

We use some essential cookies to make this website work. We'd like to set additional cookies to understand how you use GOV.UK, remember your settings and improve government services. You can change your cookie settings at any time. You have rejected additional cookies to understand how you use GOV.UK, remember your settings and improve government services. We also use cookies set by other sites to help us deliver content from their services. You have accepted additional cookies. You can change your cookie settings at any time. You have rejected additional cookies. You can change your cookie settings at any time. Annual salaries range from £8,748 to £21,396. Below is the full range of pay both before and after tax: LowestAverageUpper Pre-tax £8,748 (£729 p/mth) £14,004 (£1,167 p/mth) £21,396 (£1,783 p/mth) Pre-tax Income Percentile below tax free ~ 0th 13th 42nd Post-tax £8,736 (£728 p/mth) £13,056 (£1,088 p/mth) £13,0 their designated tasks. Apprentices help qualified electricians to install and maintain electricians to install and maintain electricians to gour salary: Below are the average salary of an apprentice electrician to your salary: Below are the range of mortgages typically affordable for a single applicant apprentice electricians. LowestAverageUpper average gross salary 68,744£14,001£21,402max mortgage£39,348£63,005£96,309deposit paid£4,372£7,001£10,701max purchase price£43,720£70,006£107,010mortgage repayment p.mth (2.5%|25yr)£179£286£437 search for apprentice electrician jobs? calculate the salary for a different job? Share — copy and redistribute the material in any medium or format for any purpose, even commercially Adapt — remix, transform, and build upon the material for any purpose, even commercially. The licenser cannot revoke these freedoms as long as you follow the license, and indicate if changes were made . You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits. You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation . No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material. Technologies such as automation and artificial intelligence are influencing jobs and workflows across every major industry. However, businesses that want to deploy them are constrained by their capacity to keep employee skills up to date and recruit talent familiar with both the new technology and their industry. Employers will inevitably need to rethink their talent recruitment and staff development strategies. A way to do this is through apprenticeship programs, which enable employers to play a more active role in shaping the talent they need while also building a culture of ongoing learning and innovation. Apprenticeships provide long-term paid workbased learning opportunities and structured educational curricula that ensure the learner gains education and hands-on experience. Registered apprenticeships are those that are formally approved by either the Department of Labor's Office of Apprenticeship or a state's apprenticeship meets certain criteria to protect apprentices (such as a wage progression) and to maintain quality. programs such as internships or staff development programs are not apprenticeships. An apprenticeship system, rather than a one-off program, offers employers the ability to host apprentices while not having to bear the full costs of starting and maintaining the program themselves. Historically, in the U.S. building trades, labor unions have provided most of the funding, coordinating, and support functions. Other industries often rely on community-based organizations. Given the immense costs of higher education in the U.S. and underproduction of science and technology graduates, relying on college degrees alone for tech-savvy talent not only excludes most Americans, but it is also not enough to prepare organizations for the future of work. Low diversity among science and technology college graduates also stunts the ability of employers to boost innovation and produce stronger financial results. While Black and Latino or Hispanic people make up 30% of adults, they make up only 7% to 8% of people working in computing and mathematical occupations. Employers' overreliance on college degrees as a proxy for skill in hiring reproduces this racial and economic exclusion, while employers pay a premium to compete in an artificially small labor pool because they cannot easily identify quality talent among candidates without a degree. This is doubly inefficient because diverse teams offer a talent development approach that onboards more diverse talent as well as internal infrastructure to create a learning culture. However, employer buy-in and awareness are major barriers to expanding and modernizing apprenticeships outside trades such as construction or electricians. These barriers are based, in part, on misconceptions or outdated understandings about what apprenticeships are. frequently ask, and draws on available evidence to answer them. The goal is to build a more grounded understanding of the business case for apprenticeship? An intern at a winery may clean up after wine tastings, but an apprentice in viticulture spends years working under the wings of a master winemaker. Internships are short-term, while apprentices hours a week learning plan that allows them to master occupational skills in the context of an employer's organization and spend several hours a week learning general and theoretical content in the classroom. Internships are usually unstructured and emphasize entry-level work, while apprentices hips, they earn a higher wage as they advance. Interns rarely experience close work with a committed mentor and may or may not be compensated for their work. Finally, apprenticeships earn an industry-recognized credential upon completion of the program and often convert into a regular employee; internships rarely lead to any formal certifications and are less geared toward conversion. How long is a typical apprenticeship? Program length varies by occupation, employer sponsor, and apprenticeship model. While many apprenticeships require apprenticeships can be based on competencies). Competencies rather than recorded hours (or a hybrid of hours and competencies). Competency frameworks allow apprentices to complete their programs on a variable basis as they demonstrate mastery. Most apprentices have the returns on investment for apprentices have the returns on investment for apprentices have the costs and benefits of apprenticeships, such as industry and occupation, market for apprentices, and institutional and regulatory frameworks. Apprenticeships are not a solution for all employees or roles within an organization, but many firms find them valuable. run costs and benefits, as well as indirect costs and benefits. The most significant direct cost is apprentice wages. Other costs include developing curricula or materials for training, the mentor's time, and equipment suitable for early-stage training. Although poaching is a common concern among employers, studies suggest that it is not a major concern or cost among employers in practice as long as they earn back their training period, retain enough apprentices, or save sufficiently on hiring costs during the training period, retain enough apprentices to enough apprentices. employers are savings on overtime expenses, increased revenue and productivity, and lower recruitment costs. The duration of the training period affects employers' return on investment. An employer can expect to see a return on investment because apprentices engage in productivity along with training. Often, as shown in the below diagram adapted from Lerman, a longer training period to minimize costs because the greatest costs and lowest benefits tend to be in the first year. The optimal duration balances a reasonable likelihood of return for the employer within the training period while protecting the apprentice from being stuck with a lower wage well past the time when they are performing at the level of an experienced worker. How can employers optimize return on investment? Employers should consider these tradeoffs that shape return on investment for apprenticeships: The mix of activities the apprentice does and the duration of the training period. The share of time spent in the on-the-job component doing firm-specific and productive activities increases benefits to employers in the short run. However, firms can also benefit from investing in more general skill training if that learning leads to greater productivity increases over time. The pay structure and credentialing. Apprenticeships with lower pay scales can remain attractive for quality talent (especially young adults) when the apprenticeship results in a nationally recognized credential or degree that allows the apprentices and credential or degree that allows the apprenticeship save flexible but do require wage progression and credentialing. The criteria for selecting apprentices and depth of apprentice training and mentorship. Employers can recruit apprentices at a higher level of skill and experience to reduce the return on investment, because those candidates have higher-wage alternatives on the labor market. Such a strategy also works against inclusion and equity goals for investing in underrepresented talent and associated revenue gains. Furthermore, it could restrict the size of the talent pool in
ways that require costs to establish a stable source of apprenticeship candidates. designed as a quality higher education experience—the type of program that the employer, the apprentice, and existing employees can more reliably benefit the firm. What are the indirect costs and benefits of apprenticeships? Employers should consider indirect factors when creating an apprenticeship. Indirect costs include overhead, human resources capacity, "red tape" for registering an apprenticeship, fulfilling compliance responsibilities, and certifying trainers. Intermediaries offer assistance to employers to help reduce these costs. Registration processes that incorporate user-centered design for easy navigation and electronic or automated reporting can reduce those costs for employers also report indirect benefits: increased innovation, improved morale from mentoring junior staff, lower turnover, less need for supervision, lower error rates, an option to hire talent with company-specific knowledge, opportunities to develop future managers, and the ability to increase the size of the labor pool. How can small and medium-sized businesses enjoy the benefits of apprenticeships? Smaller businesses often struggle to launch an apprenticeship program because of limited overhead and human resources capacity. Apprenticeship programs are least expensive when they involve working with partners, rather than bearing all of the costs internally within the firm. Small and medium-sized companies have several options for cost sharing. First, small businesses can participate in an existing industry partnership or form new partnerships with the goal of sharing costs for program design, equipment, outreach, etc. Below are some examples of industry-led consortia and partnerships involving small businesses. The North Carolina Triangle Apprenticeship Program (NCTAP) aims to develop technology and engineering talent in the Research Triangle area through a four-year program starting in the 11th grade. CareerWise Colorado works with educators and employers in seven industries to create and operate modern youth apprenticeships. The model is expanding to New York City, Washington, D.C., and Elkhart County, Ind. The Chicago Apprenticeship Network, founded by Aon, Accenture, and Zurich North America, has now expanded to include upward of 40 companies across various industries, as well as several education and nonprofit partnerships for work-based learning, and an Urban Institute report has examples of apprenticeship consortia. A second option is using intermediaries that work with employees, providing assistance with the registration process, designing the program, or recruiting suitable candidates. The intermediaries available for this support vary by region and industry. Finally, to gualify as a registered apprenticeship, the program must involve some amount of classroom training (related instruction). Partnering with publicly subsidized education related to the occupation (especially early in the apprenticeship) can also reduce employer training costs. How can apprenticeships improve diversity and inclusion in an organization? Registered apprenticeships are uniquely positioned to build the skills of low-income workers and move them into high-quality jobs. Unlike a traditional college education, apprenticeships can offer a paid path to a degree, rather than a separate path away from a degree, counteracting the historical legacy of racialized tracking in the U.S. These features make registered apprenticeships appealing for individuals with family obligations, those who cannot take on large debts, or those who cannot take on large debts. segregation in the U.S. labor market, these programs expand opportunities for low-income, female, Black, Latino or Hispanic, and Native American workers to access quality jobs. Currently, however, registered apprenticeships in the trades have very limited gender diversity, mirroring the demographic composition of their respective industries. In 2019, 88% of new apprentices entering into federally registered programs were male. Among higher-paid science and technology apprentices between 2000 and 2016, 70% were white—highlighting the need for racial inclusion in high-wage occupations such as software engineering. Companies should take active steps to expand access to registered apprenticeships for women, people of color, people with disabilities, returning citizens, veterans, and members of other underrepresented groups, because diverse leadership and teams improve bottom-line results and lead to other benefits, such as greater innovation. Diversity, equity, and inclusion are not automatic outcomes of apprenticeships they must be intentionally designed to be inclusive. Employers should first establish program components and metrics for increasing diversity and inclusion within their hiring and management process, setting goals and regularly evaluating progress. To reach these goals, program sponsors could help apprentices learn employability skills early in their careers. They can mitigate unconscious bias in hiring practices, recruit from more diverse sources of talent, establish peer support networks, train team leaders on managing diverse teams, and encourage current employees to pursue apprentices. Entry-level criteria are the easiest to source talent for, while requiring a higher qualification level will necessitate more focus on recruitment and retention and diversity goals. In general, apprentice selection criteria place less emphasis on existing technical skills than a regular hire, but test for traits such as adaptability, willingness to learn, the ability to demonstrate how they approach solving a problem, and teamwork. Rethinking the hiring processes to be more inclusive is a critical step. Direct entry is also an option, including partnering with a pre-apprenticeship program that reflects the employer's preferences. Pre-apprenticeships can support employers in their efforts to reach a wider pool of apprenticeships often have a rich understanding of the needs of the people in their community, so they are well positioned to provide culturally appropriate preparation, accommodations, referrals, or safe spaces to raise and address challenges. Apprenticeship.gov has a pre-apprenticeship program search feature. Finally, to ensure lasting success, employers should ensure that wages and management practices are equitable, apprentices feel welcome and supported, and those who are hired as regular employees after the apprenticeship have equitable pay and advancement opportunities compared to employees recruited through traditional Apprenticeship Act of 2021, and it will soon proceed to the Senate. The bill would more than double grant funding for intermediaries while increasing state and federal capacity to update, expand, and scale registered apprenticeships. This would help make the registration process more accessible and relevant to employers in a wider range of industries and occupations. The bill also has provisions for raising awareness and increasing access for underrepresented groups, which can help employers find diverse sources of talent. This fact sheet has more details. What are some other resources on apprenticeships? The Department of Labor's website has many resources on apprenticeships? The Department of Labor's website has many resources on apprenticeships? playbook that outlines the process of starting an apprenticeship program and factors to consider. The Urban Institute collaborated with the Department of Labor to create a resource that outlines competency-based frameworks for occupations across seven industries: advanced manufacturing, energy, finance, health care, hospitality, information technology, and transportation. These frameworks may be helpful for employers to design a structured learning program and negotiate with education partners about which aspects of learning will be taught by whom. With funding from the Department of Labor, the Urban Institute offers free technical assistance in starting apprenticeships, as do other contractors. Success also depends on designing a process for regularly assessing apprentices report, are common and benefits, and gathering ongoing feedback from apprentices. The Chicago Apprentices report, are common and require the apprentice to enter the number of hours worked on a specific task. Under this system, the mentor checks this report monthly and grades apprentices on their progress. Apprentices on their progress. Apprentices on their progress can be apprentice to enter the number of hours worked on a specific task. current economy and become more inclusive in their hiring and management practices should approach apprenticeships as a cultural shift across several dimensions: From charity to talent investment: Rather than a corporate social responsibility endeavor, diversity and inclusion initiatives and apprenticeships as a cultural shift across several dimensions: From charity to talent investment: Rather than a corporate social responsibility endeavor, diversity and inclusion initiatives and apprenticeships as a cultural shift across several dimensions: From charity to talent investment efforts with benefits for businesses, apprentices, and incumbent workers. From consuming to co-producing talent: By playing a larger role in talent cultivation, from a transactional approach to an ongoing collaboration that builds a pipeline of talent with a combination of company-specific and more general skills that can have many long-term benefits for the firm. From risk to asset: By investing in young adults and workers that a traditional hiring and recruitment process might otherwise overlook, employers can cultivate homegrown talent that is molded by the employer's organizational values, create a culture of learning and mentorship. and develop future managers. We need more research and measurement of the nation's modern apprenticeship programs. There is also room
for companies in different sectors to continue to innovate in order to identify the optimal balance of training, learning, and productive work in their organization and align it with the organization's core goals. If Congress passes legislation to expand apprenticeships, there will be more opportunities to learn from and scale what works to make them an integral part of our education and training system. Resources for more information U.S. Department of Labor's apprenticeship website A Quick-Start Toolkit for Building Registered Apprenticeship Programs The Urban Institute's competency-based frameworks for apprenticeship Network playbook New America's Partnership to Advance Youth Apprenticeship Apprenticeship Apprenticeship Apprenticeship Apprenticeship Second Research Service's FAQ on Registered Apprenticeship Apprenticeship Second Research Service's FAQ on Registered Apprenticeship Apprenticeship Second Research Service's FAQ on Registered Apprenticeship Second Research Second Rese for employers (targeting the technology sector) Acknowledgements The authors are grateful to Dr. Robert Lerman, Alan Berube, Dr. Katherine Caves, Kirsten Lundgren, Annie Tahtinen, Kristin Wolff, Tracy Hadden Loh, and Dr. Richard Reeves for helpful feedback and suggestions. *Based on standard Glastonbury tickets costing £340 including booking fee. You don't need any prior experience to become an electrician apprenticeships allow learners to receive a National Vocation Qualification (NVQ) Level 2 and a Business and Technology Education Council (BTEC) diploma upon completion. Both qualifications, you'll also receive Level 2 Functional Skills in these subjects. To qualify for an advanced or Level 3 apprenticeship, most employers ask for a minimum of five GCSEs, including Maths and English. Upon completion, apprentices will achieve the equivalent of two A-Levels in the form of an NVQ Level 3 apprenticeship qualification. However, some people then use the qualification to enter Level 4 or 5 apprenticeships and achieve a Higher National Certificate (HNC) or Higher National Degree (HND). More recently, Level 6 and 7 apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners to study toward a Bachelor's or Master's degree. How many apprentices have been introduced, allowing learners have been introduced, allowing learners have been introduced. How many apprentices have been introduced have been introduced have been introduced apprenticeship minimum wage, there is no set limit on how many apprentices an electrician can have. However, please remember that an electrician, so a significant degree of supervision will need to be provided. This may mean that Explore our latest gallery of Editors' Picks.Browse Editors' FavoritesHow can financial brands set themselves apart through visual storytelling? Our experts explain how.Learn MoreThe Motorsport Images Collections captures events from 1895 to today's most recent coverage.Discover The CollectionCurated, compelling, and worth your time. Explore our latest gallery of Editors' Picks.Browse Editors' FavoritesHow can financial brands set themselves apart through visual storytelling? Our experts explain how.Learn MoreThe Motorsport Images Collections captures events from 1895 to today's most recent coverage.Discover The CollectionCurated, compelling, and worth your time. Explore our latest gallery of Editors' Picks.Browse Editors' Favorites In this article, we explore the typical earnings for apprentices and evaluate the worth of embarking on a journey to become an electrician apprentice, considering the significant training involved. Additionally, we offer insights into: Can apprentice electricians live off their salary? What qualifications do you need to become an electrician? How much do different types of electricians make? An electrician is one of the highest-paid trades. The National Minimum Wage rate for an apprentice aged 16-18 is £4.81 per hour. A young person living at home will still have cash to spare at the end of the month. The average salary for an apprentice electrician in the United Kingdom is approximately £18,601 to £25,437 per year, based on data from various sources including Indeed, Glassdoor, and Talent.com. The specific salary can vary depending on factors such as the level of experience, location, and the employer. The range of salaries reflects the variation in pay for apprentice electricians across different regions and companies in the UK. Becoming an apprenticeship. Should money be your initial motivation, or should it be what the career as an electrician can offer you as an individual? After all, this could be your career for the next 40 years, so you must get it right from day one? Have you considered the long working hours and the possibility of being injured on the job? These are all factors to consider the long working hours and the possibility of being injured on the job? should take you to approximately 25k per annum and then year increment increases of percentage points in line with company profits and inflation. Sounds great? Well, it's not for free. You will be expected to have a minimum of 5 GCSEs, including Maths, English, and science, preferably physics. Depending on the company you have applied to become an apprentice electrician with, you may be invited to attend an open day to see the facility, talk to some of the existing apprentices and find out what the company is about. In addition, you may be required to undertake an aptitude test and this is to check if you will fit in with the company and do not have right or wrong answers. You will be expected to be punctual and attend college on a day release schedule and maybe night school one evening per week. You will be expected to be punctual and attend college on a day release schedule and maybe night school one evening per week. have gone through the same process as you. It's not to say you will not enjoy your work and have some banter, but it will be instilled in you that being an electrician is a serious business. It depends on the size of the facility you are working for. If you work in a major car plant, your starting salary will be approximately 25 K per year plus benefits such as subsidised food. If you are training in a smaller family-owned facility, you can expect a slightly lower salary. Still, there may be a bigger opportunity to grow with the company and become part of a close-knit team. Industrial electricians, when qualified, are on the higher end of the pay scale, so being an industrial electrician is a rewarding profession. No. There are a few unions for electricians in the country, and you will need to decide if they have anything to offer you pay your subs monthly to the Union. The truth is unions lost a lot of power in the 70s after PM Thatcher took on the mighty miners union and won. However, for unfair dismissal cases and issues that could go to arbitration, unions still have some benefits and retain solicitors to represent individuals who require assistance. You are more likely to come across unions in an industrial setting. Starting salary is approximately 17.5K per year and rising on the standard of performance and commitment to the trade. Many domestic installer apprenticeships work for small companies and sometimes one-man bands who need the help, so they train an apprentice electrician. Although it may seem as if the career prospects are limited, the truth is you can learn a lot more when working closely with someone who is coming to rely on you and your skills. are prepared to put the hours in. Assuming you join a national distributor like National Grid, the starting salary is a respectable 20K per year, plus 25 days of holiday and bank holidays off, so the package is attractive. The training is world-class, and you will qualify from a prestigious company that can almost guarantee a lifelong position. With prospects for career development and further training, national distributors are a good choice. 23K per year, which equates to £12.00 per hour. Salary tends to increase yearly depending on performance within smaller companies and on a tariff in larger companies. However, it is more than just the salary, it is about the package, how many days of holiday you can take, can you transfer holiday to the coming year if necessary. The training period is long, it takes 4
years to qualify, and then you need to work at least two more years to become an accredited and a competent electrician. Yes, it's a great job, and the pay is better than any other trade. Once qualified, the electrician can earn up to 100K per year and more if self-employed. Electricians have freedom, and the job is varied with a high salaries. It's the electricians who retire first out of all the trades. We use some essential cookies to make this website work. We'd like to set additional cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. We use some essential cookies to make the point of all the trades. services. We also use cookies set by other sites to help us deliver content from their services. You can change your cookie settings at any time. You have rejected additional cookies. You can change your cookie settings at any time. (disambiguation). A shoemaker and his apprenticeships are often training a potential new practitioners to gain a license to practice in a regulated occupation. Most of their training is done while working for an employer who helps the apprentices learn their trade or profession, in exchange for their continued labor for an agreed period after they have achieved measurable competencies. Apprentices high exchange for their trade or profession, in exchange for their continued labor for an agreed period after they have achieved measurable competencies. cases, people who successfully complete an apprenticeship can reach the "journeyman" or professional certification level of competence. In other cases, they can be offered a permanent job at the company that provided the placement. Although the formal boundaries and terminology of the apprentice/journeyman/master system often do not extend outside guilds and trade unions, the concept of on-the-job training leading to competence over a period of years is found in any field of skilled labor. This section by adding citations to reliable sources. Unsourced material may be challenged and removed. (October 2024) (Learn how and when to remove this message) There is no global consensus on a single term for apprenticeship. Depending on the culture, country and sector, the same or similar definitions are used to describe the terms apprenticeship. The latter two terms may be preferred in the health sector. One example is internships in medicine for physicians and trainee-ships for nurses - and western countries. Apprenticeship is the preferred term of the European Commission and the one selected for use by the European Contries adapt European countries adapt European Commission and the one selected for use by the European Contries adapt European Commission and the one selected for use by the European Commission and the one selected for use by the European Contries adapt European Commission and the one selected for use by the European Commission and the one selected for use apprenticeship practices. [citation needed] A medieval baker with his apprentice. The Bodleian Library, Oxford, England. The system of apprenticeship first developed in the Late Middle Ages and came to be supervised by craft guilds and town governments. A master craftsman was entitled to employ young people as an inexpensive form of labour in exchange for providing food, lodging and formal training in the crafts such as seamstress,[1] tailor, cordwainer, baker and stationer.[2] Apprentices usually began at ten to fifteen years of age, and would live in the master craftsman's household. The contract between the craftsman, the apprentice and, generally, the apprentice's parents would often be governed by an indenture.[3] Most apprentices aspired to becoming master craftsmen themselves on completion of their contract (usually a term of seven years), but some would spend time as a journeyman and a significant proportion would never acquire their own workshop. In Coventry those completing seven-year apprenticeships with stuff merchants were entitled to become freemen of the city.[4] Apprenticeship was adopted into military of the West African kingdom of Dahomey. Soldiers in the army were recruited as young as seven or eight years old, as they initially served as shield carriers for regular soldiers. After years of apprenticeship and military experience, the recruits were allowed to join the army as regular soldiers. With a combination of lifelong military emerged in Dahomey.[5] Typology of Apprenticeships[6] Apprenticeships can be divided into two main categories: Independent and Cooperative.[7] Independent apprenticeships are those organized and managed by employers, without any involvement from educational curricula, which means that, usually, the apprentices are not involved in any educational programme at the same time but even if they are, there is no relation between the undergoing studies and the apprenticeship. Cooperative apprenticeships are those organized and managed in cooperational institutions and employers. They vary in terms of governance, some being more educational institution lead, but they are always associated with a curriculum and are designed as a mean for students to put theory in practice and master knowledge in a way that empowers them with professional autonomy. Their main characteristics could be summarized into the following: Institution led Governance (long cycle) Institution led Governance (long cycle) Institution led Governance (long cycle) Institution and Employer shared Governance (long cycle) Institution led Governac Governance (short cycle) Employer led Governance Education, Professional Higher Education, Higher Educ Professional Higher Education Average length 3-4 years 2-3 years 2-3 years 2-3 years 2-3 years 1 year Balance theory/practice Alternating theory & practice (50%-50%) Short placements from 30 to 40% of the curriculum Employed for a minimum of 30 hours per week, 20% of learning hours must be off-the-job Location of 'entry-level' and career 'upskilling' objectives. There were 475,000 Australian Apprentices in-training as at 31 March 2012, an increase of 2.4% from the previous year. Australian Government employee incentives may be applicable, while State and Territory Governments may provide public funding support for the training element of the initiative. Australian Apprenticeships combine time at work with formal training and can be full-time, part-time or school-based.[8] Australian apprenticeship or traineeship services are dedicated to promoting retention, therefore much effort is made to match applicants with the right apprenticeship or traineeship. tests, tips, and information on 'how to retain an apprentice or apprenticeship'.[9] Information and resources on potential apprenticeship and trainees and traineeship around traditional trades and the time it takes to gain a qualification. The Australian government
uses Australian Apprenticeships Centres to administer and facilitate Australian Apprenticeships so that funding can be disseminated to eligible businesses, apprentices and trainees, supporting the whole process as it underpins the future skills of Australian industry. Australia also has a fairly unusual safety net in place for businesses and Australian Apprentices with its Group Training scheme. This is where businesses that are not able to employ the Australian Apprentice from a Group Training Organisation. It is a safety net, because the Group Training Organisation is the employed and provides continuity of employment and training for the Australian Apprentice.[11][12] In addition to a safety net, Group Training Organisations (GTO) have other benefits such as additional support for both the Host employer and the trainee/apprentice. are fulfilling their work and training obligations with their Host employer. There is the additional benefit of the trainee/apprentice being employed by the GTO reducing the Payroll/Superannuation and other legislative requirements on the Host employer who pays as invoiced per agreement.[citation needed] Apprenticeship training in Austria is organized in a school system with long-term training parts. It is thus possible to get the Matura needed to enter university. WIFI[13] company-based training of apprentices is complemented by compulsory attendance of a part-time vocational school for apprentices (Berufsschule).[14] It lasts two to four years - the duration varies among the 250 legally recognized apprenticeship trades.[citation needed] About 40 percent of all Austrian teenagers enter apprenticeship per year), Clerk (3,500 / year), Car Mechanic (2,000 / year), Cook (1,600 / year), Cook (vocational careers. On the one hand, it is a prerequisite for the admission to the Master Craftsman Exam and for qualification tests, and on the other hand it gives access to higher education via the TVE-Exam or the Higher Education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand it gives access to higher education tests, and on the other hand test access to higher education tests, and on the other hand test access to higher education tests, and on the other hand test access to higher education test access to higher education test access to higher education test access to higher educating test access to higher education test ac secondary courses and post-secondary colleges.[14] The person responsible for overseeing the training inside the company is called "Lehrherr" or "Ausbilder". An Ausbilder". An Ausbilder must prove that he has the professional qualifications needed to educate another person, has no criminal record and is an otherwise-respectable person. The law states that "the person wanting to educate a young apprentice must prove that he has an ethical way of living and the civic qualities of a good citizen".[18] See also: Red Seal' certification (License number was replaced with the word 'CANOE'.) In Canada, apprenticeships tend to be formalized for craft trades and technician level qualifications. At the completion of the provincial exam, they may write the Provincial exam, they may write the Provincial exam. This means a qualification for the province will satisfy the whole country. The inter-provincial exam questions are agreed upon by all provinces of the time. At the time there were only four provinces, Nova Scotia, New Brunswick, Upper Canada (now Ontario), and Lower Canada (now Quebec).[citation needed] In Canada, each province has its own apprenticeship program, which may be the only route into jobs within compulsory trades.[citation needed] Organisations such as the Canadian Counci of Directors of Apprenticeship and Employment and Social Development Canada help to oversee the programmes.[citation needed] Cook with her apprentice, Euroinstitut vocational school, Czech Republic, the term "vocational school" (učiliště) can refer to the two, three or four years of secondary practical education. Apprenticeship Training is implemented under Education. Depending on the profession, they may work for two to three days a week in the company and then spend two or three days at a vocational school.[citation] needed] In France, apprenticeships also developed between the ninth and thirteenth centuries, with guilds structured around apprentices, journeymen and master craftsmen, continuing in this way until 1791, when the guilds structured around apprentices, journeymen and master craftsmen, continuing in this way until 1791, young people had to take 150 hours of theory and general lessons in their subject a year. This minimum training time rose to 360 hours a year in 1961, then 400 in 1986.[citation needed] The first training centres for apprentices (centres de formation d'apprentis, CFAs) appeared in 1961, and in 1971 apprenticeships were legally made part of professional training. In 1986 the age limit for beginning an apprenticeship was raised from 20 to 25. From 1987 the range of qualifications achievable through an apprenticeship was widened to include the brevet de technicien supérieur (advanced technician's certificate), engineering diplomas, master's degree and more.[citation needed] On January 18, 2005, President Jacques Chirac announced the introduction of a law on a programme for social cohesion comprising the three pillars of employment, housing and equal opportunities. The French government pledged to further develop apprenticeship as a path to success at school and to employment, based on its success: in 2005, 80% of young French people who had completed an apprenticeship often denotes manual labor but it also includes other jobs like secretary, manager, engineer, shop assistant... The plan aimed to raise the number of apprentices from 365,000 in 2005 to 500,000 in 2009. To achieve this aim, the government is, for example, granting tax relief for companies when they take on apprentices. (Since 1925 a tax has been levied to pay for apprenticeships.) The minister in charge of the campaign, Jean-Louis Borloo, also hoped to improve the image of apprenticeships with an information campaign, as they are often connected with academic failure at school and an ability to grasp only practical skills and not theory. After the civil unrest end of 2005, the government, led by prime minister Dominique de Villepin, announced a new law. Dubbed "law on equality of chances", it created the First Employment Contract as well as manual apprenticeship from as early as 14 years of age. From this age, students are allowed to quit the compulsory school system in order to quickly learn a vocation. This measure has long been a policy of conservative French political parties, and was met by tough opposition from trade unions and students.[citation needed] A master chimney sweep and apprentices in 2008 Main article: Apprenticeships are part of Germany's dual education system, which combines a practical education system, which combines a practical education system, which combines a practical education system. blocks. During their apprenticeship, apprenticeship takes between 2 and 3.5 years. As of 2024, there are 327 officially recognized apprenticeship trades.[19] In India, the Apprentices Act was enacted in 1961.[20] It regulates the programme of training of apprentices in the industry so as to conform to the syllabi, period of training etc. as laid down by the Central Apprenticeship Council and to utilise fully the facilities available in industry.[citation needed] The Apprentices Act enacted in 1961 and was implemented effectively in 1962. Initially, the Act envisaged training of trade apprentices. The Act was further amended in 1973 to include training of the 10+2 vocational stream as "Technician (Vocational)" Apprentices.[citation needed] Overall responsibility is with the Directorate General of Employment & Training (DGE&T) in the Union Ministry of Skill Development and Entrepreneurship.[21] For Trades Apprentices (ITI-Passed/Fresher): DGE&T is also responsible for implementation of the Act in respect of Trade Apprentices in the Central Govt. Undertakings & Departments. This is done through six Regional Directorates of Apprenticeship Advisers are responsible for implementation of the Act in respect of Trade Apprentices in State Government Undertakings/ Departments and Private Establishments. For Graduate, Technician (Polytechnic Diploma holder) and Technician (H.S Vocational-Passed) Apprentices Department of Education in the Ministry of Human Resource Development is responsible for implementation of the through four
Boards of Apprentices Department of Education in the Ministry of Human Resource Development is responsible for implementation of the through four Boards of Apprentices Department of Education in the Ministry of Human Resource Development is responsible for implementation of the through four Boards of Apprentices Department of Education in the Ministry of Human Resource Development is responsible for implementation of the through four Boards of Apprentices Department of Education in the Ministry of Human Resource Development is responsible for implementation of the through four Boards of Apprentices Department of Education in the Ministry of Human Resource Development is responsible for implementation of the through four Boards of Apprentices Development is responsible for implementation of the through four Boards of Apprentices Development is responsible for implementation of the through four Boards of Apprentices Development is responsible for implementation of the through four Boards of Apprentices Development is responsible for implementation of the through four Boards of Apprentices Development is responsible for implementation of the through four Boards of Apprentices Development is responsible for implementation of the through four Boards of Apprentices Development is responsible for implementation of the through four Boards of Apprentices Development is responsible for implementation of the through four Boards of Apprentices Development is responsible for implementation of the through four Boards of Apprentices Development is responsible for implementation of the through four Boards of Apprentices Development is responsible for implementation of the through four Boards of Apprentices Development is responsible for i at Chennai, Kanpur, Kolkata and Mumbai.[22] See also: SOLAS (Ireland) In Ireland the apprenticeships are split into two main categories: "craft" and "new".[23] The main craft trades and professions have been designated by SOLAS in co-operation with the Department of Education, employers and unions.[23] An Apprenticeship Council is also in place. An apprenticeship provides on-the-job training in an education centre and on-the-job training in an education centre and on-the-job training with an employer.[23] It usually alternates between off-the-job training with an employer.[23] It usually alternates between off-the-job training in an education centre and on-the-job training in an education centre and on-the-job training in an education centre and on-the-job training with an employer.[23] It usually alternates between off-the-job training in an education centre and on-the-job training with an employer.[23] It usually alternates between off-the-job training in an education centre and on-the-job training in an educ which time there are 3 different periods in off-the-job training phases takes place in an Education and Training Board (ETB) Training Centre while the subsequent off-the-job training phases take place in an Institute of Technology.[23] After on-going assessments through on-the-job training phases take place in an Education and Training beard (ETB) Training Centre while the subsequent off-the-job training phases take place in an Education and Training Board (ETB) Training Centre while the subsequent off-the-job training beard (ETB) Training Centre while the subsequent off-the-job training beard (ETB) Training Centre while the subsequent off-the-job training beard (ETB) Training Centre while the subsequent off-the-job training beard (ETB) Training Centre while the subsequent off-the-job training beard (ETB) Training Centre while the subsequent off-the-job training beard (ETB) Training Centre while the subsequent off-the-job training beard (ETB) Training Centre while the subsequent off-the-job training beard (ETB) Training Centre while the subsequent off-the-job training beard (ETB) Training Centre while the subsequent off-the-job training beard (ETB) Training Centre while the subsequent off-the-job training beard (ETB) Training Centre while the subsequent off-the-job training beard (ETB) Training Centre while the subsequent off-the-job training beard (ETB) Training Centre while the subsequent off-the-job training beard (ETB) Training Centre while the subsequent off-the-job training beard assessments and examinations, if passed successfully the apprentice is awarded an Advanced Certificate in craft (level 6 on the National Framework of Qualifications). [23] New apprenticeships in other areas of industry were introduced from 2016, and can lead to an award between Levels 5-10 on the National Framework of Qualifications. Each apprenticeship programme lasts between 2 and 4 years. Industry-led groups which work with education and training providers and other partners, oversee the development, accounting technician and commis chef.[23][24] In Liberia, tailor apprenticeships engage with more skilled tailors to learn the craft and the skills that may be taught in more traditional school settings. They learn from master tailors, which gives the apprentices a promised job once their training is completed. They demonstrate full concept mastery before moving on to the next piece of clothing. Instead of formal testing for evaluation, articles of clothing must meet the quality standards before they can be sold and before the apprentice system is a framework of formal and informal indentured agreements between parties that ultimately facilitate burgeoning entrepreneurial communities within the Igbos. It is an economic growth and stability, and sustainable livelihood by financing and investing in human resources through vocational training.[26] In Pakistan, the Apprenticeship Training is implemented under the National Apprenticeship Rules 1966, regulating programs across industries in conjunction with Technical and Vocational Education and Training.[26] In Pakistan, the Apprenticeship Rules 1966, regulating programs across industries in conjunction with Technical and Vocational Education and Training. over fifty workers in apprenticeable trades, it's mandatory to conduct apprenticeship training. All costs, including wages, are covered by the industry. Enforcement is carried out by provincial governments through various TEVTA, such as Punjab TEVTA, Sindh TEVTA, Sindh TEVTA, Balochistan TEVTA, and AJK TEVTA.[citation needed] The training period varies by trade, from 1 to 4 years. As of 2015, more than 30,000 apprentices were being trained in 2,751 industries across 276 trades. This accounts for less than 10% of the over 350,000 institution-based vocational trainees produced annually.[citation needed] In recent years, the Government of Pakistan, through the National Vocational & Technical Training Commission, has begun reforms to modernize the apprenticeship system. Key aspects include:[citation needed] Expansion into services, agriculture, and mining sectors Cost-sharing between the industry and government Formalization of informal apprenticeships system. (Pakistan NVQF) Increased female participation Financial incentives for industries exceeding apprentice requirements Joint assessment and certification by the industry, Chamber of Commerce, and government See also: Education in Switzerland and Vocational education § Switzerland and Vocational education for industry, Chamber of Commerce, and government See also: of young people follow a vocational training.[27] Ninety percent of them are in the dual education system is ternar, which is basically dual education system with mandatory practical courses. The length of an apprenticeship can be 2, 3 or 4 years. Apprenticeships with a length of 2 years are for persons with weaker school results. The certificate awarded after successfully completing a 2-year apprenticeship is called "Attestation de formation professionnelle" (AFP [fr]) in French, "Eidgenössisches Berufsattest" (EBA [de]) in German and "Certificate di formazione pratica" (CFP) in Italian. It could be translated as "Attestation of professional formation".[citation needed] Apprenticeship is called "Certificat Fédéral de Capacité" (CFC [fr]) in French, "Eidgenössisches Fähigkeitszeugnis" (EFZ [de]) in German and "Attestato federale di capacità" (AFC) in Italian. It could be translated as "Federal Certificate of Proficiency".[citation needed] Some crafts, such as electrician, are educated in lengths of 3 and 4 years. In this case, an Electrician with 4 years apprenticeship gets more theoretical background than one with 3 years apprenticeship. Some languages have different names for a craft depending on the length of the apprenticeship; this can be lost in translation.[citation needed] Each of the over 300 nationwide defined vocational profiles has defined framework - conditions as length of education, theoretical and practical learning goals and certification conditions [citation needed] Typically an apprenticeship can commence for individuals once they are aged 15 or 18 after finishing general education. Some apprenticeships have a recommend or required age of 18. There is formally no maximum age, however, for persons above 21 it is hard to find a company due to companies preferring younger ages due to the lower cost of labour.[citation needed] In Turkey, apprenticeship has been part of the small business culture for centuries since the time of Seljuk Turks who claimed Anatolia as their homeland in the 11th century.[citation needed] There are three levels of apprenticeship. The first level is the apprentice, i.e., the "çırak" in Turkish. The second level is pre-master which is called, "kalfa" in Turkish. The mastery level is called as "usta" and is the highest level of achievement. An 'usta' is eligible to take in and accept new 'ciraks' to train and bring them up. The training process usually starts when the small boy is of age 10-11 and becomes a full-grown master at the age of 20-25. Many years of hard work and disciplining under the authority of the master is the key to the young apprentice's
education and learning process.[citation needed] In Turkey today there are many vocational schools that train children to gain skills to learn a new profession. The student after graduation looks for a job at the nearest local marketplace usually under the authority of a master.[citation needed] Welsh Government video: case study; 2016 Apprenticeships in the United Kingdom are devolved. It has a long tradition in the 12th century and were expanded during the Industrial Revolution. In modern times, apprenticeships were formalised in 1964 by act of parliament and they continue to be in widespread use in all four nations, with hundreds of apprenticeship programs in the United States are regulated by the Smith-Hughes Act (1917). The National Industrial Recovery Act (1933), and National Apprenticeship Act, also known as the "Fitzgerald Act." [29] The number of American apprentices has increased from 375,000 in 2014 to 500,000 in 2016, while the federal government intends to see 750,000 by 2019, particularly by expanding the apprenticeship model to include white-collar occupations such as information technology.[30][31] The modern concept of an internship is similar to an apprenticeship but not as rigorous. Universities still use apprenticeship schemes in their production of scholars: bachelors are promoted to masters and then produce a thesis under the oversight of a supervisor before the corporate body of the university recognises the achievement of the standard of a doctorate. Another view of this system is of graduate students in the role of apprentices, post-doctoral fellows as journeymen, and professors as masters. [citation needed] In the "Wealth of Nations" Adam Smith states that: Seven years seem anciently to have been, all over Europe, the usual term established for the duration of apprenticeships in the greater part of incorporated trades. All such incorporations were anciently called university of smiths, the university of tailors, etc., are expressions which we commonly meet with in the old charters of ancient towns [...] As to have wrought seven years under a master properly qualified was necessary in order to entitle any person to become a master, and to have himself apprenticed in a common trade; so to have studied seven years under a master properly qualified was necessary to entitle him to become a master properly qualified was necessary in order to entitle any person to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary in order to entitle any person to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to become a master properly qualified was necessary to entitle him to be observed was necessary liberal arts, and to have scholars or apprentices (words likewise originally synonymous) to study under him.[32] Also similar to apprenticeships are the professional development arrangements for new graduates in the professional development arrangement are the professional development are the profession development are the professi 'articles of clerkship'. The learning curve in modern professional service firms, such as law firms, consultancies or accountancies, generally resembles the traditional master-apprentice model: the newcomer to the firm is assigned to one or several more experienced colleagues (ideally partners in the firm) and learns their skills on the job.[citation] needed] Apprenticeship levy Apprentices mobility Apprenticeship in freemasonry Education Education Education Indentured servitude Mentorship Nonuniversal theory School-to-work transition Trainee Tradesman Vocational education ^ "Apprenticeship indenture". Cambridge University Library Archives (Luard 179/9). March 18, 1642. ^ "Apprenticeship indentures 1604-1697". Cambridge St Edward Parish Church archives (KP28/14/2). Archived from the original on 2011-08-13. Retrieved 2009-12-07. ^ Morgan, Kenneth O. (2001). "The Early Middle Ages". The Oxford History of Britain. Oxford, England: Oxford University Press, p. 126. ^ Adrian Room, "Cash, John (1822-1880)", Oxford Dictionary of National Biography, Oxford University Press, 2004 ^ Harms, Robert (2002). The Diligent. New York: Basic Books. p. 172. ISBN 0-465-02872-1. ^ "Apprenticeships Quality". ^ Davy, N., Frakenberg, A. (2019). Typology of Apprenticeships in Higher Vocational Education Archived 2019-05-08 at the Wayback Machine. Retrieved 8 May 2019 ^ "Australian Apprenticeships.gov.au. Archived from the original on 29 December 2007. Retrieved 11 December 2007. ^ Team, The ApprenticeshipCentral Dev. "Applicant Tips: Retaining Your Apprenticeships, Traineeships, A "HUET Australian Apprenticeships, Traineeships, Recruitment". MEGT (Australian Apprenticeships, and Traineeships, Recruitment". * "WIFI Vorarlberg". * "WIFI Vorarlberg". * "WIFI Vorarlberg". * "WEGT Australian Apprenticeships, Traineeships, Recruitment". * "MEGT Australian Apprenticeships, Traineeships, Recruitment". * "MEGT Australian Apprenticeships, Traineeships, Tr b "Bundesministerium für Bildung, Wissenschaft und Forschung: Aktuelles". Archived from the original on 2009-12-17. Retrieved 2010-07-11. {{cite web}}: CS1 maint: archived copy as title (link) ^ STATISTIK AUSTRIA. "Bildung". ^ [1] [permanent dead link] ^ Antrag auf Anerkennung als Lehrherr und Lehrbetrieb in der Landwritschaft; Land- und forstwirtschaftliche Fachausabildungsstelle Vorarlberg ^ "Duale Berufsausbildungsstelle Vorarlberg ^ "Dua "Apprenticeship Training | Directorate General of Training". dgt.gov.in. Archived from the original on October 24, 2016. ^ "Home Page :: Directorate General of Training (DGT)". Archived from the original on 2016-09-24. Retrieved 2016-08-21. ^ a b c d e f g Citizens Information Ireland (15 October 2020). "Education and Training > Vocational education and training > Apprenticeships". ^ "A central route to skills development in Ireland". Generation Apprenticeship. ^ Lave, Jean (1988). The Culture of Acquisition and the Practice of Understanding. Institute for Research Learning. pp. 310-326. ^ Agozino, Biko; Anyanike, Ike (1 November 2007). "IMU AHIA: Traditional Igbo Business School and Global Commerce Culture". Dialectical Anthropology. 31 (1): 233-252. doi:10.1007/s10624-007-9023-8. ISSN 1573-0786. S2CID 144542696. ^ a b (in French) Catherine Dubouloz, "La Suisse, pays de l'apprentissage", Le temps, 27 December 2016 (page visited on 20 October 2018). ^ Education and Skills Funding Agency, How to choose the right apprenticeship training, accessed 1 January 2021. ^ "UNITED STATES DEPARTMENT OF LABOR". U.S. Department of Labor. ^ Krupnick, Matt (27 September 2016). "U.S. quietly works to expand ". Hechinger Report. Teachers" College at Columbia University. Retrieved 27 September 2016. ^ Salvador Rodriguez (2017-04-11). "As Trump Stifles Immigration, Expect Tech to Turn to Apprenticeships". Inc. ^ Smith, Adam (1776). Wealth of Nations: An Inquiry Into the Nature and Causes of The Wealth of Nations. London: W. Strahan and T. Cadell. ISBN 9781607781738. {{cite book}: ISBN / Date incompatibility (help) Modern Apprenticeships: the way to work, The Report of the Modern Apprenticeship Advisory Committee, 2001 DfES, Modern Apprenticeship Advisory Committee, 2001 Apprenticeship Advisory Committee, 2001 DfES, Modern Apprenticeship Advisory Committee, 2001 DfE in the British 'Training Market' Creating a 'Modern Apprenticeship': a critique of the UK's multi-sector, social inclusion approach Alison Fuller and survival. Thomas Deissinger in: Towards a history of vocational education and training (VET) in Europe in a comparative perspective, 2002 (pdf) European vocational training systems: the theoretical context of historical development. Wolf-Dietrich Greinert, 2002 in Towards a history of vocational education, Miranda E Pye, Keith C Pye, Dr Emma Wisby, Sector Skills Development Agency, 2004 (pdf) L'apprentissage a changé, c'est le moment d'y penser !, Ministère de l'emploi, du travail et de la cohésion sociale, 2005 Learning on the Shop Floor: Historical Perspectives on Apprenticeship, Bert De Munck, Steven L. Kaplan, Hugo Soly. Berghahn Books, 2007. (Preview on Google books) "The social production of technical work: the case of British engineers" Peter Whalley, SUNY Press 1986. "Apprenticeship in the 'golden age': were youth transitions really smooth and unproblematic back then?", Sarah A.Vickerstaff, University of Kent, UK, 2003 "The Higher Apprenticeship (HA) in Engineering Technology"; The Sector Skills Council for Science, Engineering and Manufacturing technologies, UK, 2008 Media related to Apprenticeships, Federal Foreign Office Archived 2015-01-08 at the Wayback Machine L'Apprenti (in French) Further education and skills: Apprenticeships - GOV.UK Normele metodologice de
aplicare a Legii nr. 279/2005 privind ucenicia la locul de muncă, modificate și completate astăzi de Guvern (in Romanian) Retrieved from "