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A Strategy for Apprenticeships/ Work Based Learning provision in the East Midlands for the period to 2009-10

March 2008

Of interest to learning providers, LSC colleagues, public and private sector organisations with interests and activities relating to the skills, development and employment of young people and adults.

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1 Introduction

This strategy covers LSC-funded provision for those on Entry to Employment programmes, Apprenticeships and Advanced Apprenticeships in the East Midlands for the period to 2009/2010.

In developing this strategy the following areas have been covered:

- The current national policy context for Work Based Learning (WBL) provision, including demand pressures and responding to the Leitch action plan
- Summary of regional performance
- Proposals on key strategic objectives to address the need for a widening of the provision base and increasing the proportion of young people and adults undertaking WBL and Apprenticeships
- An action plan (available as a sister document) that addresses how the Strategic Objectives will be addressed by means of priority actions. This will form the basis of recommendations to the Regional Management Team (RMT) that will shape the region's future programme including target and funding allocations and future policy.

i) Case study: Michelle Davison

From: Loughborough

Training: Apprenticeship & Advanced Apprenticeship in Retail & Customer Service

Company: Julian Graves

Learning Provider: VT Training

Winner: Leicestershire County Personal Achiever of the Year at the LSC's East Midlands Regional Apprenticeship Awards

Michelle serves up success at Julian Graves

After experiencing bullying first hand and coping with personal difficulties at home, Michelle Davison felt her only option was to leave school early without finishing her GCSEs to escape her problems.

Michelle, from Loughborough, now works for Julian Graves, the UK's largest specialist retailer of natural foods, luxury snacks and baking ingredients, as a sales assistant and an opportunity to do an Apprenticeship. She completed her Retail Apprenticeship and Customer Service Advanced Apprenticeship with Leicester based learning provider VT Training.

"Since then with the encouragement and support from my supervisor and training officer I have completed my Advanced Apprenticeship in Customer Service. The combination of learning, gaining knowledge and experience has seen my confidence has grown immensely, this has really helped with my customer service skills."



2 Policy context

Apprenticeships in England have been transformed over the last five years. For young people Apprenticeships represent an excellent opportunity to build a valuable and fulfilling career. For employers they provide an excellent means of increasing the productivity of new entrants and the existing workforce - essential requirements if businesses are to compete in the global economy.

The number of apprentices has risen to 250,000 in 2007 and the achievement rate for apprenticeships now stands at 60 per cent, bearing comparison with other European countries. Last year over 102,000 apprentices completed their Apprenticeship and took their place in the workforce¹. Four cohorts of Young Apprentices have begun their programmes and the evidence from the first cohort shows that they have been very well received by employers, young people and Sector Skills Councils (SSCs).

Research indicates that Apprenticeships deliver 'substantial wage returns' to individual apprentices and that the net present value is £16 for Apprenticeships and £17 for Advanced Apprenticeships for every £1 of government expenditure. Research with employers indicates that apprentices are up to 14 per cent more productive than other comparable employees who have not completed an Apprenticeship.²

The Government has introduced a requirement for all young people to be in education or training until the age of 18, by 2015. It will be extremely difficult to achieve this without significant expansion of the Apprenticeship programme.

With the new participation age in mind, the Government has introduced an entitlement to an apprenticeship place for every suitably qualified young person from 2013.

Published in December 2006, Lord Leitch's review included the aspiration to increase the number of apprentices in learning to 400,000 by 2020, with an increased focus on advanced apprenticeships.³

A joint review by the Department for Innovation, Universities and Skills (DIUS), the Department for Children, Schools and Families (DCSF and the the Prime Minister's Strategy Unit (PMSU) has been carried out and is currently in the process of consultation. This is with the support of the LSC, to work through the scale, challenges and issues to meet the Apprenticeship entitlement and commitment, identification of potential statutory provisions relating to Apprenticeships together with what policy proposals are achievable within the Comprehensive Spending Review (CSR) settlement. The focus is on the following key themes:

- Strengthening the quality of Apprenticeships
- A new delivery system
- Boosting the employer supply
- Cultural change around the value of Apprenticeships
- Addressing inequality⁴

This increase in Apprenticeships represents a considerable challenge for the region, since over the last three years, while an increasing number of apprentices have been successfully completing their training, there has been a steady decline in the numbers participating in such programmes.

In addition, the involvement of employers in the delivery of apprenticeships in some sectors is becoming more difficult to secure, particularly for young people. Increasingly, employers prefer to work with adults and young people nearer 18.

¹ Corporate reports

² DfES 2007; RR834 A cost benefit analysis of apprenticeships and Other Vocational qualifications by Steven McIntosh, University of Sheffield.

³ DIUS (2007) World Class Skills: Implementing the Leitch Review of Skills in England, London.

⁴ DIUS; World-Class Apprenticeships: Unlocking Talent, Building Skills

3 Regional context

Work Based Learning (WBL) participation to date has decreased by 12 per cent over the last three years. Some young people who would previously have chosen WBL as their post-16 preference, have elected to go to the further education sector as full-time learners. We can also confirm that some potential further education learners have elected to remain in school sixth forms, since the participation rates in this sector have exceeded the cohort growth.

We have evidence that in several sectors, such as construction, employers prefer to take young people at age 17-18 rather than at age 16 on to WBL programmes.

While participation in WBL has fallen considerably, we are pleased with the increases in full framework achievements, which have shown the greatest improvement in the country, resulting in another three per cent increase in 2006/07. We have been made aware, however, of how the focus on achievement has had an unintentional impact on participation. Providers, particularly in the private sector, admit to selective practices in recruitment in order to secure improvements in completion rates.

Lack of participation in WBL is our major challenge. In addition to the employer preferences on age and risk-averse providers reported above, we are also aware of a growing volume of people who are in employment without training.

4 Strategic aim

The region intends to reverse the trend in Apprenticeship participation by young people and adults, and increase participation to meet the Leitch target by 2020. We will achieve this by:

- Providing a wide range of WBL opportunities for learners
- Meeting employers' demands for skills
- Maintaining and improving the quality of the provision offered.

To this end, the regional co-financing plan suggests a number of mechanisms to enable a range of learners to gain greater access to Apprenticeships. Our action plan takes into account this co-financing work.

5 Draft targets

Table one: Planned growth in the number of apprentices

Participation	06/07 ⁵	07/08	08/09	09/10	10/11
16-18 ⁶	15,654	21,420	21,600	23,400	25,290
19+ ⁷	12,022	13,780	14,690	15,990	16,250

As part of our detailed analysis, we will model those sectors where we expect Apprenticeship growth to be, based on SSC's, forecasts and additional evidence.

Table two: Planned growth in Entry to Employment opportunities

	06/07 Actual ⁸	07/08 target	08/09 ⁹
EZE Starts	4,410	5,000	5,100
Positive progressions	44%	2,500 (50%)	2,652 (52%)

Table three: Planned improvements in quality¹⁰

Framework Achievements	06/07 Actual	07/08	08/09	09/10	10/11	11/12	12/13
All ages	59%	59%	64%	69%	74%	79%	84%

⁵ 06/07 taken from SSOA merged pivot spreadsheet

⁶ 07/08 through to 10/11 is based on 9% of projected number of learners from LSC grant letter 2008-09

⁷ 07/08 through to 10/11 is based on 13% which is the calculated proportion the Region should have delivered in 06/07 based on the projected number of learners in the LSC grant letter 2008-09. This has been applied throughout to enable growth trend.

⁸ East Midlands WBL and EZE drilldown 2006/07

⁹ 08/09 based on National growth assumption of 2%. Foundation Tier Learning will come into effect from 09/10

¹⁰ Taken from East Midlands Regional Quality Improvement Strategy 2007/2010 (draft as at Sept 28th). Based on target of 59% framework achievements for 2007/08, with increase of 5% per annum applied.

6 Strategic objectives

The following five strategic objectives, together with summary measures of success, will shape the region's action plan. They are based on key drivers needed to implement those activities outlined in the action plan and are drawn from the national Apprenticeship action plan and consultation with our internal and external WBL groups and are consistent with the areas covered by the national review:

- **Strategic Objective one (SO 1) Employers** - In partnership with SSCs and providers, work with employers to ensure that apprenticeships are an identified method to fulfil skills gaps and shortages and to stimulate demand and ability to offer employer-led apprenticeships
- **Strategic Objective two (SO 2) Curriculum and progression pathways and learner support infrastructure** - In partnership with providers, ensure clearly established and fit-for-purpose progression pathways as part of the Foundation Learning Tier (FLT), that enable individuals to access an apprenticeship from Pre-apprenticeship Programmes (Young apprenticeships, in addition to E2E - Programme-Led apprenticeships - apprenticeships - through to higher education). Alongside this, ensure that in partnership with Connexions, schools and nextstep, Information Advice and Guidance (IAG) identifies apprenticeships as a core entry route to employment and further and higher education

- **Strategic Objective three (SO 3) Building quality of provision that supports demand-led mix and balance** - Ensure through the use of minimum levels of performance and the LSC's procurement strategy, that high quality providers are available in those priority sectors, at those levels and in locations to meet demand
- **Strategic Objective four (SO 4) Funding and allocations** - Through demand-led funding, ensure the most effective use of LSC and other discretionary funding to deliver the region's PSA targets with regard to WBL. Within this ensure a consistent use of funding policy is applied to enable apprenticeships to be delivered to support Sector Skills Councils (SSC) priority qualifications
- **Strategic Objective five (SO 5) Provider network infrastructure** - In partnership with providers, put in place a network infrastructure that supports the growth of WBL participation and quality, and enables best practice to be shared and applied.

Equality and diversity is not a separate strategic objective, but a theme cutting across the whole strategy and action plan.

7 Monitoring and reporting against the action plan

The Regional Planning and Performance Forum will be the main avenue where progress against the action plan will feed into. This will take the format of a standing agenda item with:

- Quarterly update paper which summarises progress under each strategic objective
- Monthly verbal update to highlight any actions that need to be raised relating to decisions to be made and timescales.

The action plan (available as a sister document) has been written so that there is both a nominated owner(s) together with those considered responsible for executing the detailed action and associated deliverable. When reporting on progress, it will be the responsibility of the named owner(s) to ensure that the actions held within the plan are carried out to timescale with clear milestones for delivery, while ensuring the actions within the plan continue to be appropriate to the needs of the region and wider policy agenda.

They will provide detailed feedback on a quarterly basis to the planning and performance team to enable the paper to be written for the forum and the stakeholder groups to be kept up to date.



i) Case study: David Walden

From: Higham Ferrers, Northamptonshire

Training: Apprenticeship in Motorsport Level 2 NVQ

Company: Speedsport

Training Provider: Tresham Institute

David aims for pole position

Self confessed motorsport addict David Walden, wanted to make his life-long love his career, but lacked the confidence and skills to find his way in. Three years of dedicated training and David has completed his Apprenticeship working for Speedsport based at the Silverstone race circuit, where his dreams have become a reality.

David enthused: "I used to attend race meetings, watch race events on TV and read the auto sport magazines as often as I possibly could - I just knew that I wanted to do this for my career. When I started on my race technician course I didn't have any motorsport experience at all which was a worry, but with the support from my tutors I got the encouragement I needed to build my confidence.

"David came to us with a 'can do' attitude and has gone from strength to strength. He has great attention to detail, is reliable and works really hard to get the job done. David is now more than capable of preparing the race cars and I am confident enough in his abilities to leave him to work on the task in hand. I am very pleased with the progress he has made, David has developed rapidly and I can see him remaining in the business for the long haul," said Mike O'Brien, team owner, Speedsport.

Jim Harrod, motorsport manager at the National College for Motorsport, Tresham Institute said: "David, like most of our students, came to us armed with nothing more than a burning desire to get into motorsport and work on race cars, which in my opinion is the greatest qualification anyone could have to 'get on' in this demanding job."

8 Consultation

This strategy and action plan has been developed in collaboration with an internal development group and external stakeholders :

Internal development group

- Professor Diana Bentley Planning and Performance Director, LSC East Midlands
- Paul Williamson Director of Learning, Planning and Performance, LSC East Midlands
- Francis Lawlor Learning and Quality Director, LSC East Midlands
- Karen Woodward Director of Skills, LSC East Midlands
- Sue Peake Acting Skills Development Director, LSC East Midlands
- Tony Belmega Skills Development Director, Train to Gain, LSC East Midlands
- Angela Scale Policy and Planning Manager, LSC East Midlands
- Jane Peel Marketing Manager, LSC East Midlands
- Sharon Moore Contracts Manager, LSC East Midlands
- John Endersby Partnership Manager, LSC Nottinghamshire
- Richard Nutt Acting Partnership Director, LSC Northamptonshire
- James Williams Partnership Manager, LSC Derbyshire
- Di Wilford Partnership Manager, LSC Lincolnshire and Rutland
- Carolyn Savage Partnership Director, LSC Leicestershire

External stakeholder group

- East Midlands Skills Alliance (EMSA)
- Carter and Carter
- Canto Ltd
- Stubbing Court
- Slack and Parr
- Enable
- Isis Training
- Rathbone Training
- Nottingham Training Network
- Lincoln College
- Age Concern



i) Case study: Sadie Walton

Age: 24

From: Billingborough, Lincolnshire

Training: Apprenticeship in Plumbing

Company: RJ Cook

Sadie plugs the gap at RJ Cook

Twenty four year old Sadie Walton from Billingborough in Lincolnshire is getting ahead of the competition in the plumbing industry by completing an Apprenticeship in Plumbing at RJ Cook in Lincoln. The Learning and Skills Council's Apprenticeship Programme is aimed at young people aged 16-24 years and offers a mixture of off and on-the-job education and training.

Sadie enthused: "My fascination with plumbing began when I found myself transfixed as I watched work being carried out at my previous workplace. I decided to take a risk and switch from a qualified fitness instructor to a career in plumbing. It's not been easy stepping into unknown territory, especially one that is male dominated, but I have had a great deal of support from yes4business, Grantham

College and my family and friends. This has definitely been an enjoyable journey and I'm confident I've made the right decision.

Proprietor Richard, of Richard J Cook Plumbing & Heating Engineers comments: "Sadie showed great determination to gain employment with us. She has enthusiastically embraced her college, on-site and other training courses and has consistently proved her worth to us and our customers. Sadie is a good example of what can be achieved through the Apprenticeship Scheme and she will, I'm sure, become an asset to the trade."

LSC East Midlands
17A Meridian East
Meridian Business Park
Leicester
LE19 1UU
T 0845 019 4177
F 0116 228 1801
E eastmidlandsinfo@lsc.gov.uk
www.lsc.gov.uk/eastmidlands

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