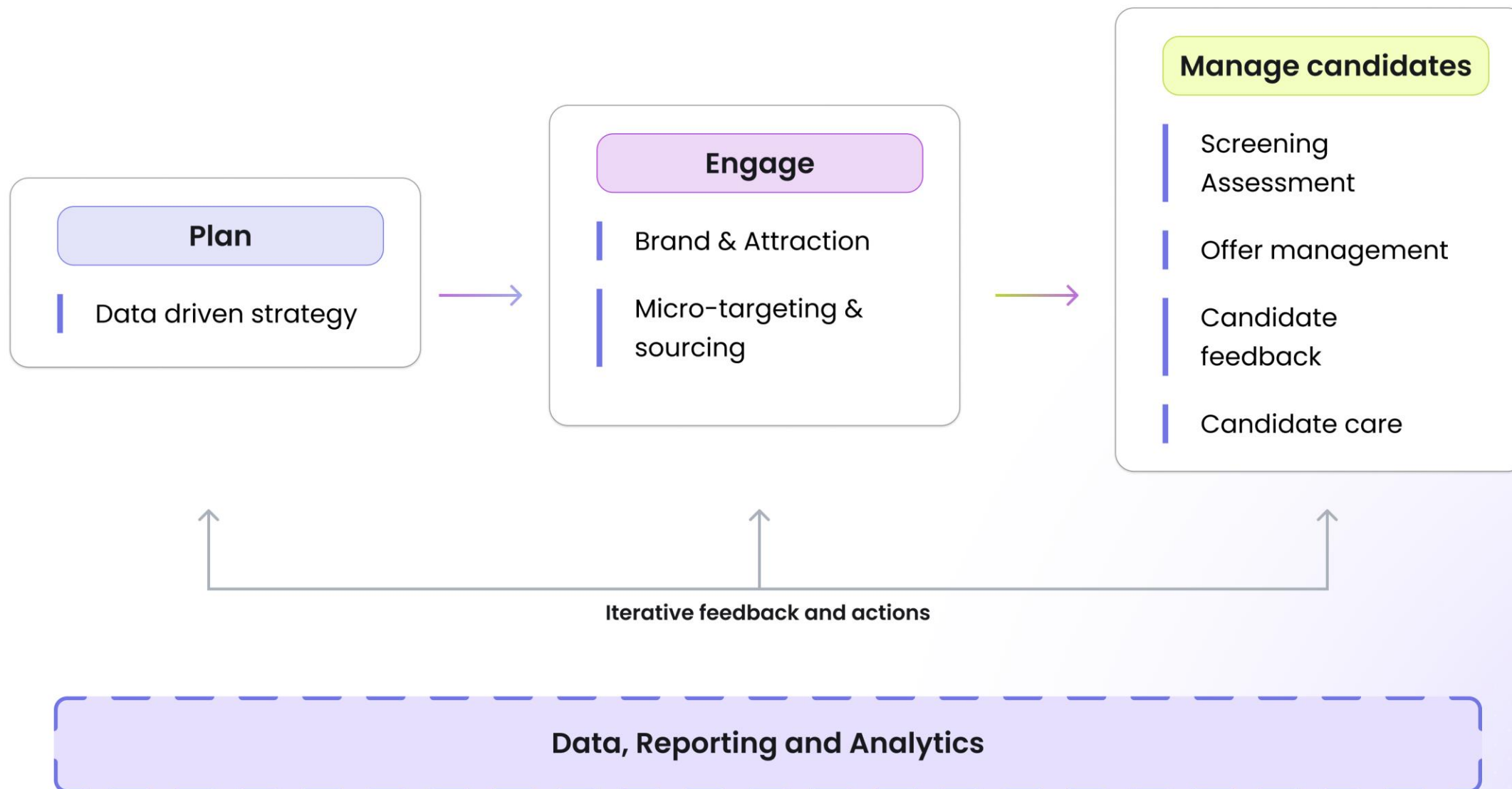


Introduction

DAVID PALMER – Business Director, Cibyl at GTI

EWAN MCKENZIE – Senior Resourcing Partner, Sky Team

Apprentice and graduate hiring





Agenda

Cibyl insights: schools study 2025

David Palmer

RPO insights: hiring regional apprentices

Ewan McKenzie

In conversation with an apprentice

Ewan and Ella

Wrap up and close

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Cibyl UK School Leaver Study 2025

CIBYL INSIGHTS ON REGIONAL
APPRENTICE HIRING



Top 10 ways employers use Cibyl

1. Employer branding
2. Rankings and competitor comparisons
3. Planning attraction strategy
4. Data-driven schools targeting strategy
5. Addressing regional hiring challenges
6. Measuring and improving EDI
7. Improving selection and assessment
8. AI usage and school students
9. Reducing drop-outs and reneges
10. Stakeholder reporting



Key figures

12,000+
respondents

2,000+
schools

Online questionnaire

Quota sampling

Conducted Dec – Mar every year

Respondents from:

1. [Partnerships](#) with schools' careers services
2. [Cibylings](#) panel
3. Partnerships
4. Third party promotion and panels

Cibyl 2025 research

Chapter 1

Market overview

KEY ANNUAL TRENDS
GREATEST YOY SHIFTS
STUDENTS TODAY
EXPECTATIONS

Chapter 2

Attraction

BRAND PERCEPTIONS
ATTRACTIVE EMPLOYERS
DIVERSITY OVERVIEW
PREFERRED CHANNELS
LOCATING STUDENTS

Chapter 3

Assessment and recruitment

APPLICATIONS
RECRUITMENT PROCESS
ASSESSMENTS
RESPONSE TIMES
AI IN RECRUITMENT

Chapter 4

Onboarding & retention

RENEGES
SUPPORT

Chapter 5

Managing expectations

INTEREST VS REALITY
MISCONCEPTIONS
SALARY EXPECTATIONS

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Market update

CIBYL UK SCHOOLS STUDY 2025



2025 key findings

15% of students are interested in apprenticeships – an all-time high

Aspiring apprentices have strong role preferences, with **engineering** and **accounting** at the top of their list

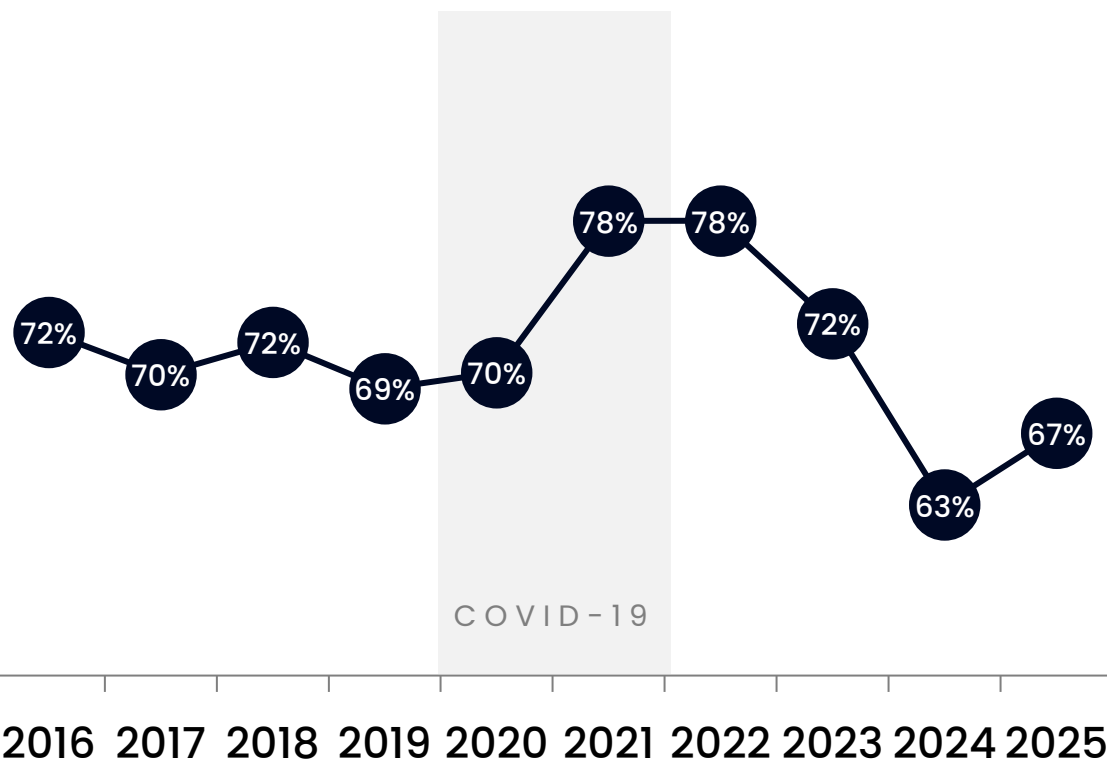
Attracting apprentices to your organisations is about mirroring their **values**, using the right **channels**, and creating an **assessment and onboarding experience** they respond to

Regional differences in apprenticeship interest – and understanding – are still significant

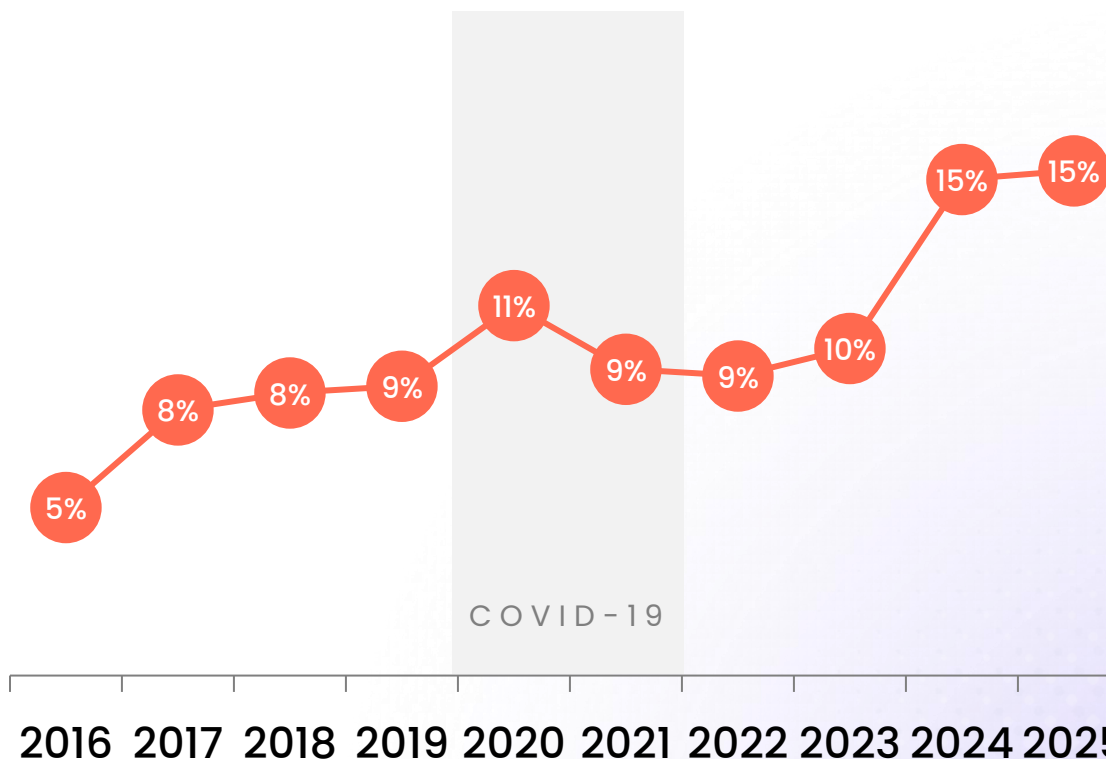
The education job (for students and parents) will be different by region

Changing aspirations

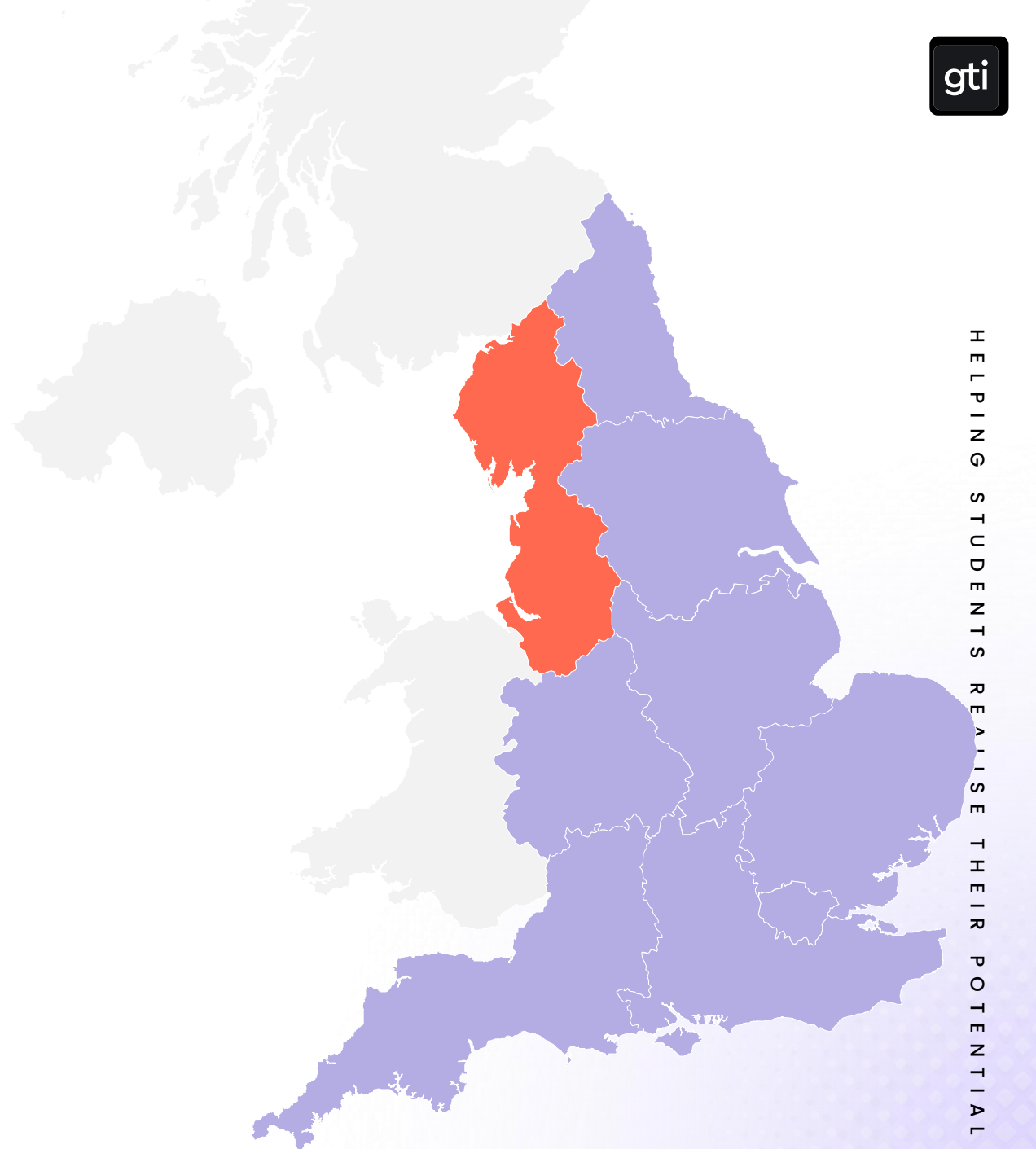
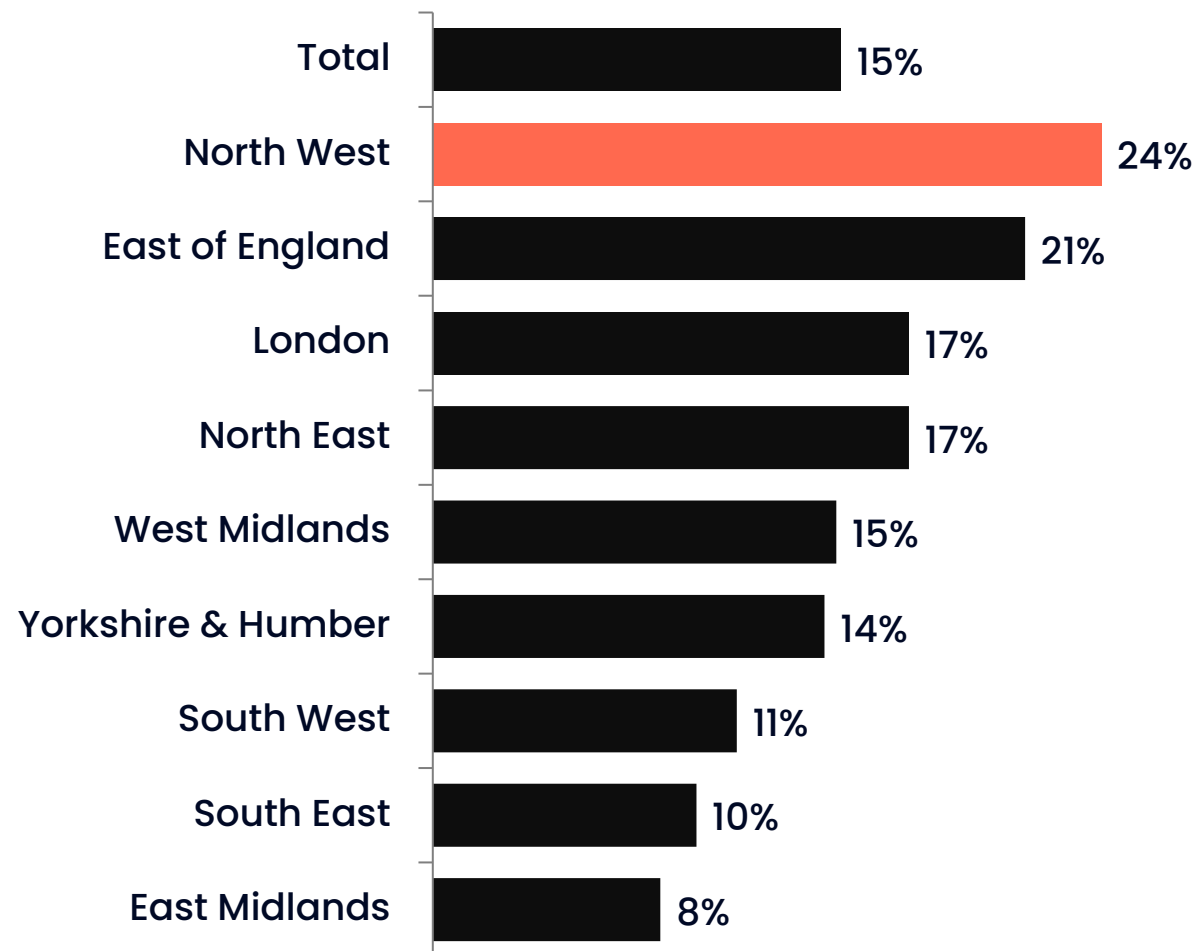
UNIVERSITY INTEREST



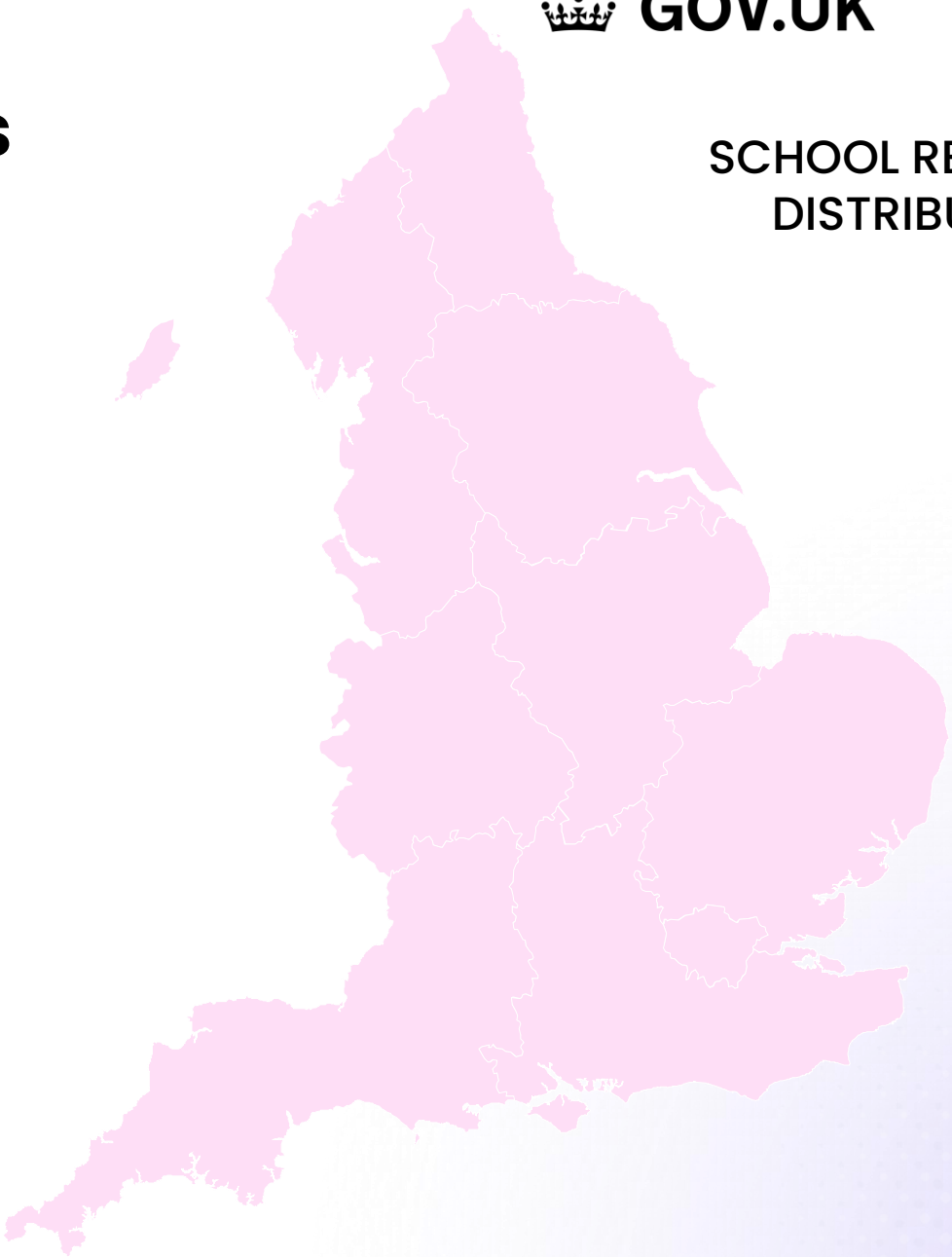
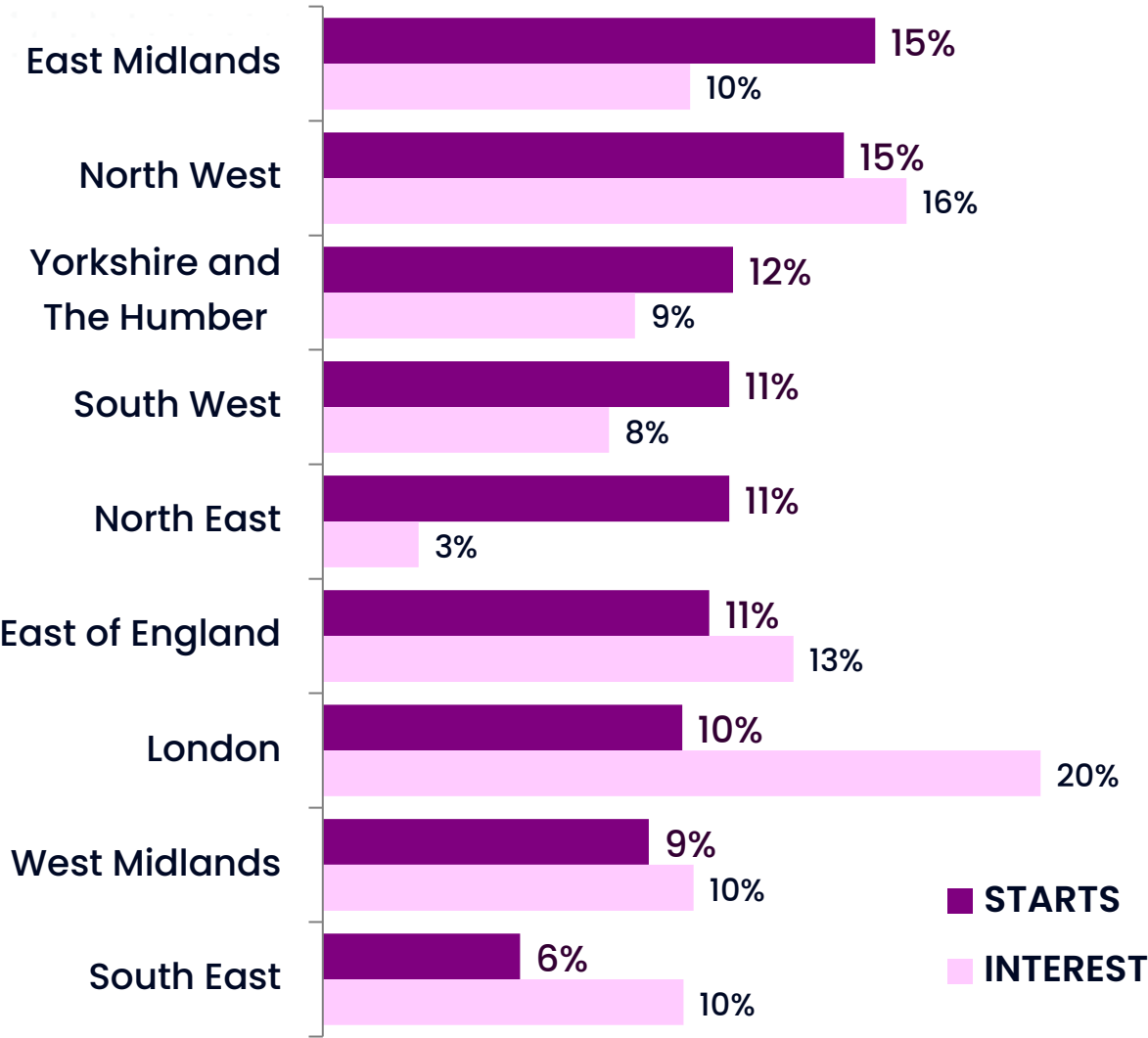
APPRENTICESHIP INTEREST



"I want to do an apprenticeship..." England

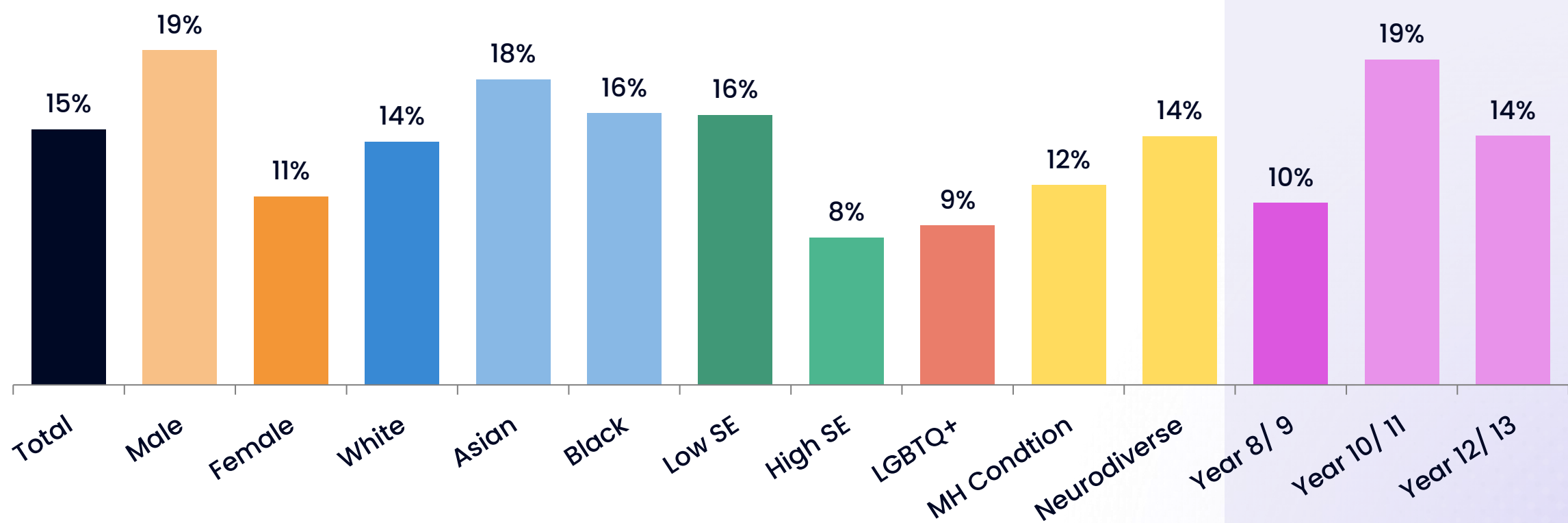


Regional interest vs opportunities



SCHOOL REGION DISTRIBUTION

“I want to do an apprenticeship...”



Apprenticeship level preferences

Overall, degree apprenticeship remains the most popular apprenticeship level (53%).

Degree Apprenticeship (Level 6/7)

53%

Higher Apprenticeship (Level 4/5/6/7)

18%

Advanced Apprenticeship (Level 3)

4%

Intermediate Apprenticeship (Level 2)

1%

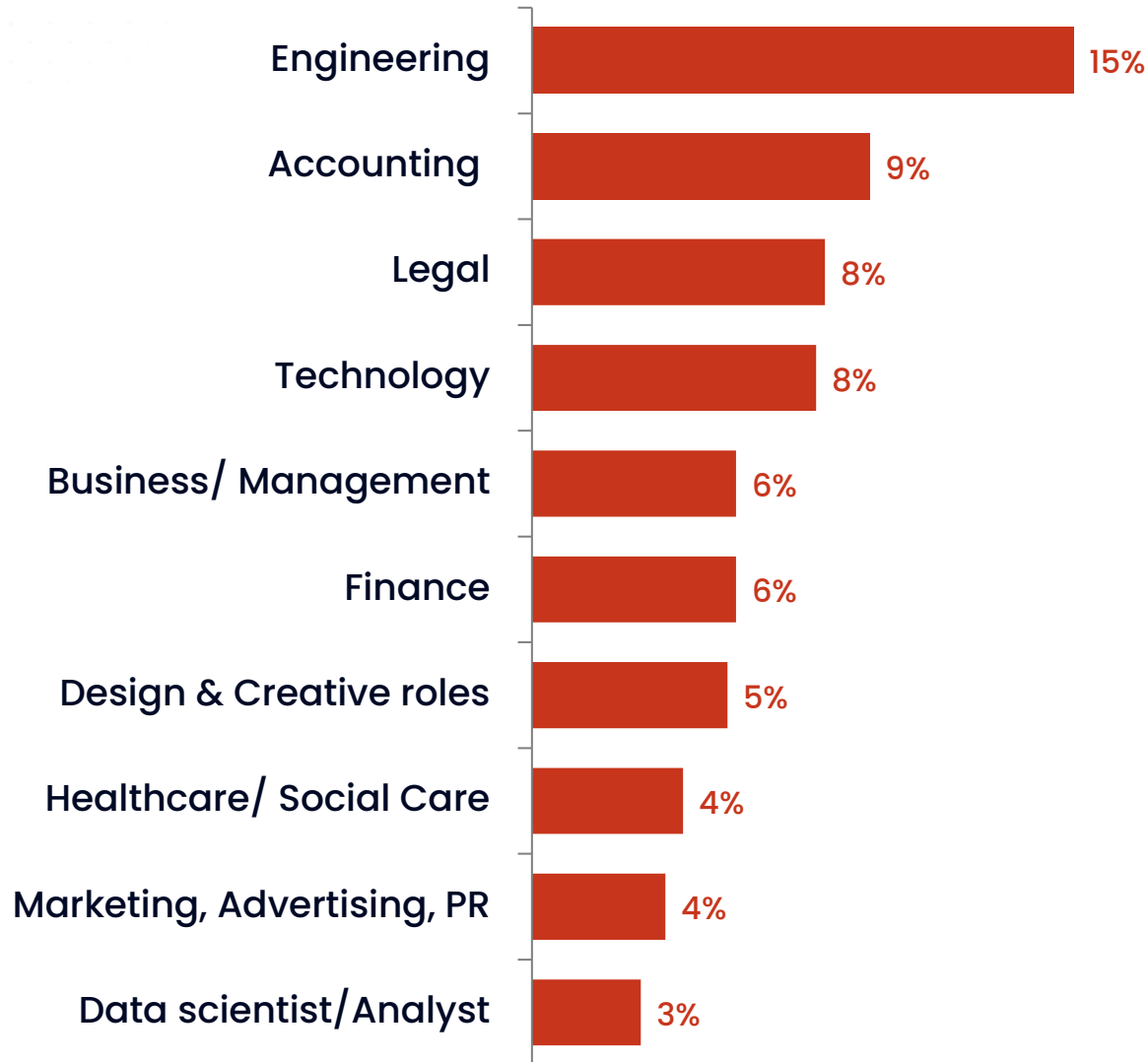
I am not sure what the difference is between levels

4%

Undecided

6%

Preferred roles: apprenticeships



1 in 10 (8%) students don't know what role they want.

1 in 10 (14%) want the same job as their parents.

“ OTHER

Psychologist

Sport

Scientist

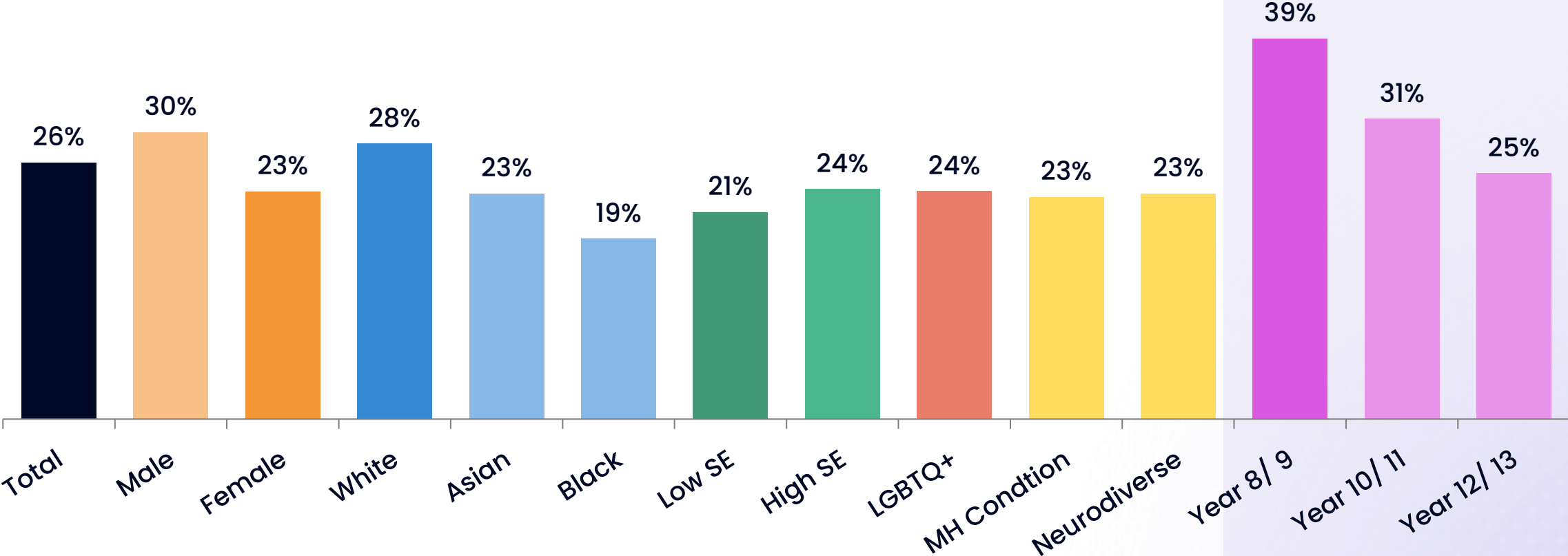
Architect

Vet/ animals

Film & television

Airline/ Aviation/ Cabin Crew

“I’m unsure what I want to do after I leave school”



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Attraction

CIBYL UK SCHOOLS STUDY 2025



Locating students, selecting schools

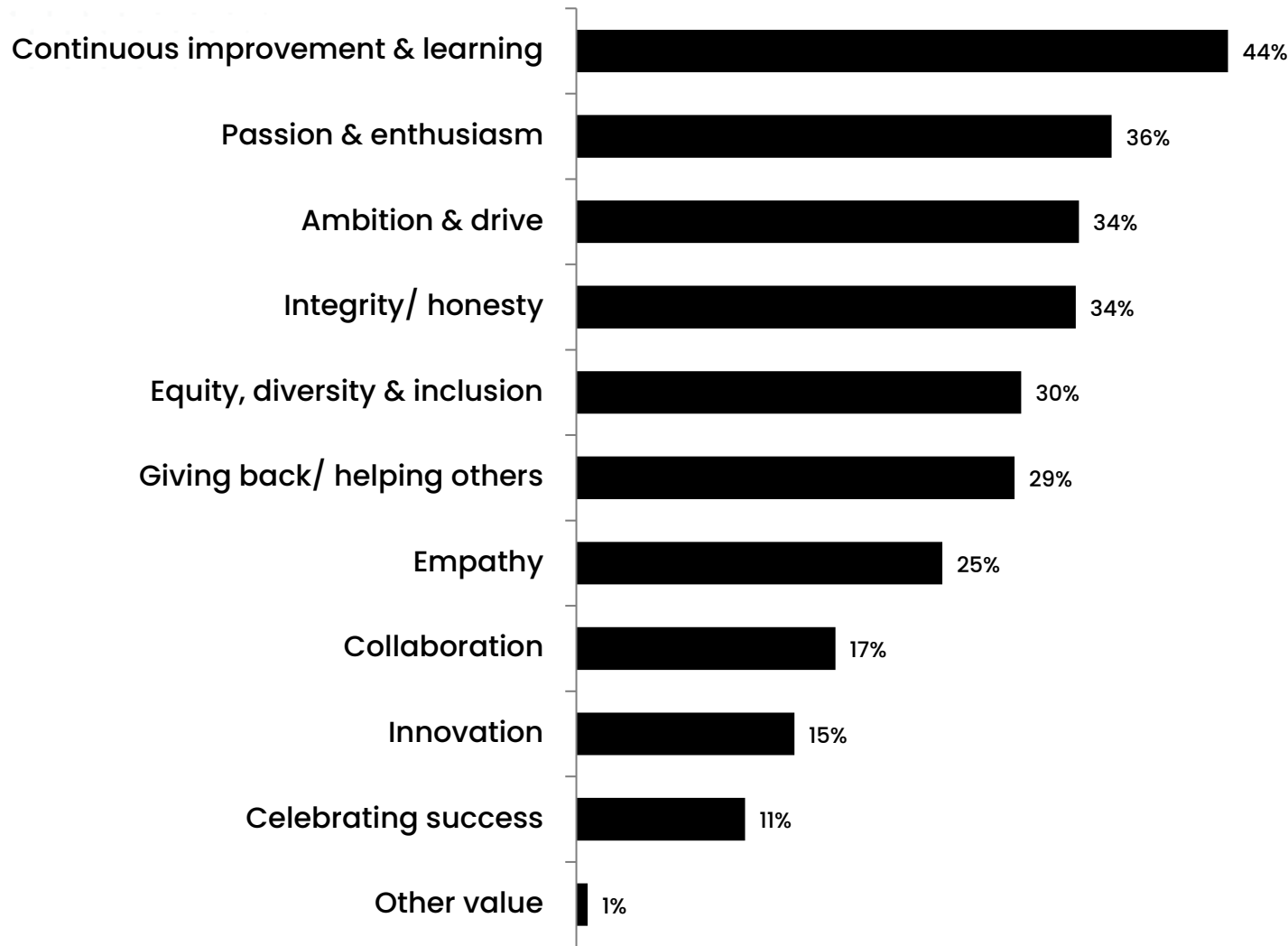
URN	School name	Number of Pupils	% girls	% FSM
148702	St Bernards Catholic High School, Barrow	663	47%	27.0%
143659	City of London Academy, Highgate Hill	662	50%	56.9%
139185	Walkwood Church of England School	662	51%	16.2%
144937	Washington Academy	660	50%	55.3%
141002	Dixons McMillan Academy	660	43%	30.2%
112936	New Mills School	660	50%	23.1%
137164	Staffordshire University Academy	659	51%	41.0%
136871	North Kesteven Academy	659	55%	29.3%
138820	Castle Donington College	657	48%	17.8%
100627	Saint Gabriel's College	657	45%	46.2%
147018	The Valley Leadership Academy	655	52%	43.1%
143329	Hugh Sexey Church of England School	655	50%	13.6%
119753	Whitworth Community High School	655	46%	21.7%
149328	King Edward VI High School	654	51%	31.7%



The Cibyl team use DfE data to identify target schools within a set distance of offices.

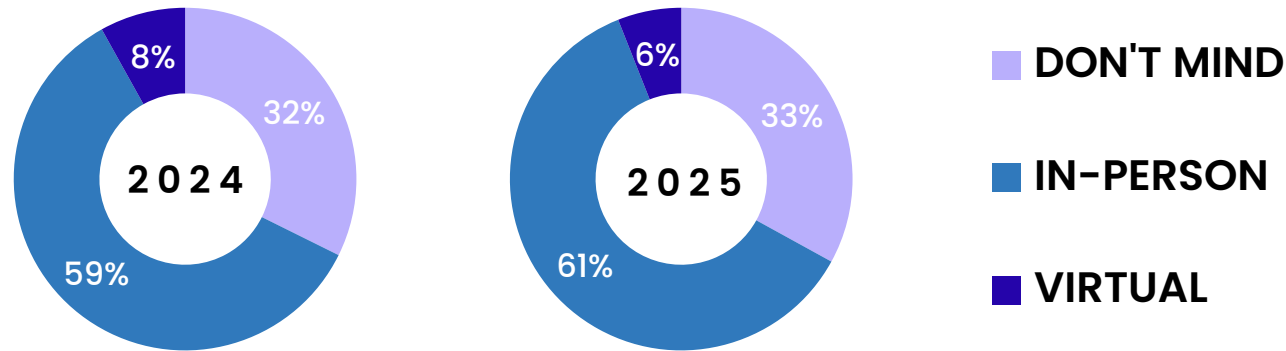
DfE data allows us to select target schools based on EDI statistics, academic performance, and apprenticeship take-up rates.

Students' personal values



Mirroring students' values in your attraction campaigns signals that you provide a working environment that matches what students are looking for in an employer.

In person or virtual preferences

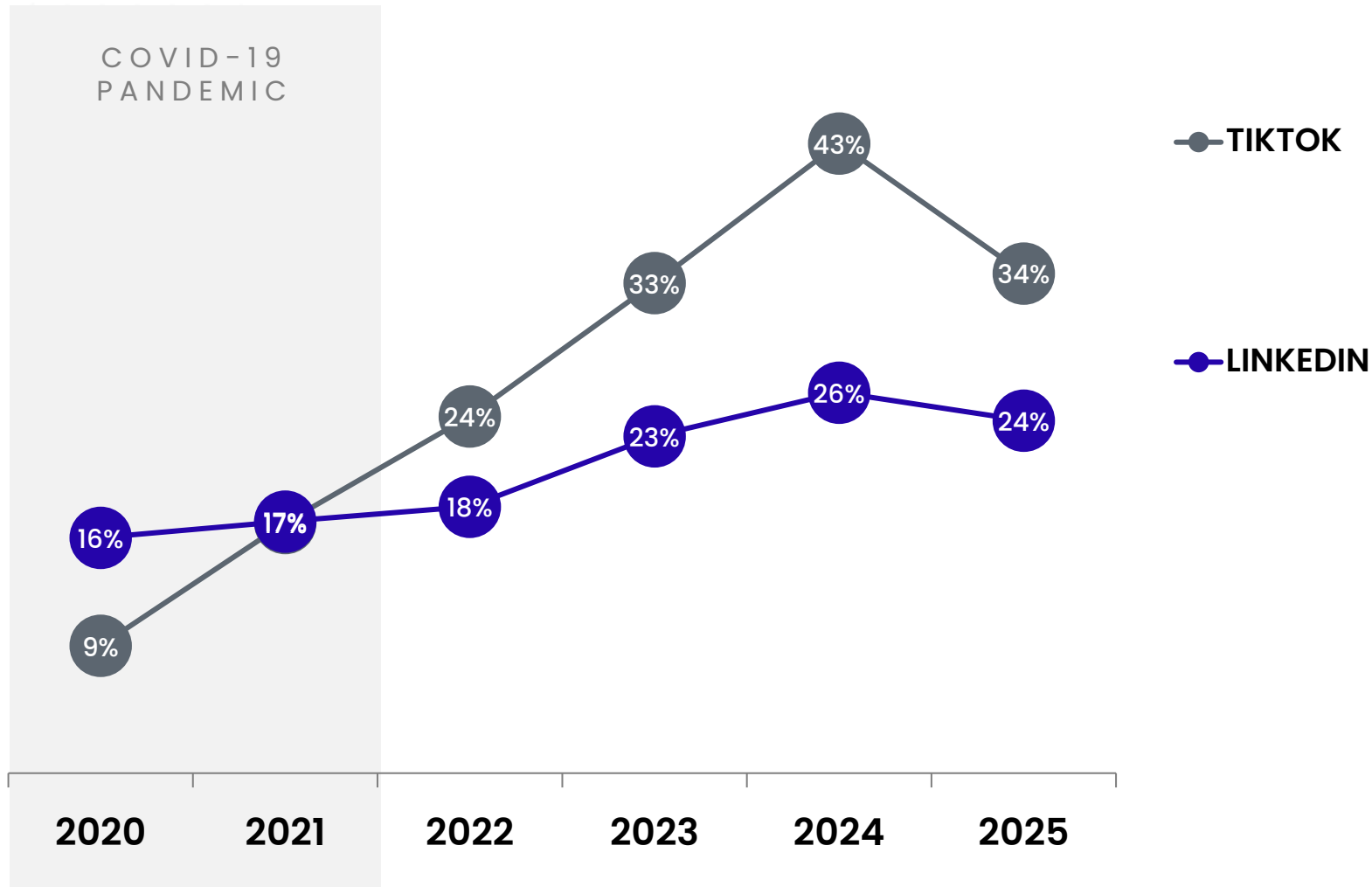



“Tell us more things in person, instead of emailing things constantly”

“I work better when I have someone ... to talk to me in person and answer my questions as I ... need someone to explain further for me to understand what they are trying to teach me.”

“More in person stuff with employers”

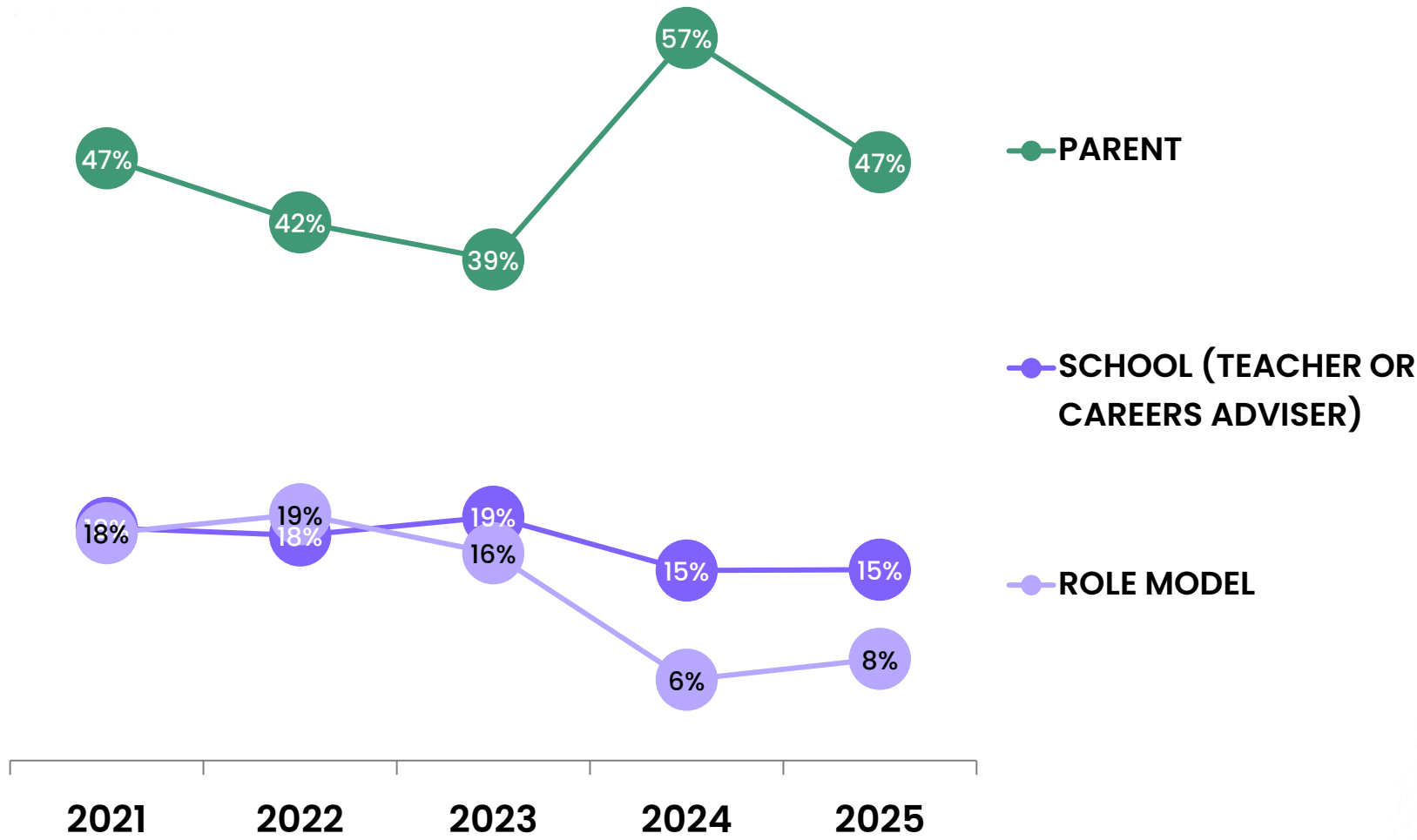
Growth of LinkedIn and TikTok





 TikTok was on the ascent for years, but our data suggests that students may be moving away from that platform in 2025...

Changing influencers



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The balance between parents and schools as influencers shifts a little each year – but the overall message is: parents should be part of your attraction campaign.

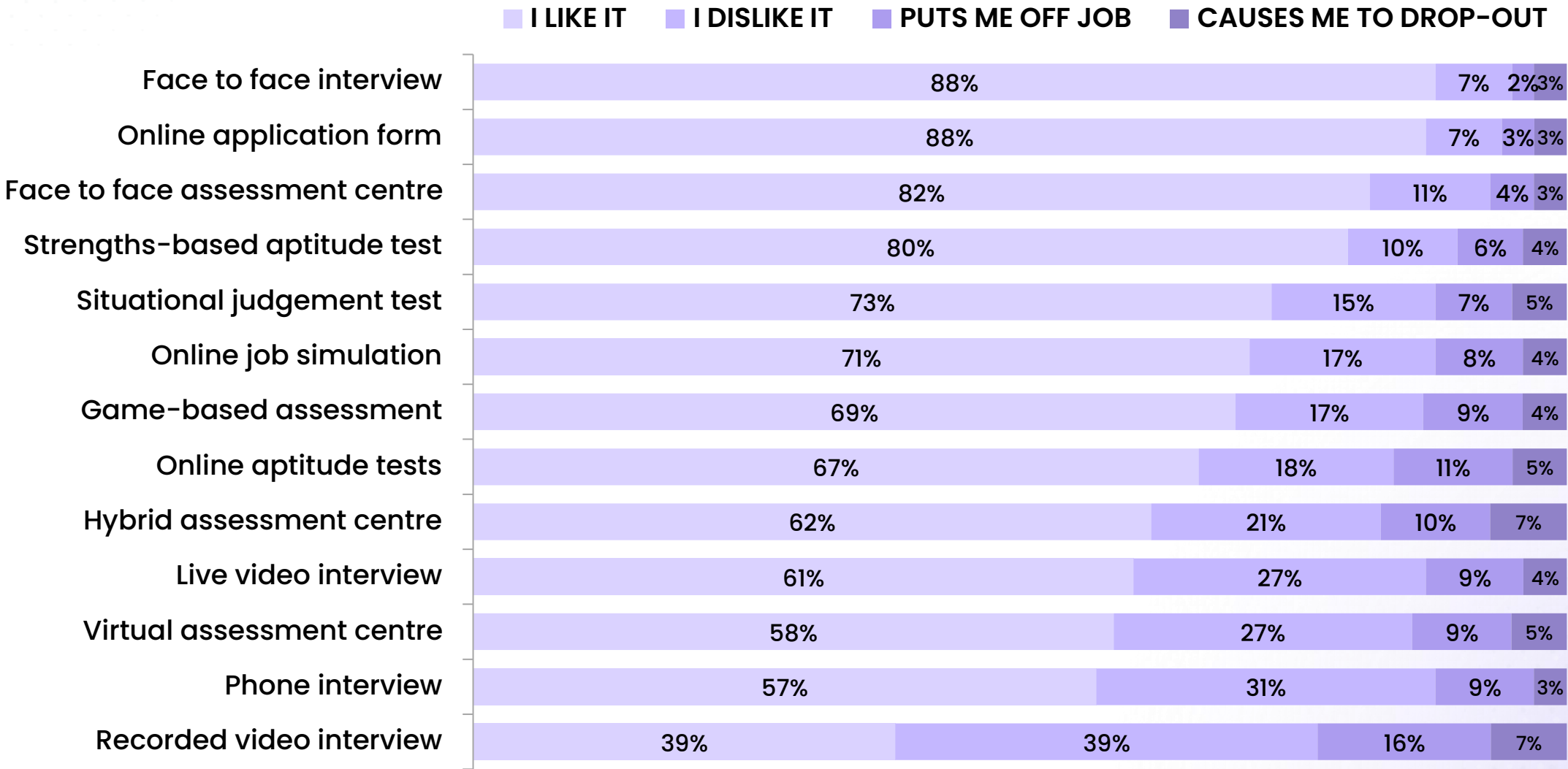
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Assessment and selection

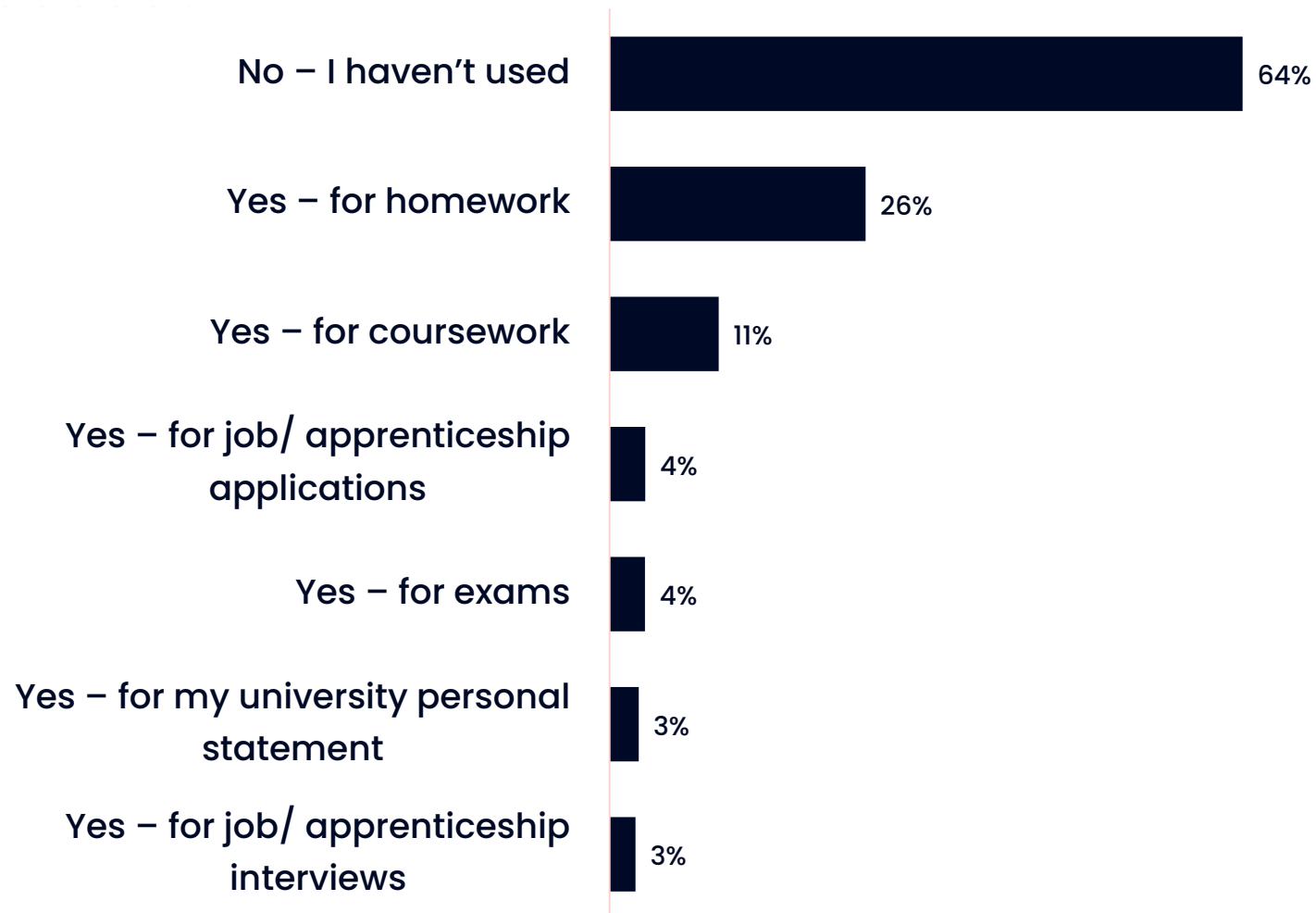
CIBYL UK SCHOOLS STUDY 2025



Assessment preferences



Use of AI



Students say that they don't use AI – although younger years, are more likely to use it than sixth form students.

Primarily students use it for homework and relatively few students use it during the recruitment process.

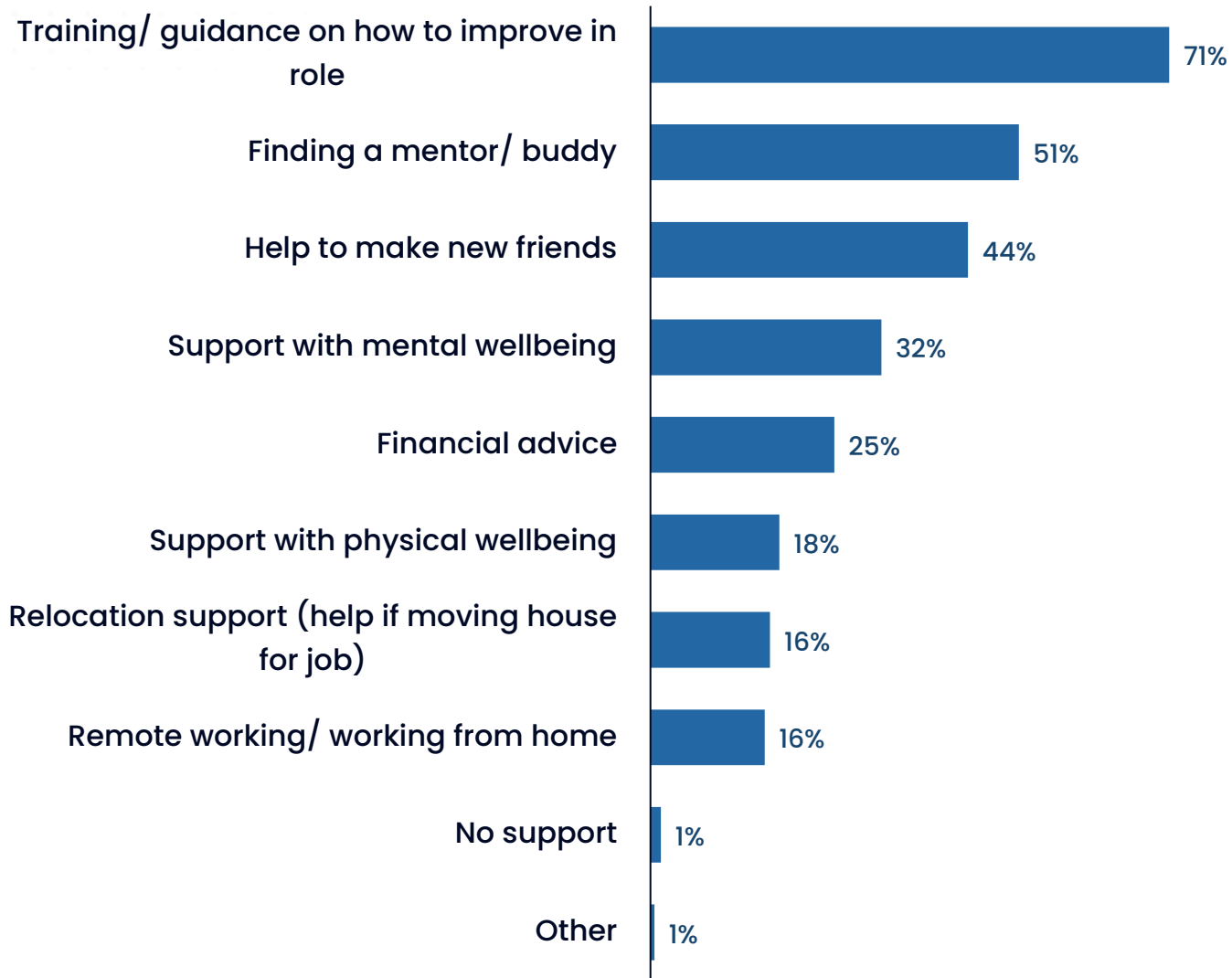
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Onboarding and retention

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Desired support on starting



Students increasingly want **peer-to-peer support** when starting their job.

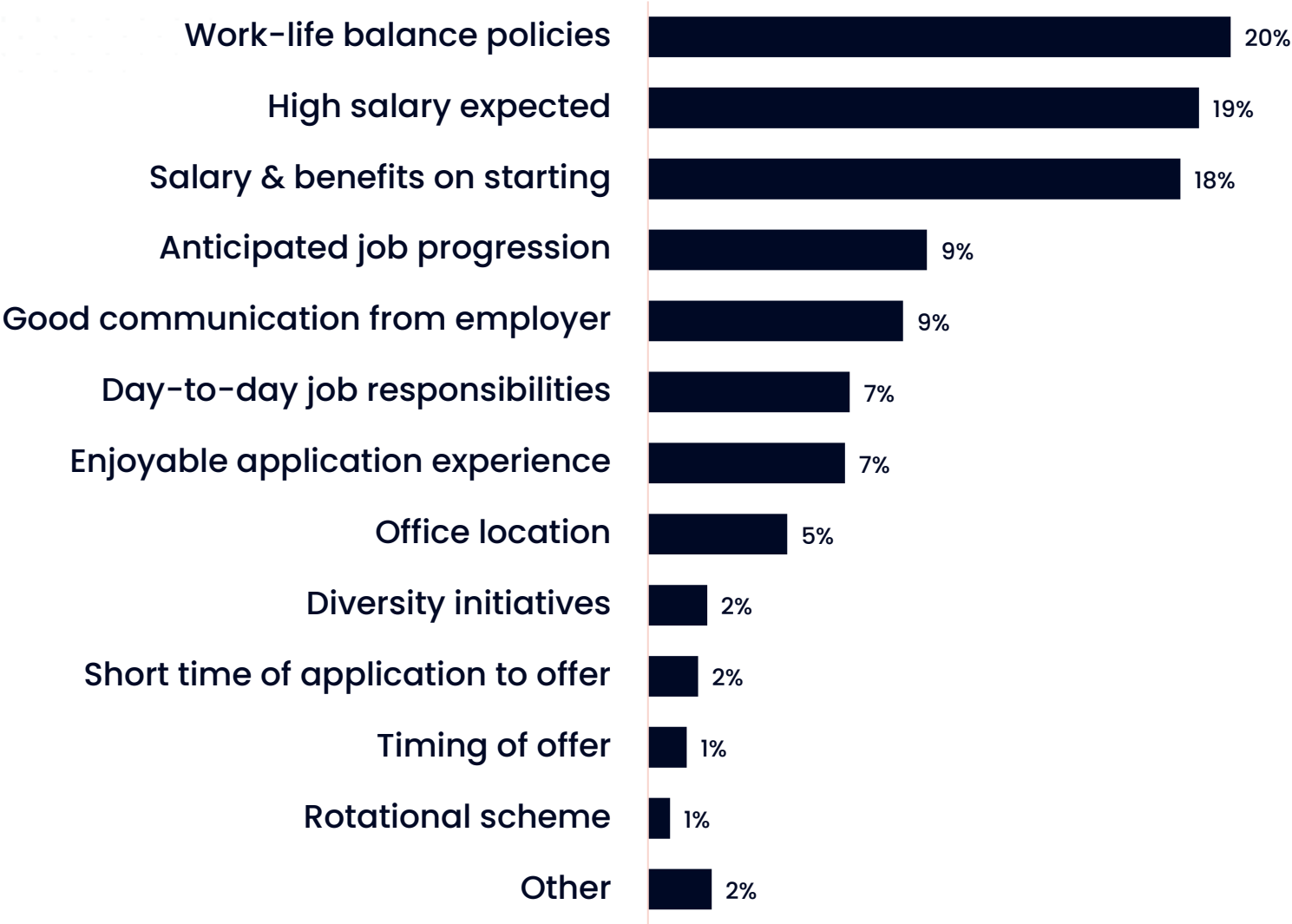
7 in 10 respondents would like either a mentor/ buddy or help to make new friends.

“Doing an ice breaker sort of thing for new people to meet their coworkers briefly”

“Being integrated into the work place slowly to gather key information and skills to help make the business operative”

“Being aware of my autism and how it might affect my work methods”

Reducing reneges



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Reducing reneges is about understanding what students value in their employer, and keeping your messaging consistent – through offer, keep warm, and onboarding.

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Creating regional strategies

DATA-DRIVEN
APPRENTICESHIP STRATEGY



Adapting apprenticeship strategy by region

Use data to identify target schools in a systematic way

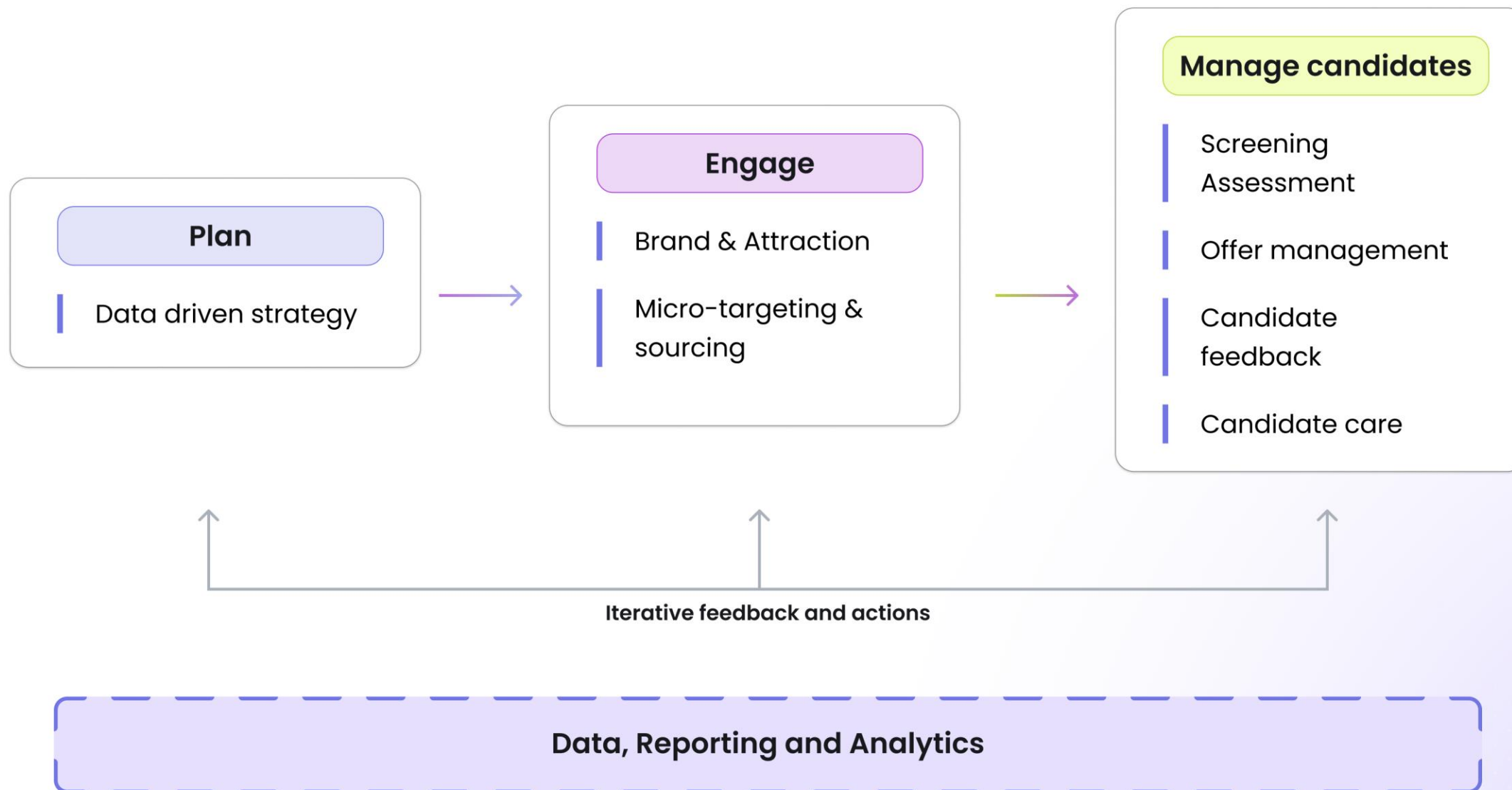
Meet students where they're at: create campaigns designed to educate students about apprenticeship opportunities

Influence the influencers: consider parents and their attitudes to apprenticeships, and include them. Parental attitudes may differ by region

Design selection and assessment processes that suit students, and don't drive them away

Create onboarding experiences that work for candidates, making them feel secure in their new workplaces

Apprentice and graduate hiring



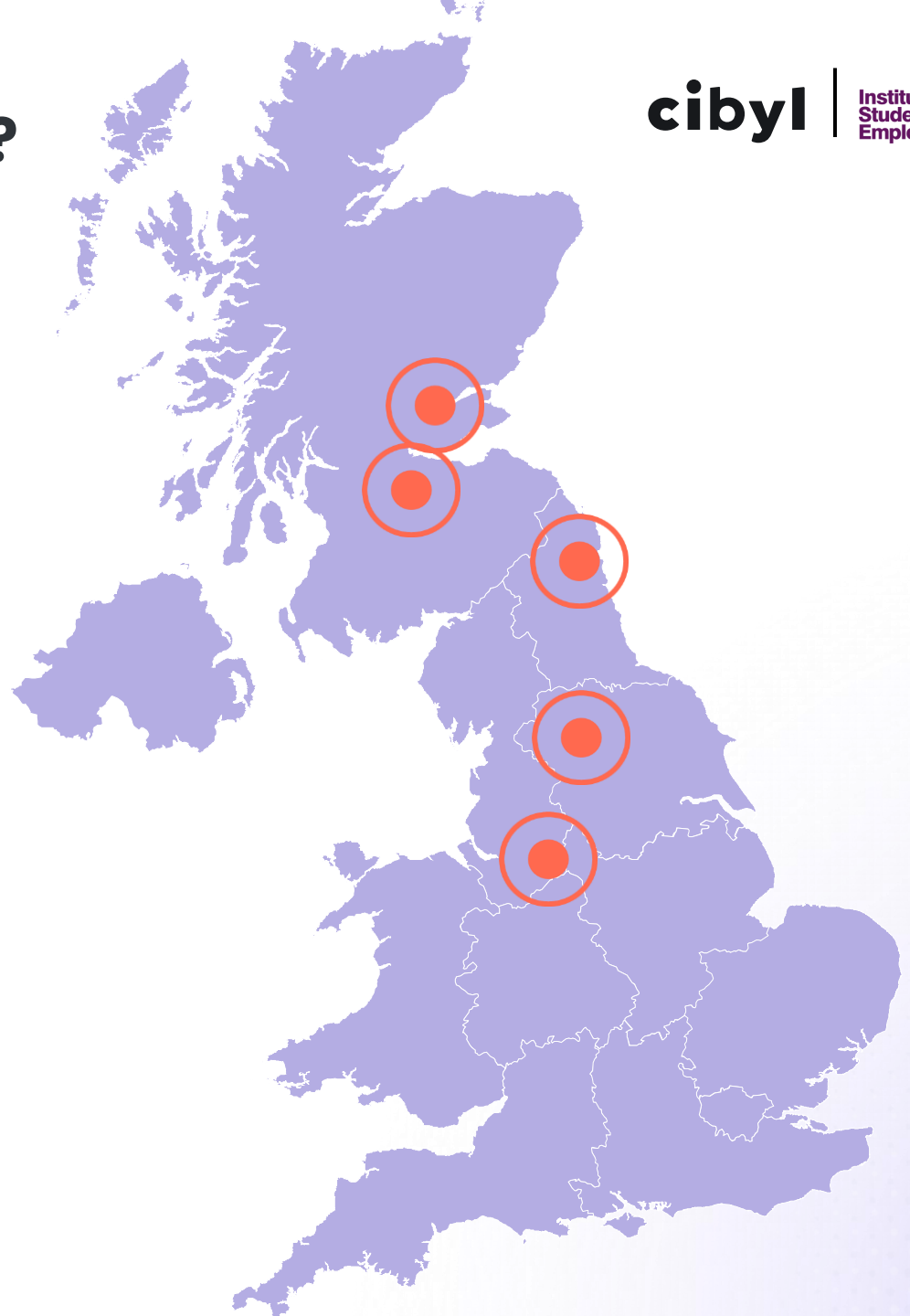


RPO insights: hiring regional apprentices

EWAN MCKENZIE – Senior Resourcing Partner, Sky Team

How to engage and hire regionally?

- How do student's attitudes and knowledge of apprenticeships differ by region?
- Which engagement methods have worked in different regions?
- Which methods for informing and engaging parents have we seen work well?



Apprentice Engagement Tips Per Level

Level 2–3 Apprentices

Candidates more likely to be younger students (aged 15–17).

Candidates may be applying as a 2nd choice whilst waiting for GCSE / A Level results.

Typically require more support than other groups, which may include:

- More frequent information sessions or coaching sessions pre-interview.
 - Longer deadlines or additional adjustments.
- Personalised recruiter interventions, calls and support.
- Additional info sessions about the programme(s) (for both themselves and parents/carers) to build excitement.

Level 4–7 Apprentices

Candidates more likely to be older students (aged 17+).

Candidates tend to be very motivated for level 4+ apprenticeships and typically are very engaged coming into the process. Some may still be deciding between an apprenticeship and university.

Candidates applying to level 4 & 5 might be looking for opportunity to do an additional apprenticeship at a higher level later.

Support may also include:

- Additional info sessions about the programme(s) (for both themselves and parents/carers) to help differentiate between the apprenticeship and university.

General Reminders

Candidates are likely first-time job seekers and have not seen an Early Careers process before – do not assume knowledge.

Apprentice candidates may be living in their family homes, and therefore may have additional distractions or adjustments needed for a video / virtual assessment.

It is important to plan some engagement for parents & carers as they can be very involved in decision-making processes.

Remember to build reneges / drop-off around results day into your forecasting.



In conversation with an apprentice

EWAN MCKENZIE

Senior Resourcing
Partner, Sky Team

ELLA GARVEY

Candidate Experience
Coordinator and
former Apprentice, Sky



Summary and close

DAVID PALMER – Business Director, Cibyl at GTI