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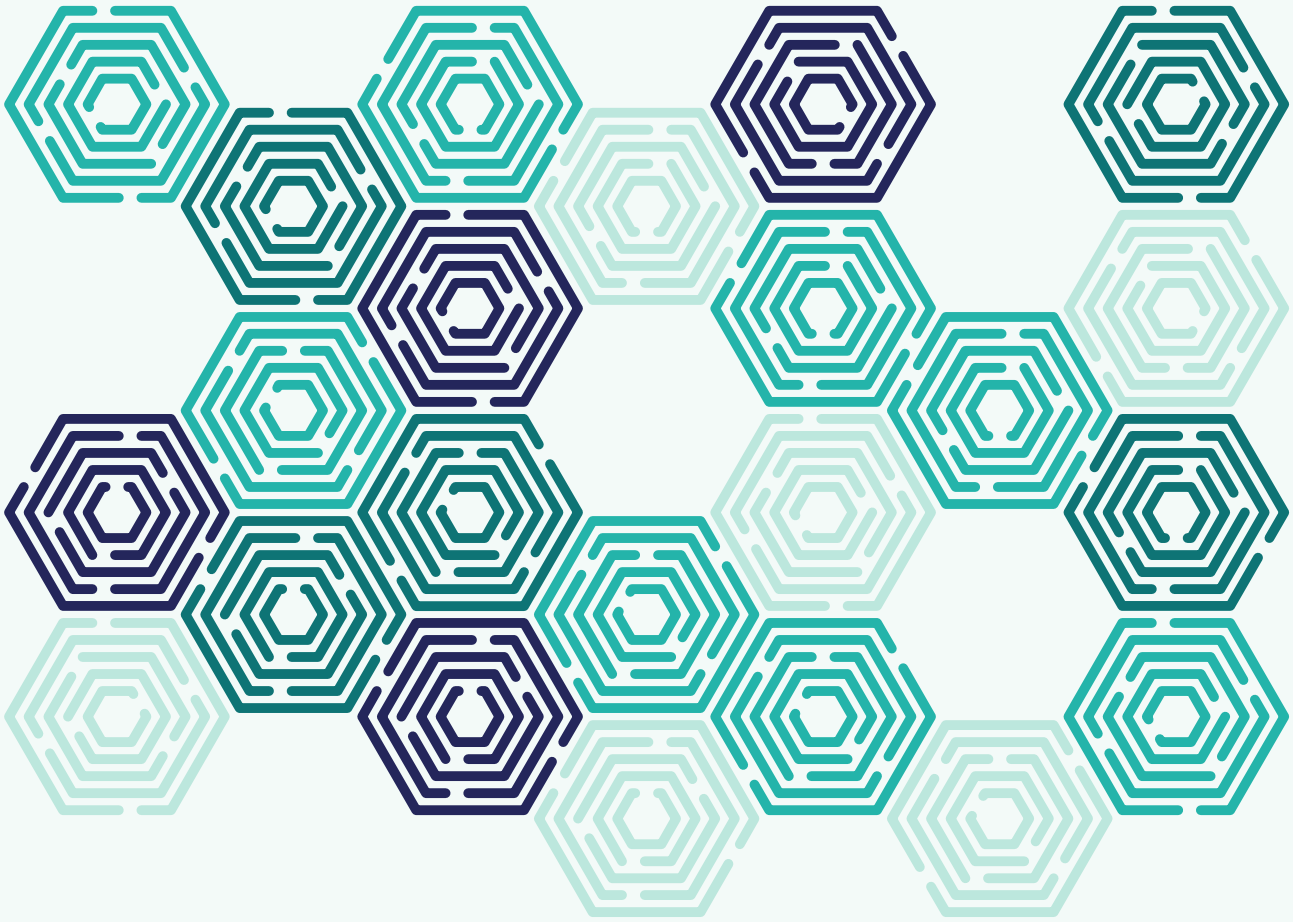

TOWARDS COHERENCE

How England and Scotland's apprenticeship systems can work together for engineering and technology

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Contents

Introduction

Demand for engineering and technology skills continues to rise across the UK. These skills support national priorities including productivity, global competitiveness and the transition to net zero. They also underpin key growth sectors identified in the UK's Modern Industrial Strategy that are central to the UK's economic resilience and security. Many of these sectors, including energy, defence and infrastructure, operate across internal UK borders and rely on mobile workforces. As a result, engineering and technology employers often need to recruit, train and deploy apprentices across nations.

Within the devolved skills systems across the UK, differences in how apprenticeship systems operate can have practical consequences for workforce development and mobility. To better understand the impact of these differences, EngineeringUK is examining how the Scottish and English apprenticeship systems interact and how this shapes outcomes for employers and learners.

As part of this work, we undertook a series of in-depth one-to-one interviews with cross-nation employers and sector body representatives. This was followed by a cross-border workshop with employers, engineering and technology sector bodies, training provider representatives and officials from Scottish Government and Skills England. Discussions reflected employer, delivery and policy perspectives and explored how system design, funding rules and operational practices interact in real-world cross-border apprenticeship delivery.

Through this engagement, EngineeringUK has heard consistent reports of challenges faced when delivering apprenticeships across 2 distinct systems. Differences in qualification design, programme structure, funding and delivery models can add complexity and make coherent apprenticeship pathways harder to sustain.

At the same time, employers and governments anticipate growing skills shortages in engineering and technology.[1][2] These shortages are occurring despite rising numbers of young people not in employment, education or training. This suggests a larger pool of potential workers but is counterbalanced by a decline in apprenticeship starts.[3][4][5] It is therefore important to ensure coherent apprenticeship pathways across the UK's devolved skills system to support future workforce supply and widen opportunity.

This paper summarises the findings from the workshop and interviews. It examines how the interaction between the Scottish and English apprenticeship systems shapes employer delivery decisions and, in turn, the opportunities available to learners. While not advocating for uniform apprenticeship systems, the paper is an initial step in exploring how greater clarity and coherence could support employers and learners across both nations.

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[1] Skills England, Assessment of Priority Skills 2025-2030, (2025)
[2] Skills Development Scotland, Evidence Submission to Economy and Fair Work Committee session on Skills (2025)
[3] EngineeringUK, Apprenticeship pathways into engineering, (2025)
[4] Skills Development Scotland, Modern Apprenticeship Statistics, (Q3 2025/26)
[5] Office for National Statistics, Young people not in education, employment or training, 2026

Wider context – skills reform in both nations

This work is taking place at a time of skills reform across the 2 nations.

In Scotland, government is consolidating the post-school skills system, including transferring responsibility for apprenticeship delivery from Skills Development Scotland (SDS) to the Scottish Funding Council (SFC). Work is also underway to review public funding for contributions for apprenticeships and to redesign elements of skills planning and governance.

In England, apprenticeship policy has shifted from the Department for Education (DfE) to the Department for Work and Pensions (DWP), alongside Skills England. Further changes include reform through the Growth & Skills Levy, the introduction of apprenticeship units and wider work on system simplification and end-point assessment.

This project provides an opportunity to better understand how differences between the two systems create practical challenges for cross-border delivery, at a point when both systems are undergoing change.

Wider context – system scale and structural differences

Available data highlights differences in market size that shape what is feasible within each nation's apprenticeship system.

Scotland recorded 25,507 Modern Apprenticeship starts in 2024/25.[6] This compares with 353,500 apprenticeships starts across all subjects in England in 2024/25.[7] Such differences in overall volumes influence delivery feasibility, including expectations around minimum cohort sizes within Scotland's demand-led funding approach.

Engineering and technology apprenticeships account for a larger share of starts in Scotland than in England. In 2024/25, Scotland recorded 11,285 engineering and technology starts, compared with 102,280 in England.[8] [9] This represented 44% of all apprenticeships starts versus 29% in England. While engineering and technology categories are defined slightly differently within each national system, this highlights the relative significance of engineering apprenticeships within Scotland's system, despite lower overall volumes.

Data currently available to EngineeringUK does not enable further meaningful cross-nation comparison of pathways, due to the lack of level-, demographic- and progression-specific data.

Beyond market size, there are also structural distinctions between the Scottish and English apprenticeship systems.

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[6] Skills Development Scotland, Modern Apprenticeship Statistics, (Modern apprenticeship starts 2020-21 to 2024-25, by Occupational group, framework and qualification)
[7] EngineeringUK, Apprenticeship pathways into engineering, (2025)
[8] Skills Development Scotland, Modern Apprenticeship Statistics, (Modern apprenticeship starts 2020-21 to 2024-25, by Occupational group, framework and qualification)
[9] EngineeringUK, Apprenticeship pathways into engineering, (2025)

Scotland's system is delivered through qualification-based frameworks aligned to National Occupational Standards (NOS). England's system is structured around employer-designed occupational standards, with mandatory elements such as end-point assessment and off-the-job training requirements.[10]

Funding structures also differ. In Scotland, funding is provided via the UK Government Block Grant, including Barnett consequentials arising from the DWP's apprenticeship departmental allocation. Government contribution rates vary by framework and apprentice characteristics. In England, employers access and manage apprenticeship funding directly through the Digital Apprenticeship Service, with spending governed by funding bands.

Taken together, these differences shape how apprenticeship programmes are designed, delivered and funded in each nation. For employers operating across both nations, navigating these differences can add operational complexity, even where roles and skills requirements are similar.

Key findings and priority opportunities (summary)

Employers delivering apprenticeships across Scotland and England report consistent challenges arising from differences in system design, funding rules and delivery structures. While variation across devolved systems is expected, participants highlighted that the cumulative effect of multiple points of divergence can create operational complexity and make coherent UK-wide apprenticeship pathways difficult to sustain.

Key challenges identified by employers include:

- navigating 2 systems with distinct qualification and funding models
- limited availability of equivalent pathways across nations
- cross-border funding rules and funding constraints
- provider-market and delivery constraints
- data and tracking difficulties
- ongoing policy churn creating uncertainty.

Employers described a range of workarounds, including fully funding provision themselves or consolidating delivery in one nation. However, these approaches were widely seen as ineffective as system-level solutions.

Participants identified a number of opportunities for further exploration, which could improve coherence without altering underlying devolved structures.

These include:

[10] Reforms to end-point assessment underway, Changes to apprenticeship assessment, 2025 to 2026 - GOV.UK (accessed 23/04/26)

- clearer mapping of how occupations, skills, pathways and funding routes relate across the systems
- employer-focused navigation tools to support engagement with both systems
- funding flexibility within existing landscape
- pragmatic solutions for small cohort pathways
- shared skills language or UK ‘layer’
- provider-market approaches to support cross-border demand

The sections that follow set out these challenges and opportunities in more detail, drawing on employer and stakeholder evidence.

Employer experience of cross-border apprenticeship delivery: key issues

Participants painted a consistent picture of where they encounter friction, duplication or additional complexity.

1. Navigating 2 different system designs

The complexity of navigating 2 systems with distinct underlying designs was a recurring theme. Differences in qualification structures, programme duration and sequencing, delivery models, off-the-job training requirements and assessment approaches contribute to this complexity.

Participants acknowledged that while some variation across nations is expected, the cumulative effect of multiple points of divergence creates significant operational challenge. For employers running UK-wide cohorts, this can undermine efforts to offer consistent training and progression across nations.

2. Limited availability or mismatch of equivalent pathways across nations

Employers reported that equivalent pathways are not always available across nations, or exist at different levels, scopes or durations. It was flagged that these gaps can create unequal training opportunities for apprentices and limit employers’ ability to offer consistent UK-wide routes.

This raises issues of parity and fairness, particularly where apprentices in similar roles receive different training experiences because of geographic location. In practice, employers may need to commercially fund training (fully fund themselves) or relocate apprentices to achieve consistency across cohorts. Participants noted that such measures are often difficult to manage and sustain.

3. Cross-border funding rules and funding constraints

Funding was one of the most frequently cited challenges, reflecting the 2 distinct funding systems, each with its own eligibility criteria, rules and administrative processes.

Employers described cases where apprentices can 'fall between systems'. In these situations, individuals do not meet the eligibility criteria of either nation's funding rules and therefore do not qualify for support. In cross-border employment situations, apprentices may live in one nation but train or work in another or rotate across sites. Participants stressed that in these cases the conditions required by each system may not be fully met.

Employers also highlighted the rigidity of levy funding, particularly the limited ability to use contributions flexibly across borders. While national employers contribute to the levy on a UK-wide basis, restrictions on where and how funds can be deployed can constrain support for apprentices outside England.

Age-related funding rules in Scotland are clearly defined, but were raised as a practical challenge, as employers cannot always predict whether candidates will fall into funded categories at the point of recruitment.

4. Provider market and delivery constraints

Employers highlighted how training provider market structures shape what is feasible for cross-border apprenticeship delivery. They suggested that Scotland's smaller and more centralised provider market can limit flexibility in some instances.

Participants observed that the limited number of providers operating across both nations can add pressure for employers who would prefer provision to be as consistent as possible across locations. Where providers operate across both nations, delivery was described as noticeably smoother, illustrating how provider structures influence employer experience.

5. Data and tracking

Employers raised challenges in tracking apprentices across nations due to unconnected data systems. The absence of a UK-wide view of apprenticeship activity can lead to duplication, manual reconciliation and additional administrative burden for employers.

6. System churn

Participants noted that ongoing policy change generates additional uncertainty for employers and training providers. Continual reform can therefore create hesitancy about committing to new programmes. This was described as particularly challenging in sectors already operating within a complex policy and regulatory environment, such as energy.

Concerns were raised that successive changes could unintentionally widen divergence between the two systems and further increase complexity for cross-border delivery over time.

Employer workarounds

Employers described a range of actions used to manage cross-border delivery. These included consolidating training in one nation, fully funding provision themselves (commercially funding), relying on strong provider relationships to align delivery, or attempting to design UK-wide models.

However, it was highlighted that commercial funding is not always viable and that UK-wide approaches often prove impossible due to structural barriers between the systems. Furthermore, these measures operate at organisational level and were not seen as sustainable system-level solutions.

Opportunities to improve cross-border apprenticeship coherence

1. Mapping approaches

'Mapping' was widely supported as a feasible, politically low-risk way to improve coherence without altering underlying structures. In this context, 'mapping' refers to clarifying how occupations, skills, pathways and funding arrangements relate across the systems, rather than mapping institutional structures.

Participants noted that clearer understanding of areas of alignment and difference between systems could support planning and navigation of cross-border delivery.

Occupational and skills-based mapping

Participants discussed the value of mapping how job roles, pathways, standards and frameworks relate across nations. This was seen as a way to support employer understanding of equivalence and divergence at an occupational level, including where pathways align and where no clear equivalent exists. In England, the occupational maps developed by Skills England were cited as an example of how this type of mapping can set out progression pathways.[11] It was noted that there may be scope to expand this approach across nations.

Alongside occupational mapping, skills-based mapping was raised as a complementary and more future-proof approach. This was seen as better able to respond to evolving workforce needs where job roles and technologies change faster than formal frameworks.

Shared classification and bridging tools

Participants also discussed the role of shared classification tools in supporting system-level comparison of skills across apprenticeship programmes, even where programme structures differ.

[11] Skills England webpage, Occupational Maps: Skills England, (accessed 01/04/26)

In this context, there was interest in further development of the UK Standard Skills Classification as a potential 'data bridge' between Scottish and English apprenticeships.[12] Participants suggested this could support comparison of skills embedded within different programmes.

Participants emphasised that such tools would support comparison across existing systems, not establish a shared or standardised language. Discussion of a shared language or 'UK layer' was seen as a distinct, longer-term consideration and addressed separately.

Gap-mapping

'Plotting the gaps' was described as a practical way to show where provision exists in 1 nation but not the other. Employers suggested that clearly identifying such gaps could inform discussion about where targeted collaboration or alternative approaches may be most needed.

Mapping funding routes

Participants also expressed interest in mapping where funding routes exist across nations, alongside signposting where alternative options are available. This would support clearer understanding of constraints and opportunities within the current funding landscape.

2. Employer-focused navigation tools

Closely linked to system-level mapping, participants outlined the need for employer-facing tools that translate this complex information into practical navigation. They emphasised the value of clearer, more accessible ways for employers to engage with the 2 apprenticeship systems in practice. Participants noted that limited internal capacity can make navigating complex rules and multiple systems particularly challenging for some employers.

Employer-facing 'front window'

Participants expressed interest in a single 'front window', providing guidance and signposting across different systems. This was described as 'hiding the wiring', allowing the underlying complexity to remain, while presenting employers with a simpler front-end experience.

AI-supported tools

Participants also discussed the potential role of AI-enabled tools in supporting navigation. These were seen as ways to help employers identify comparable pathways, interpret eligibility rules or locate suitable provision.

In addition, it was suggested that mapping activities which would require significant staff time could be supported through curated AI tools.

[12] SSC Explorer | UK Standard Skills Classification, (accessed 01/04/26)

3. Funding flexibility within existing landscape

Funding was described as the central issue for cross-border employers. However, participants acknowledged from the outset that significant changes to funding mechanisms are unlikely within the devolved landscape. Within this context, stakeholders highlighted opportunities to reduce friction and improve usability, rather than redesigning underlying funding structures.

Aspirations for funding flexibility

Ideas included exploring a single UK-wide funding pot, elements of levy portability across nations and cross-border supplements. These approaches were framed as ways to support workforce mobility and ensure parity of access for learners, particularly where apprentices live, train or rotate across sites in different nations.

Some employers questioned why funding flexibility could not extend across borders for levy-paying organisations, particularly where no domestic pathway exists.

A cross-nation interface to access funding systems

Participants also discussed the value of simplifying how funding systems are accessed, building on the 'hiding the wiring' and 'front window' concepts. Employers described the benefit of a single interface through which funding information could be understood and accessed. Such an interface would allow employers to access information about funding routes in one place, regardless of which nation the funding ultimately comes from.

4. Pragmatic solutions for small cohorts

Raised particularly in relation to Scotland, participants recognised the difficulty of sustaining apprenticeship pathways where cohort sizes are very small. This challenge was discussed explicitly in relation to land-based and environmental sectors, where demand may be limited to only a small number of apprentices each year. Participants noted that the underlying issue relates to cohort viability rather than sector type. As a result, this has potential relevance for any highly specialised or geographically dispersed provision, including parts of engineering.

There was interest in exploring whether different approaches could support parity for learners, without requiring the creation of new apprenticeship frameworks.

Reciprocal arrangements (access to existing provision)

Participants discussed reciprocal arrangements as a pragmatic option for small-cohort pathways. This approach would enable apprentices in one nation to access to existing provision in the other, where no equivalent pathway exists domestically. This could support learner opportunity while making use of provision already in place, rather than duplicating delivery across systems.

Collaborative delivery models (shared provision)

Participants also discussed the potential for more ambitious collaborative or cross-border delivery models. These could include employers and providers working together across borders to deliver apprenticeship provision. Examples included sharing apprentices or splitting delivery across

nations. Under these models, different elements of the apprenticeship could be fulfilled in different systems.

These suggestions were framed as early exploration only. Employers cautioned against overly bespoke arrangements that could complicate delivery or risk undermining the apprenticeship brand. There was concern that overly complex models could discourage hiring managers from engaging with apprenticeships. Participants therefore suggested that any initial exploration should build evidence and test feasibility before considering wider application.

Existing enablers

Participants referenced existing approaches that may support further flexibility. For example, the new engineering framework in Scotland was highlighted for setting out broad occupational functions, such as diagnosing faults or maintaining engineering assets, without prescribing specific disciplines, technologies or sectors. This approach allows employers and providers to define context locally and adapt provision to different engineering sub-sectors. Participants suggested that this could support transferability without requiring identical provision across systems. This was seen as particularly relevant where small cohort sizes make highly specialised pathways difficult to sustain in a single nation.

5. Shared skills language or 'UK spine'

While recognised as longer-term work, participants saw value in exploring the development of a shared language or common set of terms for skills and occupations across the UK. Differences in terminology were described as challenging even for experienced apprenticeship professionals. A shared 'spine' or 'layer' was discussed as a potential neutral reference point that could help anchor understanding across systems.

This idea was framed as a way to support devolution rather than undermine it. A shared UK-wide reference point could support transferability and workforce mobility while nations maintain distinct programme designs and funding approaches.

Building on existing frameworks

Participants highlighted existing UK-wide approaches that could provide building blocks for a shared layer. This included the Engineering Council's UK Standard for Professional Engineering Competence and Commitment (UK-SPEC), the UK Standard Skills Classification and the National Occupational Standards (NOS).[13][14][15].

Tools such as the UK Standard Skills Classification were discussed not only as mapping mechanisms, but as potential reference points for developing shared terminology. Sector-specific skills passport initiatives were also highlighted as practical examples of cross-nation collaboration.

[13] Engineering Council, UK-SPEC, (2020)
[14] SSC Explorer | UK Standard Skills Classification, (accessed 01/04/26)
[15] NOS Finder - National Occupational Standards, (accessed 01/04/26)

These illustrate how shared recognition approaches could support workforce mobility without aligning whole systems.

Participants did stress the need for careful cooperation. Establishing a UK-wide layer would likely place some limits on national flexibility and would therefore need to be developed collaboratively and incrementally. England's move away from the NOS, while other nations continue to use them, was cited as demonstrating practical and political sensitivities.

Participants also recognised that shared reference points alone do not automatically create a shared language or common understanding in practice. Even where UK-wide classification systems exist, such as SOC codes, employers and providers continue to use varied job titles and terminology. Shared approaches were therefore not seen as a solution in themselves, but as potential enabling foundations to support greater coherence over time.

6. Provider-market approaches

Participants noted that some barriers to cross-border apprenticeship delivery arise from provider-market structures, particularly in Scotland. Differences in population size, geography and funding approaches shape the context in which providers operate. These differences reflect distinct national objectives and participants cautioned against framing one system as more effective than another, as each responds to its own policy and market context.

Incentivising responsiveness to cross-border employer demand

Participants discussed whether there could be ways for provider-market conditions to better support cross-border employer demand, without undermining national policy approaches. Discussion focused on how funding and accountability arrangements shape provider responsiveness, rather than on any lack of provider willingness. Participants therefore considered whether adjustments to incentives or accountability mechanisms could better enable alignment in provision where cross-border employer demand exists.

Supporting cross-border provider delivery models

Participants noted that where providers already operate across both nations, cross-border delivery can be smoother and more consistent, despite differences in system design. An example of a specialist provider that operates cross-border was referenced. This example illustrates how cross-border provision can be aligned, even where funding and assessment requirements differ. While such models are not currently widespread, participants suggested that they may warrant further exploration to understand feasibility, scalability and impact.

Conclusion and next steps

The UK-wide Modern Industrial Strategy provides a potential context for deeper collaboration on priority engineering and technology apprenticeships. Opportunities to improve coherence between the 2 systems may be particularly valuable in areas such as energy transition, digital and emerging technologies, where skills needs are likely to converge across nations.

This paper represents an initial step in understanding what is feasible within a devolved landscape and where practical improvements could make a meaningful difference for employers and learners.

Participants agreed that areas warranting further exploration are:

- Mapping approaches – supporting clearer understanding of how occupations, skills, pathways and funding routes relate across systems
- Employer-focused navigation tools – improving how employers engage with the two systems in practice through clearer signposting and guidance through a 'front window'
- Funding flexibility within existing landscape – reducing friction through improvements to access, rather than redesigning devolved funding mechanisms
- Pragmatic solutions for small cohorts – exploring approaches to sustain learner opportunity where cohort sizes mean standalone provision is not viable in one or both nations
- Shared language or UK 'layer' – considering longer-term development of common reference points that support mobility and understanding
- Provider-market approaches – examining how incentives and accountability could shape provider responsiveness to cross-border employer demand.

Going forward, EngineeringUK will work with stakeholders to test and develop priority opportunity areas, with the aim of improving cross-nation access to apprenticeships for young people across the UK.

Annex A: case studies

1. Cross-border employer

Profile

A large engineering and technology employer operating across England, Scotland, Wales and Northern Ireland, with approximately 8,000 employees in the UK. The organisation delivers apprenticeships at scale through future talent programmes and uses apprenticeships both to recruit young people and to upskill its workforce.

The challenge

Where provision is delivered locally, the employer is able to work with local colleges and access national funding with relative ease. Challenges arise, however, when the organisation seeks to deliver UK-wide apprenticeship programmes aligned to its strategic skills needs.

As part of a digital transformation programme, the employer sought to recruit a cohort of digital apprentices to support business-wide transformation. A cohort of around 20 apprentices was planned across 5 UK sites.

The employer wanted a single apprenticeship standard to underpin this programme, with additional content layered on to reflect local business needs. The preferred option was an apprenticeship only available in England. The closest equivalent in Scotland was at a different qualification level with significant differences in programme length, content, delivery model and provider flexibility. Similar issues arose when considering provision in Northern Ireland.

In order to resolve this, the employer would need to place all apprentices on a single English programme and commercially fund provision outside England. However, this would have required spending approximately £22,000 per learner, a level of investment the organisation would not normally make for this type of training. Although often assumed to have significant training budgets, the employer noted that the Apprenticeship Levy had reduced its discretionary training spend, leaving less flexibility to absorb these costs.

Impact

As a result, the employer reduced the number of apprenticeship places offered outside England. Planned roles in Scotland were moved to an English site where funding was available, meaning fewer opportunities for learners in Scotland despite local business demand. This was described as particularly frustrating given wider government ambitions around youth employment and skills development.

More broadly, the employers also highlighted the constraints on workforce mobility, where apprentices cannot easily be moved between sites mid-programme without losing funding eligibility. In some cases, the organisation has faced the choice of relocating apprentices to access work or withdrawing them from programmes due to cost.

2. UK sector body

Profile

A representative from an engineering sector organisation drew on experience from a previous role, when they were responsible for attempting to deliver UK-wide apprenticeship programmes.

Context

The prior organisation sought to run apprenticeship programmes on a UK-wide basis to support workforce development across multiple sites. While individual national apprenticeship programmes functioned effectively in isolation, challenges emerged when attempting to align delivery across Scotland and England.

Challenges

Challenges faced included there being only a single training provider available in Scotland and unable to support the required cohort size. Although the cohort was viable with English providers, English funding rules required apprentices to spend at least 50% of their working time in England. Much of the organisation's operational work took place in Scotland and it could not be guaranteed that apprentices recruited in England would meet this requirement.

Impact

Taken together, these constraints meant a UK-wide programme was not viable. The organisation instead developed an internal trainee programme based in Scotland, funded through capital expenditure budgets in addition to levy contributions already being paid in both nations. This meant they needed to significantly reduce the number of trainees that could be taken on and concentrated provision at the Scottish headquarters, rather than across multiple sites.

Annex B: workshop participants

Scottish Government

- Jane Duffy – Head of Apprenticeships and Post School Qualifications
- David Holmes – Head of Sustainable and Productive Workplaces Unit
- Jason Dashti – Team Leader, Skills and Workforce Development

Skills England

- Jonathan Mitchell – Deputy Director
- Caroline Daly – Head of Route, Engineering and Manufacturing

Bodies and employers

- Ben Lavery – Head of Early Careers, Leonardo
- Colin Scouller – Head of Apprenticeships (Optronics), Thales
- Daniel Stephen – Modern Apprenticeship Programme Manager, OPITO
- Fiona Aldridge – CEO, The Skills Federation
- Gareth Kenward – Senior Emerging Talent Manager, Babcock
- Hayden Revell – Policy Advisor, The Institution of Engineering and Technology
- Jamie Cater – Senior Policy Manager, Make UK
- Jen McEwan v Director, Scottish Training Federation
- Jenny MacDonald – UK Social Investment Manager, Shell
- Johnny Mathieson – Early Career Professional's Manager UK & I, Siemens
- Kenneth Fleming – Head of Strategy, ECITB
- Laura Kent – Head of Government Affairs, The Institution of Mechanical Engineers
- Lisa Williamson – Employment and Skills Policy Adviser, Offshore Energy UK
- Liz Chapman – Consulting Engineering Director (UK&I), Stantec
- Malcolm Peake – Professional Development Manager, Tony Gee & Partners / Technical Apprenticeships Consortium
- Matt Lancashire – Regional Director for Scotland, The Institution of Civil Engineers
- Michael Gillies – Emerging Talent Manager, Scottish Gas Networks
- Michele Phillips – Education and Skills Senior Executive, Engineering Council
- Nicola Anderson – Head of Apprentice Development, Thales
- Richard Davis – Apprenticeship Manager, The Institution of Civil Engineers
- Richard Turner – Head of Apprenticeships and Graduate Programmes, Network Rail
- Robert Bruce – Sector Development Specialist, Enginuity
- Selvin Roberts – External Partnerships Manager and External Funding Manager, EDF
- Stewart McKinlay – Skills Director, National Manufacturing Institute Scotland & Chair of Scottish Offshore Wind Energy Council Skills Group
- Tereasa McKay – Early Careers Manager, Costain