

Apprenticeships: Delivering the Coalition's Vision

Employment and Skills Partnership

Alliance *Briefing Paper*

June 2011

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European Union
European Social Fund
Investing in jobs and skills



Programme

Employment and Skills Partnership ALLIANCE

“Apprenticeships – Delivering the Coalition’s Vision”

Somerset College of Arts and Technology
Wednesday 11 May 2011

9:30 Registration and Refreshments

10:00 Welcome

Adrian Bailey
ESP

10:05 Where are we with Apprenticeships?

Craig Marshall, Devon and
Cornwall TPN and **Rod Davis**,
Dorset and Somerset TPN

10:25 The German Model – How do we compare?

Ben Neild
Assistant Director
Marchmont Observatory/SLIM

10:45 The Role of the TUC in supporting
Apprenticeships (including Case Study)

**Rob Garrett, Lynn Ferguson and
Joanna Luczyn**
unionlearn

11:05 Tea and Coffee

11:20 The role of providers

Adele Dawson
Head of Skills Innovation and
Projects, South Devon College

11:40 The National Apprenticeship Service (NAS)

Mark Howard and Rob Sly
Employer Services Directors, NAS

12:10 Open discussion

13:10 Feedback

Andrew Dean
Marchmont Observatory/SLIM

13:20 Close and lunch

All papers and presentations can be found on the **Employment and Skills Partnership** website at:
<http://www.swrsb.org.uk>

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Introduction

The Employment and Skills Partnership (ESP) Alliance met on 11 May 2011 to discuss the topic, **Apprenticeships – Delivering the Coalition’s Vision**.

Apprenticeship numbers have grown significantly in recent years, yet if the challenging targets that have been set for training providers in England are to be achieved, there will need to be a further ramping-up of delivery. To support this, the ESP organised an Alliance workshop, supported by research from the Skills and Learning Intelligence Module of the South West Observatory (SLIM), to help identify challenges and potential solutions. The delegates attending the Alliance event are given in Appendix 2.

A previous *Briefing Report* reviewed recent research on Apprenticeships to shed light on employer engagement, improving participation and achievement, and access and equality issues. The report reviewed the Apprenticeships data to look at recent trends, and it also drew on the views of some key stakeholders. It informed regional and local stakeholders and set the context for the discussions which took place at the workshop.

This *Summary Report* explores the issues that emerged at the meeting and is largely taken from the presentations given by the participants and the subsequent, documented discussions. This report, like the *Briefing Report*, has been produced by SLIM.

You can read more about the work of the South West Employment and Skills Partnership Alliance in Appendix 1.

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Conclusions from Workshop Discussions

The full *Summary of Workshop Discussions* is included later in the report; however, in this section we reflect upon some of the most commonly cited challenges and concerns mentioned by delegates over the short and medium/longer terms.

Short Term

Some themes raised by delegates were over-arching, touching upon a number of issues, but typically employer engagement, learner engagement and fears over quality. There was a consistent message for Government, which will be no surprise to those within the sector – that the Government needed to stop its “relentless tinkering”. Changes to branding and content were preventing the sector from building a lasting relationship with employers and learners based on an understood and trusted product.

The effective roll-out of a recognisable Apprenticeship offer on the scale envisaged will require a major culture shift for many employers and this will take time. Many comments focused upon the need to drive up the demand side, both from employees and, perhaps more importantly, from employers. This enhanced need for employer engagement was the most commonly cited area requiring short-term/immediate attention. Many providers continued to believe that there was an urgent need for greater flexibilities within Apprenticeship frameworks in order to engage employers (especially SMEs) sufficiently without being too prescriptive.

The lack of regional and sub-regional infrastructure was placing new requirements upon Local Enterprise Partnerships (LEPs), providers and Local Authorities to act strategically and ensure that demand and supply were consistent and appropriate. LEPs and Local Authorities would have a crucial role to play in providing the intelligence on sub-regional labour markets and overall employment needs.

Marketing and advertising was recognised as a crucial initial element in driving up demand. Local case studies are needed to persuade employers of the value of Apprenticeships.

Medium/Longer Term

Providers and government have never been able to win conclusively the business argument for training and some employers remained happier to recruit than to train staff. This may always be the case in a very flexible labour market. It will be vital for the longer-term success of Higher Apprenticeships to have genuine and recognisable pathways from Level 3.

The current economic problems, with some sectors shrinking and forecasts for slow future growth, will result in some training providers being reluctant to diversify into new areas. This may mean that progress is slower than the Government would wish.

The long-term availability of Information, Advice and Guidance (IAG) was of crucial concern to delegates particularly in relation to:

1. What independent IAG will be available in schools?
2. Level 3 and Higher Apprenticeships adult IAG.

Delegates also highlighted that there was also a need to ensure frameworks were embedding sufficient transferable skills such as personal development, emotional intelligence, communication skills alongside sector specific skills and Maths and English.

Where are we with Apprenticeships?

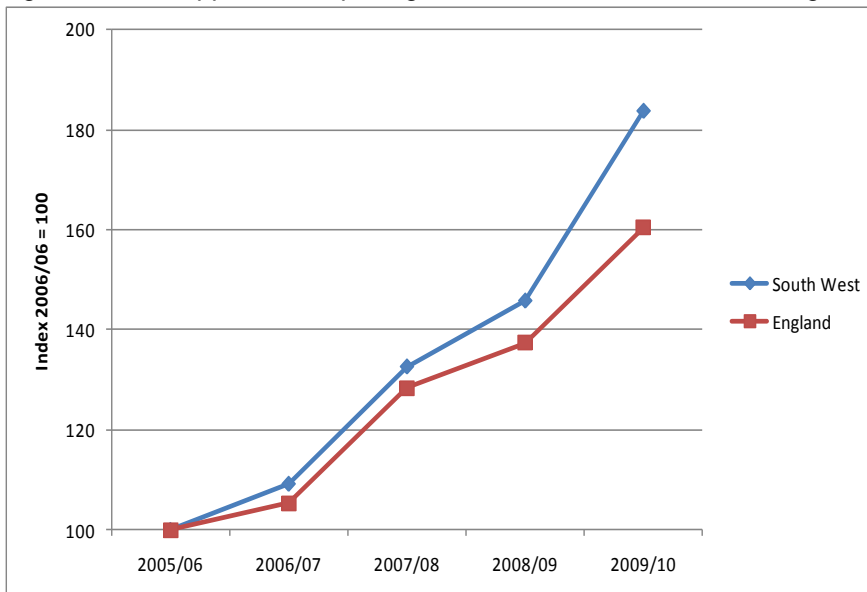
Presentation by Craig Marshall, Devon and Cornwall TPN and Rod Davis, Dorset and Somerset TPN

The policy status of Apprenticeships has never been so high. Government remains committed to growing the numbers by a further 62% by 2012/13, and by 2014/15, an additional 75,000 places will be funded.

In particular, there is a push to promote Level 3 as the standard/aspiration for young people and for adults looking to gain a recognised qualification. The rationale for co-funding (for 19+) continues, with a 50% employer contribution.

In recent years the South West has been successful in driving up Apprenticeship take-up and Figure 1 gives a good indication of how the region has performed against the average for England.

Figure 1. Total Apprenticeship Programme Starts, South West vs England, 2005/06 - 2009/10



Similarly, in terms of completions, the South West has the highest success rate in England, with many South West sub-regions with success rates well in excess of 70% for 16-18, 19-24 and 25+ provision. The National Apprenticeship Service (NAS) recognise that this can only have been achieved with a combination of:

- good employers
- good training providers
- good learners.

The environment for Apprenticeships is a shifting one and there are now more 17 and 18 year olds seeking Apprenticeships than ever before.

Recent growth in the South West's performance suggests that by the end of Quarter 2 2010/11, starts on Apprenticeships will be increasing by 28% year-on-year. This sounds impressive, but actually this

lags behind the National year-on-year growth for the same period, estimated to be at 46%. This suggests that the South West has moved from being the fastest growing area for Apprenticeship starts nationally to the lowest, within the space of a year.

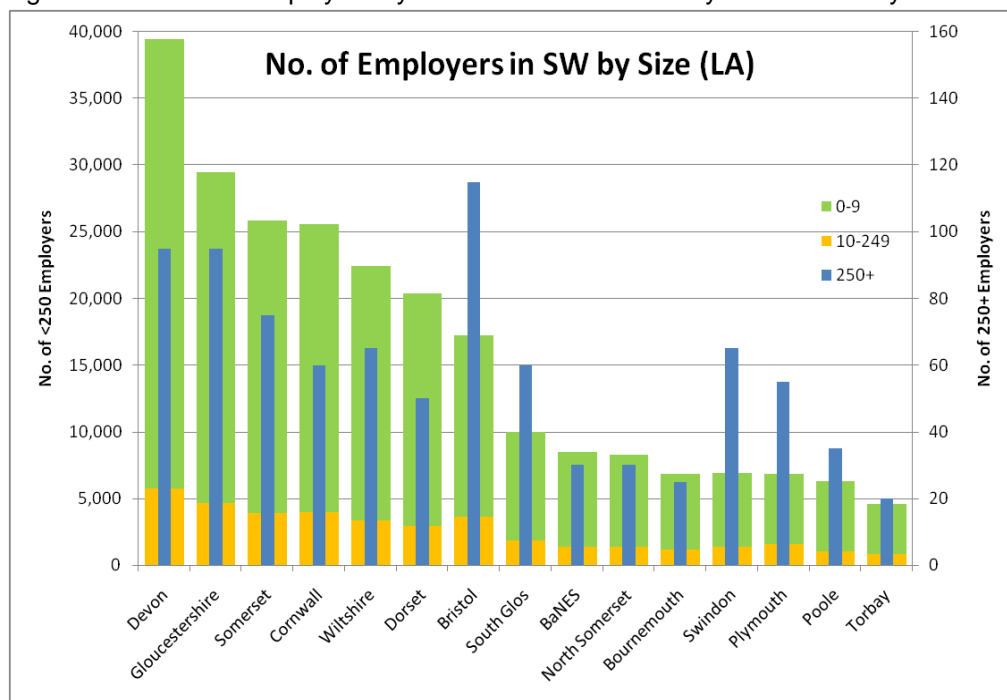
Looking in more detail at the changing rates of Apprenticeship starts it can be seen that:

- 16-18 starts rose by 1% in Quarter 1 and 5% in Quarter 2;
- 19-24 starts dropped by 7% in Quarter 1 and rose by 4% Quarter 2;
- 25+ starts rose by 60% in Quarter 1 and by 138% Quarter 2.

The 25+ cohort figures look very impressive but they only account for 20% of all starts and all of the figures were well below the national averages.

The problem in the South West is exacerbated by the preponderance of smaller employers. Of the 240,000 employers in the region, 200,000 are micros, 39,000 are Small and Medium-Sized Enterprises (SMEs) and only 900 are large employers. The situation is typically worse in the more rural counties (see Figure 2).

Figure 2. Number of Employers by size in the South West by Local Authority



Nonetheless, within the South West employers there is significant untapped potential. Around 5% of the South West’s 240,000 employers started an Apprentice in 2009/10 whilst the last National Skills Survey (NESS 2009) suggested that there was a national average of 8% of employers offering Apprenticeship. Below are figures indicating the percentages of employers within particular sectors with Apprenticeships starts in the year 2009/10:

- Science, Engineering & Manufacturing Technologies 8.2%
- Customer Service & Contact Centre 8.1%
- Adult Social Care/Healthcare 8.0%

- Business, Administration & Governance 7.1%
- Retail 7.1%
- Business IT & Telecoms 6.5%
- Hospitality, Leisure, Travel & Tourism 6.5%

If we look at the figures for the percentages of Apprenticeship starts by sector in the region and compare them with the England figures we see some significant differences. The South West has significantly higher percentages of starts in the following sectors:

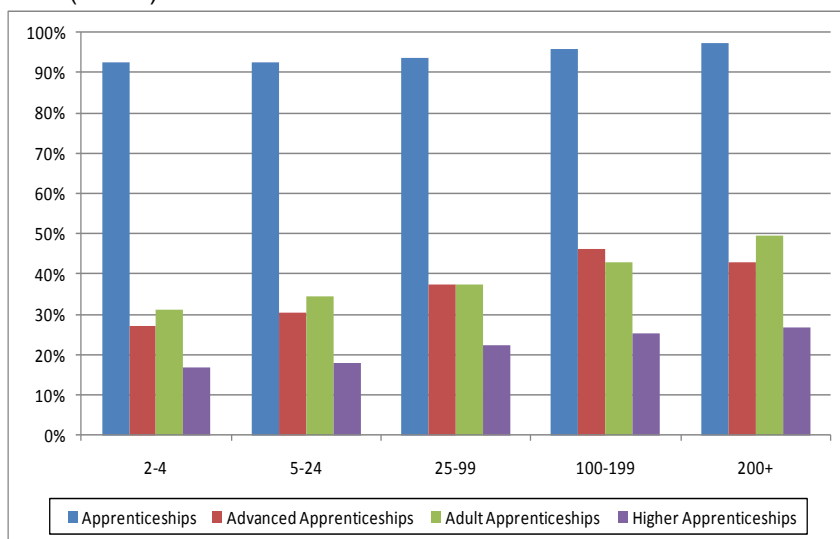
- Science, Engineering & Manufacturing Technologies
- Adult Social Care/Healthcare
- Business Information Technology and Telecommunication
- Central Government Including armed Forces
- Land-Based and Environmental

The region also does comparatively well in some very large sectors such as Retail, Healthcare and Freight and Logistics, Warehousing. The sectors where the region lags behind the rest of England are:

- Business Administration and Governance
- Children and Young People
- Hair and Beauty
- Creative Media
- Customer Service and Contact Centre

Of these, it is the Business Administration and Governance figures which stand out the most. For a region with a high proportion of public sector jobs, this is surprising. However, the current focus on public sector job cuts makes it a difficult sector to operate in at present. NESS 2009 revealed theoretically very high employer awareness of Apprenticeships in general, but not of Advanced, Higher and Adult Apprenticeships (Figure 3).

Figure 3. Awareness of different types of government-funded Apprenticeships by size of employer, South West, 2009 (NESS)



It could be that, though the general idea is embraced, there is far less specific knowledge of the different types of Apprenticeship on offer. There is a real challenge here. NAS needs to provide a simple coherent offer to employers and this needs to demonstrate why employers should get involved, without introducing too many complexities. Terminology and language are important in developing employer engagement.

Training Providers have prioritised addressing three key challenges:

- Awareness-raising;
- converting interest to taking on an Apprentice;
- increasing employer / learner contributions for the 19+ Apprentices.

Awareness-raising needs to be focused particularly upon the Higher, Advanced and Adult Apprenticeships. Converting employer interest into actual recruitment of Apprentices will mean better understanding of how, why and when employers recruit and the associated economic factors. Increasing employer and/or learner contributions for the 19+ Apprenticeships, as raised in the October spending review, will need addressing quickly but may be alleviated by the changes to funding in Higher Education.

Key elements of the recent Wolf Review (whose recommendations have now been accepted by the Government) include two major changes:

- Insistence on 16-18 yr olds continuing to study English & Mathematics at GCSE until they achieve A-C grades;
- Employers may be eligible for subsidies for off the job training.

The recent Government Response to the Wolf Review recognised that some learners and some employers may not want the 'full' qualification, but may want some of the units and, indeed, that employers may be more willing to pay for components they genuinely want and value rather than larger qualifications. The Response states:

We need to ensure that the approach for adult learners is different: adults need to have access to programmes that are directly relevant to their immediate or future career needs and be able to measure their skills by the flexible, employer-led qualifications in the new Qualifications and Curriculum Framework. Government Response to Wolf

It may be possible to use the Qualifications and Credit Framework (QCF) qualifications as a means of making first contact with new employers, then if the training is positively received, to progress the learners onto Apprenticeships.

Two major elements still require resolution:

- From 1 April no self employed person is eligible for an Apprenticeship. This has huge ramifications for a number of sectors, such as Agriculture in Cornwall where 14% of the workforce is self employed.
- The Government needs to state unequivocally what the level of employer contributions for the over 19s should be and then enforce it.

This latter requirement is needed to prevent a drive downwards in terms of quality from providers looking to deliver cheap or free qualifications to employers, devaluing the Apprenticeship brand. The potential for problems of this kind does exist – and an extreme example would be the problems associated with implementing the scrapped Individual Learner Accounts.

The German Model – How Do We Compare?

Presentation by Ben Neild, Assistant Director, Marchmont Observatory/SLIM

The English VET system has developed differently from that of the German system for a number of reasons. In the middle ages, in both the UK and Germany, non-vocational training would have been considered unusual. Academic scholarship emerged from monastic traditions of learning in institutions in cities like Oxford, Cambridge and Heidelberg.

Apprenticeships in Germany were first formalised in 1563 and were controlled by ‘Guilds’. There were a number of strict limitations placed upon what would be required from those involved. Apprentices lived with their masters, where they were fed, housed and clothed. They were expected to pay their masters a ‘registration’ fee. Training would then take place over seven years before the Apprentice could effectively enter the trade. Masters were not allowed to have more than three Apprentices at any one time and there were legal controls on Apprentices to secure their ‘moral development’.

Strong remnants of this system still exist in Germany. Guilds continue to play a major role. The ‘Meisters’ are still present and still have a role in looking after the moral development of the Apprentice. The Meisters and Guilds are also important means of guarding the gateways to a profession, protecting the quality of the Apprenticeships and the importance and recognition of the profession, something largely absent in England.

In the 1770s the UK skills system shifted under pressure from the market liberalist theories proposed by, amongst others, Adam Smith. Smith attacked the entire idea of Apprenticeships, regarding them as a form of restrictive practice, reinforced by law, which were intended to limit output and to limit entry into the trades, artificially keeping prices inflated. He believed that seven years was too long to learn even complex jobs such as clock-making.

Guilds were criticised as being ineffective and lacking recognised curricula with learning just a matter of demonstration and correcting mistakes. Smith and his supporters believed that it was better to protect customers via market forces and quality marks.

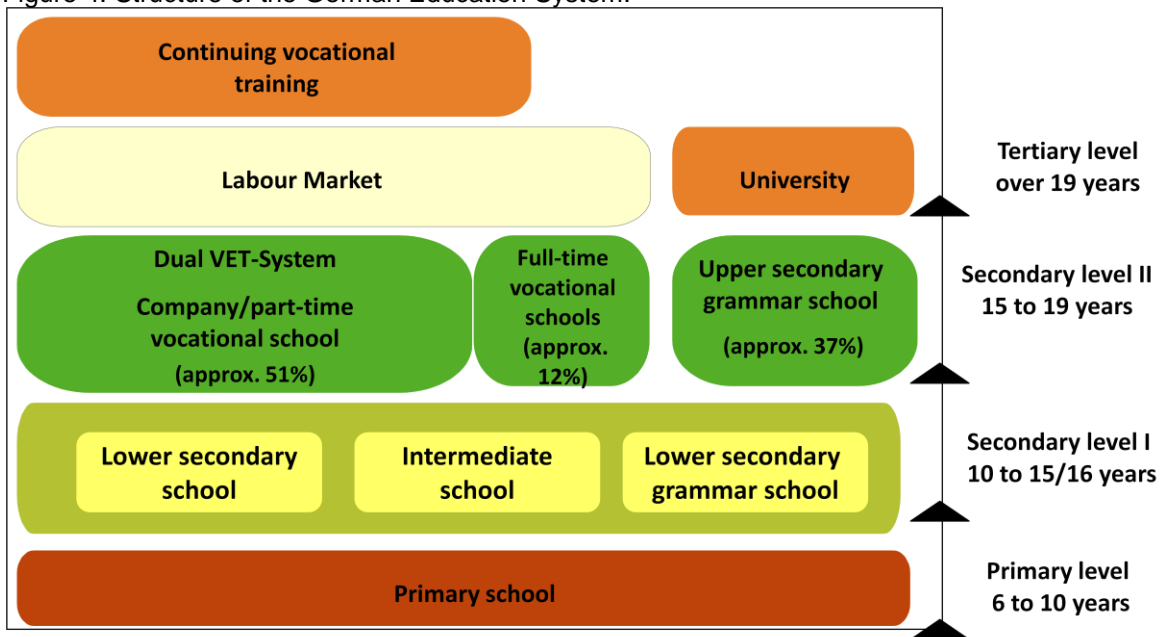
Education in Germany starts later than in England, with Primary school beginning at age six. Streaming is introduced very early (from the age of 10) and this is the subject of current controversy in Germany, where many believe this to be too young. Streaming is also based upon discussions between parents and teachers. It is possible to move between different streams. From 10 to 15 the children will be streamed into one from:

- Lower secondary school,
- Lower secondary grammar school

- Intermediate school

At 15, the children are further streamed into one of three major options (see Figure 4). Upper secondary grammar schools are focussed upon academic learning and cater for 37% of young people, whilst the largest destination is the Dual-Vet (Apprenticeship) System. This is termed 'Dual' as the learning takes place both in school and in work. The young people will remain within this system until they are 18 years old.

Figure 4. Structure of the German Education System.



In England, only 3% of 16 year olds are in Apprenticeships, so the differences in this regard are quite striking. More important, however, is the central role that Apprenticeships have within the actual education system in Germany. As in England, it is possible in Germany to do Apprenticeships later in life when changing job/careers, but it is not particularly common.

The Apprentices in the Dual system will be based in the company for three days a week and at the Vocational Schools (Berufsschule) for a compulsory two days a week. The Vocational Schools are run by the Federal State and teachers are employed by Federal Governments. Education there is focused upon:

- General education;
- Personal & social competence (decision making, problem-solving);
- Vocational education (technical drawing, applied mathematics);
- Competence in dealing with machines, equipment, work processes.

Generally, the split has a third of time being spent on general course materials and two-thirds on vocationally-oriented course material.

Off-the-job training typically takes place at a nearby Chamber of Crafts or Chamber of Industry & Commerce training centre. The Chambers have very important roles within the system. They:

- Manage the Register of Craftsmen - who need to be licensed to practice;
- Manage the Registration of Apprentices;
- Organise and supervise Apprenticeship training;
- Organise and supervise Apprentice's examinations;
- Organise Master's examinations.

They also have a role in support for start-up businesses, supporting exports, assisting with environmental policy etc.. Their role in this regard is greatly supported by the need for all employers to be members of their local Chamber. The Boards of the Crafts Guilds reflect the ethos of social partnership that runs through the system with two-thirds of members of employer representatives and one third employee representatives.

It is obligatory for all companies to send Apprentices to off-the-job training. This is paid for directly by the companies, although some (mainly SMEs) may get a partial refund (sometimes from the European Social Fund (ESF)) for the cost of this training. This ensures all Apprentices receive a balanced training course, including all relevant trade skills and expertise in the use of all technologies required for their occupation, which they may not have access to in their employer's facilities.

The content and volume of off-the-job training differs for each occupation and is agreed upon by employers and unions for each 'occupation'. There are 350 occupations in Germany. Examples of how much off-the-job training is needed for each occupation are given below:

- Hairdresser – 3 weeks off-the-job-training
- Joiner – 8 weeks off-the-job-training
- Automobile technician – 10 weeks off-the-job-training
- Construction trades – 32 weeks off-the-job-training

With a restricted number of Apprenticeships, the system can be slow to respond and some occupations can change very quickly.

With respect to 'in-company training,' all training must, by law, be under the supervision of master-craftsmen / women ('Meisters'). Furthermore, all Meisters must have been Apprentices themselves – this is designed to promote a common ownership around the occupation, its standards and values, creating a form of 'community of practice'. Meisters are also responsible for 'helping to ensure the Apprentice's character development is protected and he / she is not exposed to moral or physical danger'. The role includes management, teaching and counselling and Meisters are expected to pay for their own training / exams which cover: vocational curricula; teaching methods; employment law; and topics such as 'young people in contemporary society'. To accommodate this, most employers will ensure Meisters have corresponding salary increases associated with achieving Meister status.

Allowances paid to Apprentices amount to around a quarter to one third of the normal wage. This is paid by the employer and typically increases over the length of the Apprentices stay in the company. As an example, Apprentice Bricklayers receive an average of 580 Euro per month in year one, rising to 1,130 in year three.

There are 930,000 male and 670,000 female Apprentices in Germany of differing ages and all on two and three year programmes. For comparison, there are around one million 16 year-olds in Germany and 670,000 in the UK. There are marked gender differences in occupations chosen by Apprentices, see Figure 5.

Figure 5. Different Apprenticeship Occupations by Gender, 2009.

Occupations chosen by men	No.	%	€/m West	Occupations chosen by women	No.	%	€/m West
Car mechatronic	71,707	7.4	677	Retail sales	43,557	7.0	685
Industrial mechanic	49,777	5.1	810	Office clerk	43,126	6.9	753
Retail sales	35,134	3.6	685	Medical clerk	38,915	6.2	522
Electronics worker	33,810	3.5	517	Hairdresser	35,347	5.7	438
Equipment mechanc	33,592	3.5	543	Industry clerk	32,847	5.3	781
Cook	33,434	3.5	579	Specialist sales	30,575	4.9	490
Metal worker	27,186	2.8	545	Office clerk	28,707	4.6	753
Mechatronic	23,697	2.4	812	Saleswoman	28,359	4.5	640
Wholesale clerk	23,592	2.4	721	Dentists assistant	28,181	4.5	543
Painter	21,898	2.3	409	Hotel clerk	24,142	3.9	579

Relative to England, a very high proportion of companies offer training - 23% of the total employers, amounting to approximately 490,000 companies. (In England – currently 8% of employers offer Apprenticeships. Only 4% of employers in England reported having staff undertaking an Apprenticeship at the time of the most recent NESS (2009) survey). The larger the company, the more likely it is to offer Apprenticeships, as in England.

“In Austria, Germany and Switzerland around one in four employers offer Apprenticeships. In England fewer than one in ten do. That’s got to change.”

George Osborne, Budget Speech, March 2011

In terms of who pays for the Apprenticeships in Germany. The estimated division of costs is 70% from the companies and 30% from the State. There is generally a high degree of acceptance that there should be a sharing of VET costs, in line with well and long established social-partnership roles. Looking at the Cologne Crafts Chamber as an example (Figure 6), it can be seen that only 11.5% of its funding came from government Grants.

Figure 6. Income to the Cologne Crafts Chamber

Income :	€million	%
Memberships fees from Business	8.6	36
Income from services (mainly training)	10.1	42
Income from capital / investments	2.0	8.5
Grants from government	2.7	<u>11.5</u>
Credits	0.4	2
Total:	23.9	100

Case Study - Saturn Cologne

Saturn is a large electronics and appliance store with a good reputation for training Apprentices. Each year, they take a selection of Apprentices based on interviews and the results from a two-day assessment centre exercise. Saturn routinely over-recruits Apprentices, retaining just 50% of Apprentices at the end of their programme. Those who leave will have achieved high quality retail qualifications they can take elsewhere. These qualifications are highly valued in the market. For Saturn, this system provides a continuous flow of high-quality and committed staff all wanting to make a career in Saturn and / or in retail. This also provides a source of relatively cheap youth labour, off-setting costs of the training expenditure. The Managing Director is a former Apprentice.

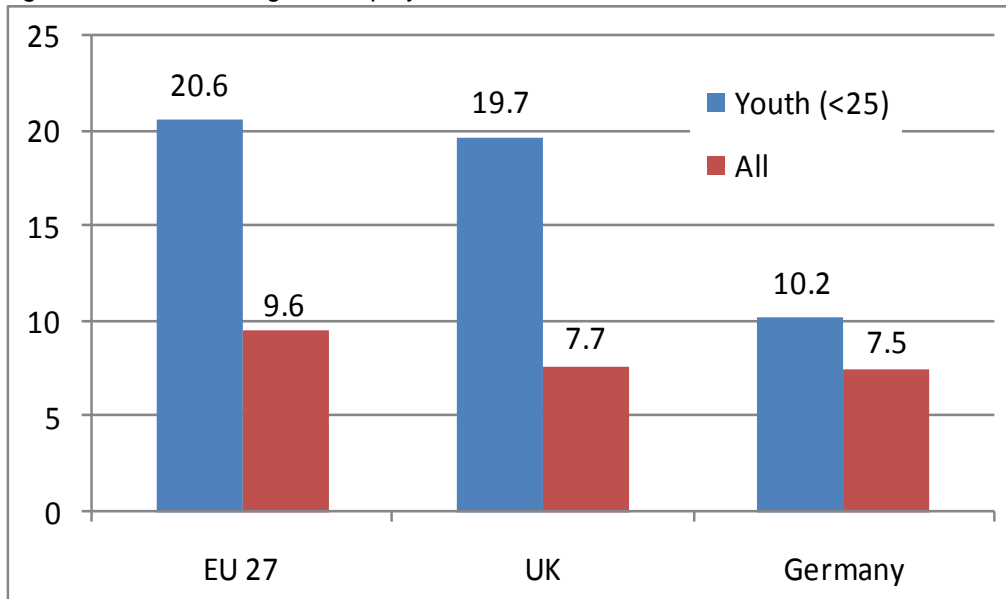
In terms of job-outcomes, around 90% of Apprentices are in work one year after passing their final exam. Noticeably, the differential between youth unemployment (16–24 year olds) and all age unemployment is lower in Germany than it is in the UK and in most EU member states.

The German Apprenticeship system is regarded as central to making the transition into working life and as having been critical in underpinning German economic/manufacturing success. It is also enshrined in a 40 year old law and is perceived rather like the UK's A Levels as a 'gold standard' and not to be tinkered with. This consistency is crucial to how the Apprenticeship system is viewed. (By contrast, in the UK we have had a number of different types and names of Apprenticeships and the structure and payment system is forever changing). Critics of the German system point to a number of areas:

- That early decisions are taken on vocational or academic routes.
- The length of time it takes to update / change frameworks.
- The system is not as fluid as England's.
- There are insufficient placements available for the Apprentices.

As in the UK, there are still problems matching supply to 'Labour Market Demand'. Consequently you can get lots of Apprenticeships in, for example, Hairdressing, because there are lots of useful jobs for young people who are cheap to employ (sweeping floor, washing hair etc).

Figure 7. Youth & All age unemployment rates, December 2009. Source: Eurostat



The Role of the TUC in Supporting Apprenticeships

Presentation by Rob Garrett UNIONLEARN and Lynn Ferguson and Joanna Luczyn GMB

The TUC has strongly supported the Government's commitment to raise the number and quality of Apprenticeships.

Unionlearn helps unions spread the lifelong learning message to even more members. Much has been achieved in the realm of trade union education and union learning over the past few years. But unions need to make a step change if they are to reach out to all the members who could benefit from study at the workplace or a local college or learning provider. That's why the TUC established unionlearn to help unions develop and diversify their provision.

- Unionlearn aims to help unions to become learning organisations, with programmes for union representatives and regional officers and strategic support for national officers.
- It helps unions to broker learning opportunities for their members, running phone and online advice services, securing the best courses to meet learners' needs and kite-marking union academy provision to a quality standard.
- Finally, unionlearn researches union priorities on learning and skills, identifying and sharing good practice, promoting learning agreements, supporting union members on learning and skills bodies, and helps to shape sector skills agreements.

A relatively new type of union activist, the Union Learning Representative (ULR), has been instrumental in raising interest in training and development, especially among the lowest skilled workers and those with literacy and numeracy needs. This IAG role has been absolutely pivotal to driving up demand from employees and in particular those that have been traditionally excluded from learning opportunities.

The TUC has noticed a growing interest in higher level skills and, in response, they have also developed an Apprenticeship Toolkit for use by ULRs negotiating with employers. The Toolkit is available here: <http://www.unionlearn.org.uk/files/publications/documents/181.pdf>

The TUC currently has funding for an Apprenticeship project. The main focus of the project is developing the TUC's existing policy on Apprenticeships and supporting affiliate unions' work on Apprenticeships across the country. It is a two-year project (2009-2011). As well as mapping out existing union Apprenticeship projects, the project team will be supporting affiliate unions through regional workshops, regional courses for reps, guides for Apprentices on their rights at work as well as a toolkit for reps to negotiate with employers and to support Apprentices at work. In this section you will find TUC policy documents relating to Apprenticeships as well as updates on forthcoming events.

Unionlearn is launching the initiative to offer training to all ULRs and other union representatives in mentoring Apprentices so that full support can be offered to them in the workplace. Unions should be at the forefront of developing and extending Apprenticeships across sectors. ULRs are uniquely placed to promote Apprenticeship programmes and support Apprentices. In turn, Apprentices will experience the positive role that unions play in today's workplaces.

Unions have a long history of involvement in Apprenticeships. Many industries developed generations of Apprentices who 'did their time' to learn their trades. After years of decline, Apprenticeships were reintroduced during the 1990s and today more people than ever have the chance to 'earn and learn'. But this new Apprenticeships picture now looks very different, which opens up new opportunities and challenges for unions.

Apprenticeships are available across a wide range of traditional sectors, as well as newer areas such as business administration, retail, health and public services. Union negotiators can help by putting Apprenticeships on the bargaining agenda.

Case Study - Nicholas and Harris Bakery, Salisbury

This section also includes information from published Case Studies on the work at Nicholas and Harris in *TUC - Guide to Setting up a Learning Centre* and *unionlearn – learning is still the business*.

By way of an introduction to the case Study, Lynn Ferguson introduced the GMB's role in supporting Apprenticeships. The GMB is Britain's third largest Union and they have a team of 12 people who have been working on learning and skills projects since 1998. It is a 'general' union - which means that anyone can join. GMB has almost 610,000 members working in every part of the economy; indeed one in every 32 people at work in the UK is a member of GMB.

In their work, the GMB team have come across various cases of bad practice, including one where training provider was offering to re-badge an internal training scheme lasting six months as a full Apprenticeship. They have noticed that part of the legacy of Train to Gain has been a reluctance from employers to recognise the need to contribute to training themselves – with Train to Gain, the training was free.

Joanna Luczyn is a Regional Education Worker for Berkshire, Wiltshire and Somerset in the Southern Region of England. She presented a Case Study on their work with Nicholas and Harris Bakery in Salisbury.

The GMB have been active in supporting skills development at Nicholas and Harris since 2007. The relationship with GMB had been extremely positive and consequently, in 2009, it decided to take part in the National Apprenticeship scheme as a way of further developing its employees' skills. When Nicholas and Harris set up the partnership in 2009 they noticed the benefits in terms of a better skilled and better-motivated workforce.

The 200+ staff – many of whom come from Eastern Europe – were also delighted as their language skills improved, both in and outside of work. The training brought other benefits too, such as self confidence, higher productivity, more openness to change and greater willingness to take part in the day-to-day running of the business. Nicholas and Harris is taking part in the Food Manufacture Apprenticeship Scheme and it has also managed to include structured ESOL (English for speakers of other languages) support to train people in the kind of technical baking language they need.

72 (over 20 year olds) of the 200 staff were chosen to take part in the training which was contracted to CSM Training in Bridgwater who then sub-contracted a local provider in Southampton (Starfish). The 72 staff were assessed for their literacy, numeracy and language skills, some needed ESOL training and a number required Skills for Life (SfL) training. Three groups were identified:

- Low English skills – they were up-skilled with ESOL and SfL to Level 1 literacy.
- Interim English Skills – they started NVQs and some have now progressed to Apprenticeships.
- High English Skills – they progressed straight to Apprenticeships.

The work has been focused on the longer-term with the aim being that eventually all three groups will progress through to Apprenticeships over the next 3-4 years.

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The Role of Providers

Presentation by Adele Dawson, Head of Skills Innovation and Projects, South Devon College.

South Devon College (SDC) received a Grade One Ofsted report in 2008 for its training and currently works with 400 employers in which it had 428 Apprenticeship starts in 2010. SDC has an annual turnover of £28m. The College had recently sent nine Apprentices to Germany on two weeks' placement and had been pleasantly relieved to hear back that they were of a comparable standard to their counterparts in Germany.

Currently in the region, 55% of Apprenticeship training is delivered by Private Training Providers and the remaining 45% by the region's general Further Education (FE) Colleges. Apprenticeships are clearly, therefore, a core and significant element of FE Colleges business. They are also a major growth area for FE.

The Role of Providers

Providers stimulate demand

Some employers understand the need to up-skill and to invest in the next generation through workforce planning; however, many do not. Providers therefore have a role in stimulating demand for training; this element of their work is rarely funded. The mechanisms to do this include:

- Ambassadors
- Marketing (to a varied audience)
- Account management/sales

Providers have an equally crucial role in driving progression and packaging and explaining often quite complex products to employers in return for what could be major investments. This can only be achieved through effective employer and employee support and customer care. Ultimately, the training must be perceived to have had an impact on the employer's business.

Providers have a crucial role in interacting with government and with its agencies and thereby influencing current and future delivery. This includes work with NAS, the Skills Funding Agency (SFA), LEPs, Chambers of Commerce, the Association of Colleges (AoC) and Training Provider Networks.

Training providers in the South West are particularly successful, see Figure 8.

Figure 8. Apprenticeship completion rates 2009/10.

SW success %	Torbay success %	SDC success %
77.3	76.2	85.2
77.4 L2	74.9	81.6
77.1 L3	79.1	89.7

Nonetheless, from the provider's perspective, there are a number of major challenges. There are still many myths concerning training, how much it will cost and whether it will be of use. Similarly, there is the complicated task of understanding the differing roles of brokers and providers. SDC have their own expert employer brokers who work directly with employers.

There is confusion within the marketplace concerning what provision is available from state funding and what is available from the marketplace, and what the roles of each are.

Training and Apprenticeships have been subject to constant change and intervention from government and this has not ceased. Similarly, there is now a great deal of confusion regarding the future roles of SSCs and awarding bodies and who will have a say in the future design of frameworks. Ultimately there is still not a coherent pathway from Apprenticeships into Higher Education (HE) and there also isn't a level playing field for all providers in terms of fees and audit requirements.

Providers and government have never been able to win conclusively the business argument for training and some employers remain happier to recruit new skills than to train staff. There remains no embedded culture of Apprenticeships outside of a small number of trades, and certain sectors, notably the Public Sector, have failed to engage sufficiently with the Apprenticeship drive.

Promotion of Apprenticeships would be greatly enhanced by the maintenance of stable incentives. Attempting to manage employer relationships when 19+ fees are introduced whilst incentives are still available will give mixed messages.

Crucially, and particularly for SMEs, there is a real need to extend Apprenticeship opportunities to and above Level 3 and to allow greater flexibility in what can be included within frameworks. The route to HE still requires vision, commitment and clarity. The significantly raised tuition fees for HE should give this new impetus.

The National Apprenticeship Service

Presentation by Rob Sly and Mark Howard, Employer Services Directors, NAS.

The 1960s and 1970s are perceived as the height of Apprenticeship delivery in England and yet we are now delivering more than ever before and have a target to deliver – 400,000 Apprenticeships in two years time. In the region we are starting from a good position as growth in 2009/10 was up 26% - and there were over 35,000 starts in 2010. The wage subsidy initiative for 16/17 year olds in early 2010 led to over 5,000 starts for young people aged 16/17 including 400 unemployed young people in the South West.

The ESF has assisted in supporting Apprentices by providing 1,000 grants to SMEs across the South West.

The NAS website has already achieved over three million hits and they have made 22,000 employer calls. Currently 91% of employers have heard of Apprenticeships. Locally the 100 / 100 campaigns across region have been very successful and have led to employers pledging an additional 1,500 + Apprenticeship places. In the South West, our success rates are the highest in country at 77% with some sub-regions achieving in excess of 80%.

There is good news that, in a recent survey, over 75% of employers suggested that offering Apprenticeships attracted a higher calibre of job applicant than simply advertising the post. Indeed, 82% rely on their Apprenticeship programme to give them the skilled workers for the future. In the same survey, 66% believed that Apprentices helped to generate higher overall productivity.

However, there remain some very major challenges. The UK's OECD ranking for Skills is predicted to deteriorate in all but the Level 4+ numbers despite our stated ambition of being 8th in all three rankings (Figure 9).

Figure 9. OECD UK Ranking on Skills, 2007 predicted 2020 and our Ambition

		2007	2020	Ambition
Low Level Skills	(L2)	17	23	8
Intermediate Skills	(L3)	18	21	8
High Level Skills	(L4+)	12	10	8

Further complicating matters are the rapid changes and the emergence of whole new jobs and competences within the labour market. It is estimated that today's learners will have more than 10 jobs by age 38 and that the UK economy will require only 100,000 unskilled jobs by 2020 (Leitch Review of Skills). Other statistics show that many of our competitor countries are doing far more on skills training than we are, and worryingly, that companies who don't invest in training are 2.5 times more likely to fail.

NAS believes that for the future roll-out of the Apprenticeship Programme we need to look particularly at the following four themes:

1. Employer Engagement
2. Learner Engagement
3. Quality/Diversity
4. Innovation/Competition

In particular we need to think about the following 16 questions:

Employer Engagement

1. How do we move from *circa* 1 in 20 Employers to 1 in 10 employers participating?
2. How do we more effectively engage with the *circa* 1,000 large Employers in the region?

3. Who are the key partners/routes to market for NAS?
4. What role might the emerging LEPs have in the Apprenticeship Agenda?

Learner Engagement

5. How do we improve the image and understanding of Apprenticeships amongst 16 to 24 year olds/parents and influencers?
6. How do we maintain and extend the guidance available in schools through to Year 13?
7. What links/groups should we establish to link apprenticeships effectively into the broader Jobcentre Plus agenda?
8. How do we stimulate interest amongst present employees?

Quality and diversity

9. What measures do we need to put in place to maintain/protect the current success rates in the region?
10. How do we best work together to ensure and challenge SASE (Specification of Apprenticeships Standards for England) compliance?
11. How do we stimulate more Apprenticeship Starts at Level 3 and above – ‘Real Apprenticeships’?
12. How do we ensure parity of access to and achievement through Apprenticeships?

Innovation and competition

13. What can we do across the region to respond to the competition to deliver the additional 40,000 places in 2011/12?
14. Where are opportunities to champion the Higher Apprenticeship offer across the region?
15. How does NAS respond to make more effective use of ESF/the new Access to Apprenticeships/other new initiatives/Apprenticeship Training Agencies etc?
16. What else might we try to do differently in the region given a free hand – but no extra money?

Discussion Session

The discussion session addressed the following brief:

- Discuss and identify the most important challenges and best opportunities in delivering the apprenticeship agenda. Identify key short term (2011/12 and 2012/13) actions for the Alliance and its partners with particular emphasis on:
 - How we can generate increased scope and scale of Employer engagement?
 - How we might stimulate higher levels of awareness/improved image?
- Consider the current longer term (2013/14 onwards) direction of travel/emerging policy and priorities for Apprenticeships. What are the key issues and barriers that could hinder continued growth/impact on the quality of the Apprenticeship offer?

Meeting the Challenge - Summary of Workshop Discussions

This section summarises the key messages emerging from the table discussions. A number of concerns were frequently cited by delegates. These fall into various categories and SLIM has sought to summarise these according to whether they are short/medium-term or longer-term issues.

1. Identify key short-term (2011/12 and 2012/13) actions for the Alliance and its partners with particular emphasis on how we can generate increased scope and scale of Employer engagement and how we might stimulate higher levels of awareness/improved image.

Some themes raised by delegates were over-arching, touching upon a number of issues, but typically employer engagement, learner engagement and training quality. There was a need for consistent messages about what Apprenticeships actually were and their role in the labour market. This should be shared across all partners including providers, NAS and partner bodies.

The effective roll-out of England's Apprenticeship system, on the scale envisaged, will require a major culture shift for many employers and this will take time. Indeed, many employers have no knowledge base for the new education system, or understanding the potential benefits of engaging with it. However employers have always been willing to pay for training if it is of high quality and meets the needs of the business.

Within the above priority there was a consistent message for the Government which will be no surprise to those within the sector – that Government needed to stop its relentless tinkering. Relentless changes to names and structures were preventing the sector from building a lasting relationship with employers and learners. There was particularly bad practice associated with withdrawing incentives at short notice and creating 'popular' programmes and approaches that were then removed – this is precisely the kind of approach that acted as a long-term disincentive for employers to engage.

Many comments focused upon the need to drive up the demand side both from employees and perhaps more importantly, from employers. This enhanced need for employer engagement was probably the most commonly cited action requiring short-term/immediate attention. A number of mechanisms and elements/approaches were highlighted by delegates, most notably:

- There was still a real need to emphasise the business case for apprenticeships (e.g. retention).
- There was a need for employer champions in each sector working to engage with other employers prepared to share experiences, make recommendations and offering good practice with neighbouring employers.
- More pastoral support for employers such as has been on offer for large scale Future Jobs Fund programmes.
- Greater co-operation at local level between training providers working alongside JCP, Connexions, Business Link, NAS and other intermediaries to share employer intelligence.
- NAS National Office to produce a sectoral business benefits factsheet for use with all businesses, to include Return on Investment (ROI), meaningful statistics and tools to encourage employers to engage alongside challenges their sector faces in current economic environment. This may also help address some of the myths around bureaucracy, paperwork and costs.

Many providers continue to believe that there is an urgent need for greater flexibilities within Apprenticeship frameworks in order to sufficiently engage employers (especially SMEs) without being too prescriptive. The existing QCF flexibilities are not reflected within the frameworks. Framework design should be as a result of a partnership between employers and providers. It may be possible to design such frameworks for potential future commercial gain from selling successful, branded, Apprenticeships. It should also be possible to promote business opportunities through the availability of new elements of Apprenticeship frameworks.

Employers continue to stress the importance of a strong employability focus within the Apprenticeship frameworks.

The need to drive-up employee demand was seen as slightly less urgent than the need to drive-up employer demand – due in no small part to the funding changes to HE. This was likely to lead many young people to explore alternative routes. The role of IAG was vital here and many delegates were very concerned about the lack of available IAG in schools and the lack of information and intelligence for parents. Similarly, there were concerns about the availability of Connexion services and the new Adult Careers Service. There will certainly be a need for training for careers advisers and IAG professionals when the Apprenticeship system is finally in place. High profile business skills challenges could be a way of engaging young people and helping with the advertising of the Apprenticeship brand.

Delegate concerns over driving up demand within SMEs led to the discussion of a variety of possible approaches, including:

- Incentives to SMEs.
- Encouraging the development of Apprenticeship Training Agencies (ATAs).

The precise role of SSCs in the new system still seemed to be a little too vague and some providers felt they were also relatively unresponsive.

Delegates were supportive of the idea of greater collaboration between partners (such as NAS) and providers on joint marketing, sharing resources, extending the Apprenticeship offer and IAG - promoting a professional image of a group of providers who could offer sensible and cost effective business skills solutions. Greater collaboration between providers would also be welcomed through existing Training Provider Networks.

Marketing and advertising was recognised as a crucial initial element in driving up demand and the key element mentioned by most delegates was a real need for local case studies, particularly to use with employers. These should not just focus upon the traditional occupations associated with Apprenticeships but on other trades including the professional occupations and services. Further sub-regional campaigns would be welcomed and the provision of simple initial information for the employer was essential.

High profile business skills challenges should be a way of engaging young people and helping with the advertising of the Apprenticeship brand. It may be possible to use the Olympics 2012 work to help promote the Apprenticeship message.

Delegates fear it would be useful to contextualise and differentiate the advertising and marketing messages to employers and to potential learners and their families. The Apprentice would develop new talents required by employers and a recognised transferable qualification whilst still earning, while the employer would obtain business relevant skills that could impact upon staff retention and the bottom line. For many Apprentices maintaining a potential route to HE would be important. New technology (such as texting) could be utilised to assist with contacting and informing potential learners.

It was important to promote the Apprenticeship brand until it was established; this could be done in collaboration with national marketing schemes and other more unusual elements, such as plots in soap operas, which have been used before.

Often the best advertising was be employer to employer, and to facilitate this, a series of local 'roadshow' presentations to local Chambers embracing CBI and FSB would be beneficial. Employers could also fulfil two very important roles:

- Mentoring to employers new with apprentices
- Ambassadors acting as examples of good practice

An issue which concerned a number of delegates was the problem that the self-employed will have in accessing Apprenticeship provision. Currently, self-employed people are not allowed to access funding for Apprenticeships. This is limiting Apprenticeship growth within a number of economic sectors, particularly at Level 3. If Apprenticeships are to be the primary route for adults to access vocational training then we may need something of a re-think about how Level 3 and in particular, Higher Apprenticeships can be made available to the self-employed, perhaps through ATAs or similar arrangements.

Other short-term delegate concerns related to the QCF and to the Specification SASE. Delegates shared concerns about the emerging structures, how soon they would be fully functioning, what

qualifications would be available, where 'core' and 'optional' modules will be situated, which qualifications SFA will be willing to fund and the general comparability of qualifications. Communication from SASE could be improved. Some providers felt there was a lack of timely information from a number of key partners. The QCF message that from now on qualifications will not just be accrediting skills but actually seeking to raise skills levels was welcomed by delegates.

It was felt that the lack of regional and sub-regional infrastructure was placing new requirements upon LEPs, providers and Local Authorities to act strategically and ensure demand and supply were consistent and appropriate. LEPs and Local Authorities may have a crucial role to play in providing the intelligence on the sub-regional labour market and its overall employment needs; this could include the provision of local case studies. LEPs may become a primary means of articulating employer demand to providers and provider networks. This could be investigated further in the region. Similarly there was a need for information on new jobs and new skill-sets and the LEPs could help facilitate this. LEPs, which are employer led, should be able to bring economic and business intelligence closer to providers, giving likely insight into sub-regional developments.

There was recognition that this was not an easy time to be trying to re-structure the vocational education routes in England. The public sector was shrinking and the private sector has been under a great deal of pressure. The labour market has seen a large expansion in the numbers of part-time workers. The tight fiscal situation comes at a time when there was a genuine need to achieve large-scale employer engagement. Apprenticeship structures were also changing, such as the new regulations regarding the numbers of 'off the job' hours and other potentially difficult criteria to meet.

The region has seen an increase in the operations of national and externally-based providers and whilst this could be positive, it could also get in the way of locally-focused provision. It has been accompanied by some poor-quality cut-price competition.

Flexibilities in charging levels were felt to be a double-edged sword and whilst they allowed greater room for manoeuvre for providers, they were an obstacle to providing a consistent message to employers and ultimately an obstacle to guaranteeing effective quality standards.

There was great potential within Group Training Schemes (GTS) and Apprenticeships Training Academies (ATAs) particularly when engaging: SMEs; employers unfamiliar with Apprenticeships, and; those in rural areas where provision was sporadic. A new market could be, and this would require a rule change, the self-employed. It may also be possible for large employers to share employees with SMEs through the ATA model.

Delegates would like to see a greater involvement from employer representatives such as the CBI, FSB and Chambers of Commerce.

Real potential must exist in the development of Higher Apprenticeships following the changes to HE funding; nonetheless, a major challenge still existed in the development of genuinely integrated HE progression pathways and delegates were not confident that a solution would soon be forthcoming.

It may be possible to utilise ESF as a mechanism for engaging with hard-to reach groups through the Apprenticeship programme. One particular group could be the young unemployed, though it should be stated that Apprenticeships may not always be the best route for this group.

Employers should not have to shoulder responsibility for supporting basic skills in Mathematics and English even though this appeared to be a new priority following the Wolf Review. There should be a real opportunity here for FE where basic skills provision could be contextualised within the Apprenticeships.

2. Consider the current longer-term (2013/14 onwards) direction of travel/emerging policy and priorities for Apprenticeships. What are the key issues and barriers that could hinder continued growth/impact on the quality of the Apprenticeship offer?

Many of the concerns raised above were echoed in this discussion and do not require repeating. Certainly issues around employer engagement and the development of sustainable, usable, frameworks were a key theme. Similarly the need for a stable environment in which to work was crucial for the ultimate stability of the Apprenticeship model as the pre-eminent means of training intermediate and advanced skills in the workplace. Funding has driven participation in the last few years; this will not be viable in the longer term and almost certainly employers and providers would be absolutely pivotal to driving growth.

It would be vital for the longer-term success of Higher Apprenticeships to have embedded effective pathways from Level 3. It may be possible to work with HE institutions to support Higher Apprenticeship delivery.

The current economic problems, with some sectors shrinking and general forecasts for slow-future growth, would mean that some training providers will be reluctant to diversify into new areas and progress may therefore be slower than government would wish.

The long-term availability of IAG was of crucial concern to delegates particularly in relation to Level 3 and Higher Apprenticeships. It was essential for selecting the correct frameworks for the employer and individual.

Two relatively simple but very effective means of sourcing long term Apprenticeship would be:

- Placing a requirement upon the Public Sector to offer Apprenticeships to relevant employees.
- Implementing a public procurement strategy that every Public Sector employer needed to adopt whereby the number of Apprenticeships offered by contractors was dictated by contract value or length of contract.

There was felt to be a need to ensure frameworks were embedding sufficient transferable skills such as personal development, emotional intelligence and communication skills alongside sector specific skills and Maths and English.

It would be crucial to be able to map success in the future and there would need to be sufficient infrastructure to do this. Key elements of success would include being able to map:

- Progression and career advancement for the Apprentice.
- ROI and added value for the employer.
- Quality and sustainability of frameworks.

The rate of roll-out for Higher Level Apprentices needed to be significantly faster and infrastructure funding to support needed to be in place. LEPs would need to work with priority sectors in their own regions and higher level Apprenticeships needed to form part of this strategy. Higher level growth in sectors such as low carbon, creative and cultural and tourism were all tied in with a local focus. NAS needed to prioritise these frameworks first.

Not all sub-regions have existing HE institutions and it may be possible for employers to utilise Higher Apprenticeships to capture and maintain skilled employees.

A number of delegates believed that there was a contradiction between the stated desires to use Apprenticeships as a means of supporting and progressing NEETS (young people Not in Employment, Education or Training) and the young unemployed and the broader aim of establishing Apprenticeships as the normal VET route from school and college all the way to Higher Apprenticeships. Those young people in jobs without training should be a growing emphasis for NAS's work.

Delegates had concerns about the take-up of Level 3 loans though they recognised that Level 4 loans should be easier to 'sell' due to the comparison with Degrees. Fee levels will be crucial, as will the capacity to split costs. Employers may prefer to cherry-pick the QCF modules (funded and unfunded) rather than choosing to see the Apprenticeship through. Should this become an issue it may be necessary to change the approach to selling the qualification.

Amongst other infrastructure concerns, some delegates were worried that NAS may not have the capacity to carry out an effective monitoring role into issues such as diversity.

The longer-term engagement of SMEs would be crucial. This was mentioned, too, in the previous section but this was not an issue that could be solved overnight. The use of ATAs and Group Training Schemes still needed attention and it could be that Chambers and SSCs would be the most appropriate mechanisms to take this forward. In terms of recruiting Apprenticeships in SMEs, promoting the long-term benefits and providing more initial support was always beneficial. Indeed, some delegates questioned whether Apprenticeships were actually the best and most appropriate package to sell to SMEs. It may be possible to trial innovative delivery mechanisms such as job-rotation.

Further opportunities for SSCs may arise from reintroduction of the Industrial Training Boards which had been a viable model in a number of sectors.

The problems of rural delivery of training have long been documented in the South West. Nonetheless there was still a major call for nimble, flexible and collaborative delivery. It may be possible for Training Providers to share assessors and trainers further.

It would be necessary to tap into growth areas of the economy, such as with Green Skills Apprenticeships and to utilise Higher Apprenticeships within large companies as a means of attracting young people who were put off accessing HE due to the likely levels of debt.

In the medium to longer term, it was reasonable to expect significantly greater clarity on how LEPs and Employment and Skills Boards are supporting and facilitating Apprenticeship delivery at the sub-regional and local level.

Delegates recognised that some flexibility in fees and charges may be useful in selling Apprenticeships but it was of greater importance to have a relatively fixed cost framework to ensure employers all paid the same amount and that the programme became accepted and understood quickly.

One particular route forward could be to enable employers and providers to develop frameworks more easily which could then be made available for others.

A number of delegates believed that 16 was too late to be introduced to vocational education and that schools should give early tasters that would benefit Apprentice take-up and employer recruitment. The question marks over the future of Employer Business Partnerships and the loss of compulsory work experience in schools were both detrimental to the whole field of vocational education and an obstacle to Apprenticeship take-up.

Further Reading (reproduced and modified from the Briefing Report)

A Cost-Benefit Analysis of Apprenticeships and Other Vocational Qualifications, DfES, 2007

<http://wpeg.group.shef.ac.uk/papers2007/71McIntosh.pdf>

Addressing Inequality in Apprenticeships: Learners' Views, LSC 2009

<http://readingroom.lsc.gov.uk/lsc/National/nat-aiialearnersviews-feb09.pdf>

Adult Training, Skills Updating and Recession in the UK. LLAKES, 2010

<http://www.llakes.org.uk>

Apprenticeships in the Care Sector – Film

<http://www.picbdp.co.uk/care-ambassadors>

Apprenticeship Pay: 2007 Survey of Earnings by Sector (2008)

http://www.dius.gov.uk/research_and_analysis/~media/publications/D/DIUS_RR_08_05

Apprentices: the road less travelled

<http://www.policyconnect.org.uk/nsfapsg/Apprentices-road-less-travelled>

Apprenticeships: Understanding the Provider Base, LSC 2009

http://www.Apprenticeships.org.uk/About-Us/~media/Documents/Publications/LSC_Apprenticeship_provider_base_-_final_report.ashx

CIPD survey shows the need to raise demand for quality Apprenticeships among employers

<http://www.wired-gov.net/wg/wg-news-1.nsf/0/48E9027381500C678025786C002E6CB2?OpenDocument>

Creating and Supporting Expansive Apprenticeships: A Guide for Employers, Training Providers and Colleges of Further Education

<http://www.lsis.org.uk/Services/Publications/Documents/Creating%20and%20Supporting%20Expansive%20Apprenticeships.pdf>

Education and Industry - An Overview and Critique of Current Thinking, 2011. Presentation

<http://www.educationandemployers.org/research/research-seminars-2011>

Employers' Business Case for Recruiting Apprentices, Apprentice Task Force, 2005

http://www.employersforApprentices.gov.uk/docs/research/Research_1_332.doc

Employer Perspectives Survey 2010, UKCES

<http://www.ukces.org.uk/evidence-reports/employer-perspective-survey-2010>

Expanding Apprenticeships Final Report, LSC, August 2008

http://readingroom.lsc.gov.uk/lsc/National/Research_into_Expanding_Apprenticeships_for_release.pdf

Job Quality in Britain, UKCES report

<http://www.ukces.org.uk/upload/pdf/A5%20Job%20Quality%20in%20Britain%20v6.pdf>

Loans in Further Education and Skills (ALP Paper)

<http://www.learningproviders.org.uk/file/?id=607&type=item>

Opening Doors to Apprenticeships: Reaching Young People who are Disadvantaged and Disengaged from Apprenticeships Paper 2: Reflecting on Ways Forward, June 2010
<http://www.youngfoundation.org/publications/reports/opening-doors-Apprenticeships-paper-2-reflecting-ways-forward-june-2010>

Review of vocational education - The Wolf Report, 2011
<http://www.education.gov.uk/16to19/qualificationsandlearning/a0074953/review-of-vocational-education-the-wolf-report>

Specification of Apprenticeship Standards for England
<http://skillsfundingagency.bis.gov.uk/providers/allthelatest/sase/>

Skills for Sustainable Growth
<http://www.bis.gov.uk/news/topstories/2010/Nov/skills-for-sustainable-growth>

Thinking about Apprenticeships: Perceptions and Expectations of Employers, Parents and Young People
<http://www.youngfoundation.org/files/images/publications/ApprenticeshipsJuly09.pdf>

The Net Benefits to Employer Investment in Apprenticeship Training, 2008
http://www2.warwick.ac.uk/fac/soc/ier/publications/2008/Apprenticeship_report_research_1_521.pdf

The South West Apprenticeship Company
<http://www.theswac.org.uk/information/aboutswac>

The Value of Apprenticeships, IER 2010
<http://www2.warwick.ac.uk/fac/soc/ier/research/completed/netcostApprenticeships>

Young People in jobs Without Training in the South West, 2008
<http://www.swslim.org.uk/downloads/2565.pdf>

Research into Expanding Apprenticeships
http://readingroom.lsc.gov.uk/lsc/National/Research_into_Expanding_Apprenticeships_for_release.pdf

Maximising Apprenticeship Completion rates, LSC, 2009
<http://www.Apprenticeships.org.uk/About-Us/~-/media/Documents/Completions-Research-Final-Report.ashx>

Appendix 1. The Alliance

The ESP Alliance brings together more than 30 organisations to be responsible for:

Communicating the needs of the region's employers and learning community in order to refine priorities and to develop joint actions.

The ESP is 'owned' by the business and learning community with a common goal - matching individual skills to the employer needs in South West England.

Alliance meetings are organised and managed by the ESP which focuses on ensuring that employers and businesses in the region have access to the skills they need to prosper and that individuals can get the training required to enable them to fulfil their career potential and ambitions within the region.

Alliance meetings are single-subject events where partners consider, analyse and debate key skills issues on that subject. The Alliance includes a wide range of partners who represent business, trainers, public funders and individual learners.

This paper is not intended as a 'minute', nor as a precise record of the Alliance meeting. Instead, it sets out the issues discussed and, in brief, the context from which these emerged. In so doing, this paper draws on both the presentations and contributions made at the meeting and the wider policy literature.

Appendix 2. Delegate List

James Crass	ACAS		Employment Initiatives
Lynda Scuse	Adult Education in Gloucestershire	Sally Ansell	Bristol
Julie Bird	Adult Education in Gloucestershire	Justin Olusunde	Environmental Skills Network
Caroline Kendall	Aimhigher	Gillian Bishop	Exeter and HOD ESB
Matthew Usher	Aimhigher	Iain Hatt	Exeter College
Helen Evans	Aimhigher	Pete Ashton	FSB
Ian Munro	Association of Colleges	Mary Mallia	FSB
Lisa Smart	Backing Young Swindon Bath and North East Somerset	Gareth Roberts	GDR Solutions
Duncan Kerr	Bicton College	Sarah Danson	Gfirst
Lisa Stroud	Bicton College	Julia Falaki	Glocs and Wiltshire Partnership
Hilary Bush	Bicton College	Ahmed Goga	Gloucestershire First
Alan Johnson	Bicton College	Joanna Luczyn	GMB Union
David Beardsley	Bournemouth and Poole 14-19 Team	Lynn Ferguson	GMB Union
Mark Loose	Bournemouth and Poole College	Alex Picot	Groundwork SW
John Firth	Bournemouth and Poole College	Kelly Thompson	JHP Training
Belinda Payne	Bournemouth Dorset Poole LESB	Linda Germon	Jobcentre +
David Sanderson	Bristol City Council	Ann Oliver	Jobcentre +
Colin Shorthouse	Careers SW	Amy Armstrong	Learn Direct
Sharon Gowans	City College Plymouth	Mark Brownhill	LearnDirect
Teresa Gardner	City College Plymouth	Sue Edwards	Learning South West
Jane Parker	Connect SW	Ali Rouncefield-Swales	Lifelong Learning
Dawn Morgan	Construction Skills Convergence Partnership	John Morrison	University of Bath
Mark Yeoman	Office	Mark Howard	Morrison J Associates
Steve Hancock	Cornwall College	Rob Sly	NAS
Craig Marshall	Devon and Cornwall Training Provider Network	Sally Timmins	NAS
Andrew Lightfoot	Devon County Council	Bob Harrison	NAS
Kathy Crosswell	Dorset CC	Glenn Crocker	NAS
Kevin Poulton	East Dorset DC	Jane Bodimeade	NAS
John Ellison	Eden	Fiona Parsons	NAS
Linda Fuller	EDT SW	Sue Watkins	NAS
Suzy Wright	Employment and Skills Partnership	Richard Daulton	NAS
Adrian Bailey	Employment and Skills Partnership	Gina Johnson	NAS
		Gill Moore	Newquay 4 Excellence Training
		Ruth Vincent	Newquay 4 Excellence Training
		Yvonne Greenwood	North Bristol NHS Trust
		Craig Dimmock	North Somerset Council

Jill Cowles	North Somerset Council	Dan Hayden	T2 Business
David Roberts	PDM Training	Alan Hunte	TABS Training
Ali Cox	Peninsula / Business Link	Matthew Parr	Taunton Deane Borough Council
Kathy McHugo	Plymouth City Council	Penny Comley - Ross	Taunton Deane Borough Council
Greg Moreton	Proskills	Martha Prangnell	Taunton Deane Borough Council
Gavin Whitworth	Richard Huish College	Lea Watson	Triangle Fusion
Julie Harris	RISE SW	Stephen Jones	Truro and Penwith College
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Adrian Cable	Skills Active	Debbi Morris	TTS Group
Jonathan Evans	Skills for Health	Rob Garrett	UnionLearn
Annie Warburton	Skillset	Mark Stone	University of Plymouth
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Ben Neild	SLIM	Liz Jones	West of England Partnership
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Jackie Hopkins	Somerset County Council	Becky Moate	Weymouth College
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Mary Payne	SWRDA		
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