SCIENCE APPRENTICESHIP FORUM

Best Practice Guidelines for Science Apprenticeships

Introduction

In recent years, the Science Apprenticeship Forum — comprising a diverse collective of apprentices in science across many standards — has collaborated with learning providers, employers, apprenticeship agencies, professional bodies and end-point assessment organisations to share best practices.

Through this forum, we have gathered valuable insights into the successes and challenges of apprenticeship programs, identifying both effective strategies and common barriers faced by all stakeholders. Our objective is to distil these perspectives into a comprehensive set of best practice guidelines, ensuring that apprenticeships are delivered with excellence and provide the highest-quality experience for apprentices and all involved parties.

Certain funding regulations may already mandate some of the practices outlined below as essential components of the apprenticeship program. However, feedback from apprentices indicates that these practices may not always be implemented as effectively as possible. To address this, we have identified potential improvements to enhance their impact and effectiveness.

Letter From The Science Apprenticeship Forum

Dear Readers,

It is with great pride that I introduce this Best Practice Document on behalf of The Science Apprenticeship Forum. As someone who has been navigating my own apprenticeship journey for the past eight years, I have experienced firsthand the immense value that high-quality apprenticeships bring—not just to individuals like myself, but to employers, training providers, and the wider scientific community.

Apprenticeships are far more than just an alternative route into a career; they are a powerful tool for developing the next generation of skilled scientists, healthcare workers, and innovators. However, for apprenticeships to truly succeed, they must be built on a foundation of excellence, forward-thinking, and collaboration between apprentices, employers, training providers, End-Point Assessment Organisations (EPAOs). That is why this guide exists—to outline what best practice looks like and to help ensure that every apprentice receives the high quality experience they deserve.

The Science Apprenticeship Forum was founded to give apprentices a voice and to shape the future of science apprenticeships for the better. Through this work, we have seen the impact that great mentorship, structured training, and meaningful career progression can have. This guide is the product of collective insight and experience from across the sector, and we hope it will serve as a valuable resource for all those involved in supporting science apprentices.

We have deliberately kept this guide short and concise to ensure it is readable and has the greatest impact. We hope that as you explore the insights shared, you find practical takeaways that can enhance your own best practices. You may even see similarities with what you already provide, reaffirming the great work you are doing in supporting apprentices.

Thank you for being so committed to apprenticeships and to the future of scientific talent. Together, we can set a gold standard for science apprenticeships and empower the next generation to thrive.

Best wishes,
Tyler Harvey-Cowlishaw
Founder & Chair, Science Apprenticeship Forum

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Section 1

Early Involvement of Employers and Learning Providers

It is crucial for employers and learning providers to work collaboratively from the outset of the apprenticeship journey. This collaboration ensures that all parties have a clear understanding of their roles and responsibilities.

Key Recommendations For Employers

1. Define Roles & Expectations

- Collaborate with learning providers to establish clear responsibilities for all parties, including the apprentice, to ensure alignment of goals.
- Create apprenticeship roles that align with the knowledge, skills and behaviours outlined in the apprenticeship standard and reflect industry needs.

2. Commit to Mentorship

- Identify and train workplace line managers and supervisors early to provide apprentices with consistent guidance and support.
- Ensure the workplace has the tools, equipment, and resources necessary for apprentices to apply their learning effectively.

Key Recommendations For Learning Providers

1. Set Realistic Objectives

- Work closely with employers to create achievable goals that balance the apprentice's academic and workplace responsibilities.
- Tailor academic content and practical training to meet industry standards and employer needs, in line with the occupational standard.

2. Provide Training and Support

- Offer workshops or resources to help employers understand their role in the apprenticeship process, such as mentoring or tracking progress.
- Equip apprentices with the foundational knowledge and skills needed to succeed in their early workplace experiences including both scientific skills and soft skills / behavioural competencies.
- Organise and conduct workshops for apprentice supervisors or line managers, covering expectations and strategies for success.

Section 1
Early Involvement of Employers and Learning Providers

Key Recommendations For All

1. Onboarding Process
- Create a seamless introduction for apprentices by coordinating the timing and content of workplace and academic inductions.

2. Agree on Assessment Strategies
- Collaborate to determine how workplace tasks will be assessed and mapped to academic outcomes to ensure a cohesive experience. For example, having easily viewable and actionable, or SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals in reviews that reflect this.

3. Continuous Feedback
- Establish regular review meetings between employers, learning providers, and apprentices to monitor progress and adjust as needed.
- Ensure apprentice review meetings are not missed due to staff illness or departures by assigning a backup reviewer or promptly rescheduling when necessary.

4. Promote Industry-Relevant Skills
- Prioritise skills and behaviours that are not only aligned with the apprenticeship standard, but also reflect the future workforce trends in science.

5. Foster a Supportive Environment
- Ensure that the apprentices have access to mentors, resources, and networks (Eg, The Science Apprenticeship Forum) across both the workplace and academic setting.

6. Engage in Program Design
- Work with learning providers to co-develop a training plan that integrates on-the-job training with classroom learning for a seamless experience.
- Trailblazer groups are responsible for developing occupational standards which form a key component of an apprenticeship. The role is to develop new apprenticeship for an occupation or revise the apprenticeship as needed. Employers may input into the trailblazer group. For more information, visit the IfATE Trailblazer Groups website. Please be aware that the government intends to introduce legislation to transfer IfATE's functions to Skills England. When referencing websites within this document, ensure you consult the latest guidance for updates.

By engaging early and working collaboratively, employers and learning providers can create an apprenticeship experience that is meaningful, relevant, and impactful for both the apprentice and the organisation.

Section 2
Apprentice and Line Manager/Mentor Relationship

The relationship between apprentices and their line managers or mentors is critical to the success of the apprenticeship.

Key Recommendations For All

1. Soft Skills Training
- Line managers should sign post apprentices to any soft skills training, including conflict resolution, to support their personal development.

2. Regular Meetings
- Hold regular meetings every 4-6 weeks to review progress and address any concerns.
  - **NOTE:** The minimum requirement for apprentice, line manager, and learning provider meetings is once every three months. In addition to these formal reviews, line managers should conduct additional check-ins to assess the apprentice's development and experience within the workplace.

3. Workload Planning
- Assist apprentices in workload planning to ensure that Knowledge, Skills and Behaviours (KSBs) and projects can be achieved whilst managing other roles and responsibilities.
- Apprentice exam periods can be challenging, so it is important to plan support in advance by consulting with the apprentice to understand their specific needs and requirements. Since effective support strategies may vary between individuals, a tailored approach is essential.
  - For example, offering flexible work schedules can help apprentices balance their study commitments with job responsibilities.

4. Objective Planning
- Set yearly and quarterly objectives for apprentices to maintain focus and direction including both short and long-term goals in line with the apprentice's career aspirations.

Section 2
Apprentice and Line Manager/Mentor Relationship

Key Recommendations For All (Continued)

5. Progress Tracking

- Implement resources for tracking apprenticeship progress, such as KSB mapping and monthly updates logged in online tracking portals. Learning providers may use their own tracking systems, which employers may not have full access to.
  - Implementing a separate process, such as a shared OneDrive, enables all parties to monitor and review progress beyond the minimum requirements set by funding regulations.

6. Confidence Check-Ins

- Conduct check-ins to assess apprentices' confidence in their roles, discussing any additional training needs they may have and consider if this would fit into the 20% off-the-job training.

7. Leadership Training

- Provide opportunities for leadership training and preparation to help apprentices develop necessary managerial skills if appropriate to the individual.

8. Understanding Line Management Complexity

- Recognise that line managing an apprentice is more complex than managing a non-apprentice employee. It requires collaboration with external parties, ongoing support for the learner's progression, and an understanding of the intricacies involved in the apprenticeship process. Pre-apprenticeship management training or a program to ensure capability can help to prepare for this role.

Section 3

End Point Assessment Preparation

Preparing for the End Point Assessment (EPA) is vital for apprentices to succeed in their apprenticeship and transition into the workforce. The following recommendations must be completed pre gateway.

Key Recommendations For Employers

1. Understand the EPA Requirements

- Line managers / supervisors should thoroughly familiarise themselves with the specific standards, grading criteria, and assessment methods outlined in the apprenticeship standard. This includes understanding the knowledge, skills, and behaviours (KSBs) being assessed, as well as the format of the EPA (e.g., practical assessments, professional discussions, or written tests).

2. Awareness of Resources

- Ensure apprentices are aware of assessment training plans available on the IfATE / Skills England website. Proactively guide them to these resources via apprenticeship preparation and readiness training sessions.
- Apprentices should also receive regular guidance and feedback throughout their program to help them prepare for the EPA. This includes assigning a dedicated mentor who can support their technical and professional development, addressing any gaps pre-gateway.

3. Provide On-The-Job Support

- Ensure apprentices are exposed to tasks and projects that align with the skills, knowledge, and behaviours outlined in the standard.
- Collaborate on mock assessments or other preparatory activities.
- Since line managers may not always plan an apprentice's daily tasks, those responsible for workload planning should be informed about EPA requirements.
- Rotations to different departments / labs can help apprentices gain experience, collect KSB evidence, and encourage collaborative working.

Section 3

End Point Assessment Preparation

Key Recommendations For Learning Providers

1. Conduct Mock Assessments

- Offer realistic mock EPAs to help apprentices practice and familiarise themselves with the assessment process.
- Provide constructive feedback to address weaknesses.

2. Track Progress and Provide Targeted Training

- Continuously use tracking tools to monitor apprentices' progress toward meeting the standard throughout the apprenticeship, rather than only at the end. Identify any areas where further support or training is required.
- Focus training on areas of the apprenticeship standard where the apprentice may need improvement.
- Use real-world scenarios to help apprentices apply their learning practically.
- Create specific learning packages for EPA preparation, offering clear guidance and support.

3. Direct Communication with EPAOs

- Encourage apprentices to reach out directly to EPAOs for clarification on assessment criteria. This proactive engagement demystifies the assessment process and provides valuable insights.
- EPAOs are approachable and eager to support apprentices throughout the process, not just at the end - early engagement is encouraged if there are any uncertainties about KSBs.

Section 4

Communication Enhancements for Learning Providers

Effective communication between learning providers and apprentices is crucial for a successful apprenticeship experience.

Key Recommendations For Learning Providers

1. Targeted Communication

- Tailor communication to apprentices, avoiding generic messages that may not be relevant. This can enhance clarity and engagement.
  - Ensure communication is sent to the apprentice's preferred email. Apprentices may have limited access to their learning provider email while at work due to restrictions, therefore it is important to confirm the most suitable email for correspondence.

2. In-Person and Virtual Meetings

- Feedback indicates that many apprentices prefer in-person learning rather than virtual meetings. Where possible, host in-person meetings for discussions and consider live streaming or recording lectures when this is not possible.

3. Feedback Mechanisms

- Establish policies for receiving feedback from apprentices, facilitating student forums or curriculum forums to voice concerns and suggestions.

4. Clear Communication Channels

- Designate specific points of contact for apprentices regarding communication issues with tutors or academics.
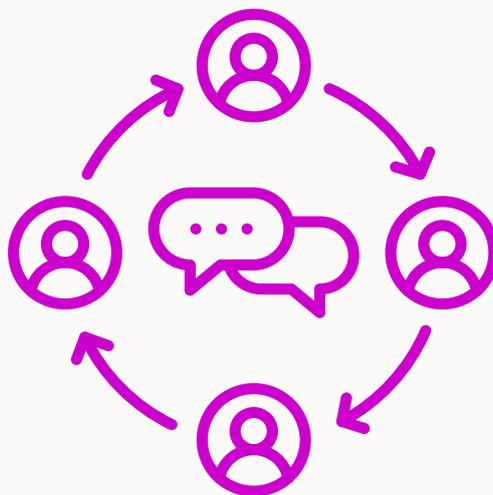
Section 5

Exam Support and Assignment Assistance

Providing support for exams and assignments is essential for apprentices to succeed academically and professionally.

Key Recommendations For All

1. Access to Resources

- Ensure apprentices have access to libraries and online information systems that provide relevant materials for their studies.
  - For example, offering a subscription for a publication browser or providing examples of the past projects of apprentices.

2. Exam Preparation

- Offer workshops or study groups focusing on exam techniques, time management, and effective study strategies.

3. Assignment Support

- Provide resources for assignment writing, including guidance on research methods, citation styles, and structuring essays.

4. Peer Support Networks

- Encourage the formation of study groups or peer networks where apprentices can collaborate and support each other in their studies.

5. Mock Exams and Assignments

- By offering mock exams, apprentices are better equipped to approach their final assessments with confidence, knowing what to expect and how to perform effectively.

6. Support for Accommodations

- Assign staff to ensure apprentices who need accommodations receive proper support, especially during exams. Additionally, make apprentices aware of accommodation support, even if they don't need assistance at the moment. Examples include:
- Alternative Formats for Written Materials
- Speech-to-Text or Text-to-Speech Software
- Sign Language Interpreters
- Extended Time for Reading and Writing
- Visual Aids and Diagrams

Section 6

Diversity and Inclusion

Creating a diverse and inclusive apprenticeship environment is essential for fostering innovation, collaboration, and equitable opportunities for all apprentices. The following key initiatives and recommendations are designed to support diversity within the science apprenticeship program.

Key Recommendations For All

A best practice approach should include a clear understanding of the current breakdown of underrepresented individuals within an organisation and how this aligns with local, national, or sector-wide trends. It is essential to monitor any changes in representation by recording data at the start of the recruitment process and throughout the apprenticeship journey. Without this monitoring, it is difficult to identify potential barriers—whether certain groups struggle to progress past specific recruitment stages or if retention issues arise, leading underrepresented individuals to withdraw before completion. By tracking this data, organisations can make informed decisions on necessary changes to improve diversity and inclusion. Additionally, consideration should be given to factors such as appropriate wages to increase accessibility. Are all apprentices paid the apprenticeship minimum wage, or are wage structures evaluated to ensure fair and inclusive access to opportunities? Addressing these factors can help create a more equitable and supportive apprenticeship program.

1. Outreach Programs

- Implement outreach initiatives to encourage applications from underrepresented groups in the science sector and focus on creating a belonging environment within the workplace. This can help create a more diverse talent pool and ensure that various perspectives are represented.

2. Inclusive Training Environments

- Foster inclusive training environments where all apprentices feel valued and respected, regardless of their backgrounds. This includes promoting an atmosphere of mutual respect and open dialogue.
  - Examples may include encouraging open discussions about inclusion, equity, and respect through lunch-and-learn sessions, or adapting training methods to accommodate different learning styles and needs.

3. Diversity Training

- Offer training on inclusive practices and broader awareness to ensure everyone can effectively support a diverse range of apprentices while addressing any biases. Incorporating unconscious bias training can help identify and remove barriers, as well as inform the development of broader programs that foster inclusion. The focus should shift from simply addressing diversity to creating a sense of belonging for all apprentices.

Section 6

Diversity and Inclusion

Key Recommendations For All (Continued)

4. Accommodations for Equipment and Accessibility

- To ensure an inclusive environment for all apprentices, it is vital to provide appropriate accommodations for desk-based, laboratory, and office equipment tailored to those with physical disabilities as well as those with unseen disabilities. This includes ergonomic adjustments and assistive technologies. While businesses are legally required to offer these accommodations, apprentices may not always know where to access this information. Clearly signposting these resources ensures they are easily available to those who need them.

5. Breaks in Learning

- Apprentices may need to take a break in learning due to personal circumstances, health issues, or other commitments. This is a temporary pause in their apprenticeship, agreed upon with their employer and training provider. It is essential the apprentice knows their options (eg, planned breaks or a formal break in learning), who to contact (eg, employer & line manager, training provider, HR or Apprenticeship coordinator) and how to return to work (eg, phased return, catch-up support and an updated schedule).
- To support apprentices during these periods, employers and training providers should offer accommodations, such as the access to additional learning support, or modified workloads upon return. Providing mental health support, mentorship, or access to online learning resources during a break can help apprentices stay engaged and transition back smoothly. A supportive approach to breaks in learning fosters retention and ensures all apprentices have the opportunity to successfully complete their programs.
- From feedback we've received, many apprentices who have taken a break in learning often feel uncertain about their rights as learners/employees, who to contact for specific concerns, and how to resume their studies.
  - Best practice would be to ensure apprentices are informed about these aspects before their break in learning and are given a copy of the policy for reference.
  - When they return, structured meetings with both the employer and learning provider should take place to provide updates and ensure they receive the necessary support.
  - Returning to an apprenticeship after a long break can be daunting, so additional support should be offered to ease the transition.

Section 7

Mental Health and Wellbeing Support

Supporting apprentices' mental health and well-being is essential for their overall success and satisfaction.

Key Recommendations For All

1. Create a Supportive Work Environment

- Foster an open culture where apprentices feel comfortable sharing their mental health.
- Assign a mentor or buddy system for guidance and feelings of belonging.
- Train employees to recognise signs of stress, anxiety, or burnout.
- Encourage mental health first-aiders in the workplace.

2. Promote Work-Life Balance

- Ensure apprentices have reasonable workloads and scheduled breaks, as they often feel pressure to work through lunches or use personal time to catch up.
- Highlight the benefits of relaxation breaks where appropriate.
- Offer flexible working arrangements where possible, e.g., allowing apprentices to work from home during study hours/days if they are not required at the learning provider's premises.
- If feasible, provide flexibility in working hours, such as starting earlier or later to accommodate workload and study needs.
- The nature of scientific work can mean late or overnight experiments. Workload should be managed to prevent apprentices from burning out and to ensure tasks are shared appropriately.

3. Access to Mental Health Support

- Provide Employee Assistance Programmes (EAPs) or signpost apprentices to external support services.
  - For example, Health Assured, Bupa, Vitality, YuLife or Sonder.
- Encourage apprentices to access well-being resources and counselling services if required.

4. Encourage Peer Support

- Organise well-being activities and team bonding exercises to integrate apprentices with the wider team / colleagues.
- Create safe spaces where apprentices can share experiences.

Section 8
Feedback and Evaluation Mechanisms

Establishing feedback and evaluation mechanisms is crucial for continuous improvement. It helps them develop skills, build confidence, and progress in both their learning and workplace performance.

Key Recommendations For All

1. Regular Surveys

- Conduct surveys to gather feedback from apprentices on their experiences and the effectiveness of their training program every 6 months or at the end of each learning package.

2. Feedback Sessions

- Gather insights from supervisors, colleagues, and mentors to provide a well-rounded view of the apprentice's performance and encourage peer feedback in a supportive and constructive way.
- Organise feedback sessions to review and discuss the results of surveys and feedback.
- Clearly communicate to the apprentice the changes being implemented and outline the processes for monitoring progress.
- After six months, assess the effectiveness of these changes and determine whether to continue with them or make further adjustments as needed.

3. Continuous Improvement

- Use feedback to identify areas for improvement and enhance the overall apprenticeship experience.

4. Apprentice Reflection and Self-Evaluation

- Encourage apprentices to maintain a learning journal to reflect on their experiences and progress. Use self-assessment tools to help them identify strengths and areas for improvement.

5. Recognition and Celebrations

- Acknowledge and celebrate apprentice achievements through awards, shout-outs, or certificates. Implement an 'Apprentice of the Month' initiative to boost motivation and engagement.

Section 9

Career Progression Pathways

Providing clear career progression pathways helps apprentices plan for their futures.

Key Recommendations For All

1. Career Guidance

- Offer career guidance sessions throughout the apprenticeship to help apprentices understand potential career paths and development opportunities.
- Develop a structured career pathway that outlines possible next steps after completing an apprenticeship; provide transparency on potential job roles, responsibilities, and salary expectations.

2. Post-Apprenticeship Resources

- Provide information on further education options and additional apprenticeship programs available after completion.
- Support apprentices in gaining industry-recognised qualifications to boost employability, if possible.
  - Cover or subsidise certification costs where possible.

3. Networking Opportunities

- Facilitate networking opportunities with industry professionals to help apprentices explore career options and build connections.
- Support participation in professional organisations relevant to their field.

4. Recognising and Rewarding Achievements

- Implement progression-based pay scales to incentivise skill development.
- Celebrate milestones through certificates, promotions, and awards.
- Host graduation events - not just for degree-level apprentices, but for all levels.

5. Professional Registration

- It is recommended that apprentices be given the opportunity to gain industry-recognised status through a fast-track route after successfully completing the EPA.
  - This route, supported by the Science Council and other professional bodies, acknowledges apprenticeship qualifications, reducing the need for additional assessments or work experience.

Section 10

Technology and Digital Learning

Leveraging technology can enhance the apprenticeship experience and support learning.

Key Recommendations For All

1. Digital Learning Platforms

- Utilise digital learning platforms to provide accessible resources and training materials for apprentices.

### 2. Virtual Collaboration Tools

- In-person meetings are preferred for fostering stronger communication, engagement, and teamwork. However, virtual collaboration tools are valuable for supporting technology and digital learning. They should be used to supplement in-person interactions, ensuring flexibility and accessibility.
- Examples include:
  - Microsoft teams – a platform for communication and collaboration, allowing chat, video calls, file sharing and team organisation.
  - Zoom – a video conferencing tool used for meetings, webinars, and virtual collaborations.
  - Trello – a project management tool that allows teams to organise tasks and collaborate visually using boards, lists, and cards.
  - Dropbox – a cloud storage service that allows teams to share and collaborate on files in real-time.

3. Online Training Modules

- Offer online training modules that apprentices can complete at their own pace, allowing for flexibility in learning.

4. Artificial Intelligence (AI) Workshops

- As technology evolves, AI is becoming increasingly valuable for individuals in both learning and workplace settings. Workshops and guidance can help apprentices explore available tools, enhance learning, and improve efficiency.
  - **NOTE:** AI should complement rather than replace critical thinking and original work, whilst also adhering to company policies on confidentiality and safety.
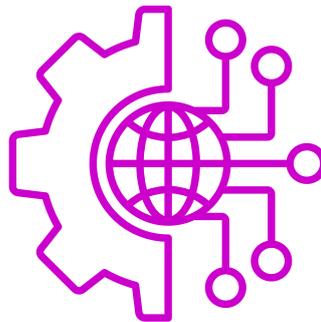
Section 11

Alumni Support Networks

Establishing support networks involving former apprentices can enrich the apprenticeship experience.

Key Recommendations For All

1. Alumni Events

- Organise events for alumni to connect, share experiences, and provide mentorship to current apprentices.
- Create a formal alumni network to keep former apprentices connected.
- Use platforms like LinkedIn groups, WhatsApp, or private forums to facilitate engagement.

2. Network Platforms

- Create online platforms for alumni to engage with each other and current apprentices, fostering ongoing professional relationships.
- Encourage alumni to participate in industry events and mentorship programs.
- Keep communication active and engaging by sending regular email updates, success stories, and industry news.
- Use social media campaigns and interactive content to maintain engagement.

3. Mentorship Programs

- Develop mentorship programs pairing alumni with current apprentices to provide guidance and support.
- Invite alumni to speak at apprentice induction sessions and events to contribute as guest trainers, assessors, or employer ambassadors.

Section 12

Links to External Groups and Websites

For businesses and learning providers working with apprentices, numerous resources are available to support the development and management of effective apprenticeship programs. Some example can be found below:

Apprenticeships.gov.uk

https://www.apprenticeships.gov.uk
This platform serves as a central hub connecting career seekers, employers, and education partners with apprenticeship resources, including toolkits and case studies.

Institute for Apprenticeships & Technical Education (IfATE)

https://www.instituteforapprenticeships.org/
An independent public body that oversees apprenticeship standards and quality, offering resources for developing and managing apprenticeship programs.

Science Council

https://sciencecouncil.org
Provides a forum for connecting the science professions to foster knowledge exchange and, through professional registers, offer interdisciplinary recognition for scientists across the world.

Strategic Board for Scientific Apprenticeships (SBSA)

https://the-sbsa.com/
The SBSA aims to increase scientific apprenticeships to 10,000 by 2025 by raising awareness, supporting minority groups, facilitating levy transfers, improving government policies, and connecting training providers with employers.

Links to External Groups and Websites (Continued)

The Royal Society

https://royalsociety.org/

The Royal Society are the independent scientific academy of the UK, dedicated to promoting excellence in science for the benefit of humanity. Individual Royal Societies are prestigious, discipline-specific organisations that support and promote the advancement of knowledge, research, and education within their respective scientific fields. Below are some examples:

- Royal Society of Biology (RSB)
- Royal Society of Chemistry (RSC)
- Institute of Physics (IoP)

Apprentice Decent Wage Pledge

https://www.apprenticedecentwagepledge.com/

Collective of employers, intermediaries and apprenticeship training providers who believe we should be backing the UK's future talent pipeline by not paying apprentice minimum wages, but by providing decent and fair pay for all apprentices employed in the UK.

Youth Futures

https://youthfuturesfoundation.org

Youth Futures Foundation are the national What Works Centre for youth employment, with a specific focus on marginalised young people. Their vision is a society where every young person can achieve good work. Their mission is to ensure marginalised young people can secure and thrive in good work, by finding out What Works and driving change in policy and practice.

Conclusion

The best practices outlined in this document aim to create a supportive, engaging, and effective apprenticeship experience for all involved. By focusing on collaboration, communication, and continuous improvement, we can enhance the apprenticeship journey and ensure that apprentices are well-prepared for successful careers in the science sector.

Special Thanks

We extend our deepest gratitude to all the learning providers, End-Point Assessment Organizations (EPAOs), and employers who contributed their insights and expertise to this work.

A heartfelt thank you to all the apprentices—both current and past—who have engaged with the Science Apprenticeship Forum and shared their experiences to shape this document. A special mention goes to Lola Ogunyemi, an apprentice at the University of Nottingham, for her invaluable recommendations on the Diversity and Inclusion section, and to Livia Kippax for her contributions to this important area.

We would also like to express our appreciation to Rob Green, Simon Jukes, Danny Ho, and Robert Ramsay Gosling-Kennedy for their significant input during discussions.

Additionally, we acknowledge and thank Tyler Harvey-Cowlishaw for her dedication and hard work in gathering information from all our resources and compiling it into this document, as well as Olivia Brittain for her dedication in writing and editing this document, ensuring it reflects the voices and efforts of all involved. We also appreciate Erin Maciejewski and Tom Scott for their valuable review.

Finally, we extend our gratitude to everyone who supports science apprentices and the ongoing development and improvement of apprenticeship programs. Your efforts are vital in shaping the future of scientific learning and careers.