

Y Pwyllgor Menter a Busnes

Lleoliad:
Ystafell Bwyllgora 3 – y Senedd

Dyddiad:
Dydd Iau, 24 Mai 2012

Amser:
13:00

Cynulliad
Cenedlaethol
Cymru

National
Assembly for
Wales



I gael rhagor o wybodaeth, cysylltwch â:

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Agenda

1. Cyflwyniad, ymddiheuriadau a dirprwyon

2. Ymchwiliad i brentisiaethau yng Nghymru – Sesiwn dystiolaeth (13.00 – 13.45) (Tudalennau 1 – 24)

Papur 1

Ffederasiwn Hyfforddiant Cenedlaethol Cymru

Arwyn Watkins – Prif Swyddog Gweithredol

Andrew Dodge – Eiriolwr Rhanabrthol De-ddwyrain Cymru

Rachel Searle – Eiriolwr Rhanbarthol De Cymru

Andrew Cooksley – Rheolwr Gyfarwyddwr ACT

Helena Williams – Cyfarwyddwr Datblygu Corfforaethol (Dysgu a Datblygu) Acorn

3. Ymchwiliad i brentisiaethau yng Nghymru – Sesiwn dystiolaeth (13.45 – 14.30) (Tudalennau 25 – 36)

Papur 2

ColegauCymru

Greg Walker – Dirpwry Brif Weithredwr ColegauCymru

Barry Liles – Pennaeth a Phrif Weithredwr Coleg Sir Gâr

Dafydd Evans – Pennaeth Coleg Menai

4. Cynnig o dan Reol Sefydlog 17.42 i benderfynu gwahardd y cyhoedd o'r cyfarfod ar gyfer y canlynol: (14.30)

5. Ymchwiliad i gysylltedd rhyngwladol drwy borthladdoedd a meysydd awyr Cymru: Trafod yr Adroddiad Drafft (14.30)

6. Papurau i'w nodi



Evidence to the Enterprise and Business Committee Inquiry into Apprenticeships from National Training Federation for Wales (NTfW)

Introduction:

1. NTfW is a pan Wales membership Organisation. We have 117 members, including independent training providers, further education colleges, local authority training departments and third sector organisations. Our members include 26 of the 27 Welsh Government quality assured work based learning organisations who provide mainstream funded pre-employment (Traineeship, Steps to Employment) and Apprenticeship training throughout Wales. We also have associate members ranging from Awarding Bodies to the Open University.
2. This written evidence was developed following extensive consultation with NTfW members, both online and through focus groups.
3. NTfW believes the term "Apprenticeship" can mean different things to different people and groups. It is helpful to agree a common definition. The Association of Employment and Learning Providers (AELP) is English based Organisation which performs a similar role to NTfW but in England. In 2011 AELP published a policy paper, "What are apprenticeships (for)?"¹ which suggests the following definition

"An apprenticeship is a competence based skill development programme, designed and endorsed by employers for their employees, which combines independently accredited work based learning, off the job training and relevant experience in the job"

4. As such, apprentices undertake a variety of qualifications and training, not only to develop and prove their knowledge, skills and competence in their occupational area but also to develop their essential skills such as Communication and Application of Number to a level which the sector skills council has deemed suitable for an employee to work successfully in that occupational area. Sector skills councils (SSCs) are independent, employer-led, UK-wide organisations which are designed to build a skills system driven by employer demand. SSCs are licensed by the UK Government through the UK Commission for Employment and Skills (UKCES) and are responsible for the development and approval of apprenticeships frameworks in their relevant sectors. The Apprenticeship programme in Wales is all age, up skilling the existing work force, as well as providing a route into employment for new entrants. However providers must ensure that no more than 50% of their apprenticeship starts are allocated to learners who are 25 years or older, to encourage greater recruitment of 16-24 year olds.
5. In 2010/11 there were 55,465 learners undertaking a Welsh Government funded work based learning programme. Of these 19,900 were undertaking foundation modern apprenticeships (Level 2) 16,215 modern apprenticeships (level 3) and 2,055 Modern Skills Diploma (Level 4)² A Level 2 apprenticeship programme usually lasts 1 year, level 3 can be up to 3 years.

How effective is employer involvement in the apprenticeship system in Wales?

6. Where employers are already engaged with apprenticeships, employer involvement is extremely effective. Where it is far less effective is in some businesses (micro and otherwise) who may have limited awareness of apprenticeship availability in their local area, it's relevance to their business, who to approach to find out more information and access an apprenticeship etc. This was recently recognized by CIPD (2012)³ "However, many employers have yet to recognize the full benefits of apprenticeships, even though their value extends to most sectors and occupations"
7. Estyn publish inspection reports of Welsh Government funded apprenticeship providers and these and Estyn's annual report illustrate that where employers are engaged, apprenticeships can be world class. A positive and committed approach from employers is essential for a successful apprenticeship. It can sometimes be more challenging for micro businesses and smaller SME to support apprenticeship, due to limited staff who can act as mentors and fewer resources at their disposal. However, individual providers will be able to provide many examples of successful apprenticeships with micro and SME businesses, especially in sectors where small business is the norm.
8. A shared apprenticeship model has been piloted in two occupational sectors - construction and engineering. This allows a group of employers to work together with a training provider to 'share' the apprentice, their training and resources. This scheme has allowed businesses who previously perceived an apprenticeship as too costly and time consuming to spread the risk factors and give an apprenticeship a try and experience the benefits of this. Enclosed in appendix 1 is a statement from an employer reflecting the benefits of this approach for them. From the apprentices' point of view, it allows them to gain a range of skills and experiences that might not have been possible with just one small or highly specialized employer. The concept of shared apprenticeship is very good although it does present initial difficulties such as agreeing who will 'employ' the apprentice etc. which need to be resolved. Further piloting and expansion of this model into other sectors and specialisms would also allow the pool of skilled individuals to be developed in readiness for emerging skills needs in sectors e.g. servicing electric and hybrid vehicles.

Has employer involvement in the apprenticeship system changed as a result of the current economic circumstances?

9. Our members' response to this has varied by occupational sector, as the current economic climate has affected some sectors more than others. In many sectors, the current economic climate has led to employers wanting to grow their own people. Awareness and interest in apprenticeships has been raised due to current economic climate and also increased media awareness.
10. The demand for apprenticeships from employers is positive. Due to year on year improvements in retention and completion rates and consequently a higher proportion of the apprenticeship contract budget is spent on this, the relative number of apprenticeship starts has decreased and most providers have waiting lists as demand for apprenticeship places exceeds supply. In response to increased demand and the continuous increase in apprenticeship completion rates and thus relative reduction in funds available for apprenticeship starts, providers and employers are being more selective in terms of who goes on an apprenticeship.

11. NTFW members are concerned that as a result of greater awareness of apprenticeships, there could be a wave of increased demand for WG funded apprenticeships from employers that contracts cannot meet. Feedback from providers is that they are struggling to service their apprenticeship demand from employers – for both younger and older workforces

Are employers able to find sufficient numbers of young people with the skills and aptitudes that they require?

12. Careers Wales recently released Pupil Destinations from Schools in Wales for 2011 data which show a downward trend into employment across all three age groups (16-18 years) in the last 6 years in Wales. This is illustrated in Appendix 2 - Figure 1: Destinations of Yr 11, 12 and 13 School Leavers across Wales from 2006-2011. This downward trend could be linked to economic conditions and high levels of youth unemployment. However, these learners are not being picked up by work based training either through pre-employment programmes such as Traineeship or through employed programmes such as Apprenticeships. There is a static and worrying trend in low levels of young people from all three year groups entering work based learning, with the percentage decreasing through the year groups. The upward trend in young people remaining full time education post 16 and being engaged is generally a good thing, but we need to ensure the curriculum they undertake when staying on optimizes ultimate progression into employment, apprenticeship or pre-employment training and that pupils' awareness of these progression routes is optimized. Why shouldn't young people who didn't achieved national benchmarks and the Level 2 threshold (5 GCSES above grade C including English and Maths) remain in education post 16 to develop their basic skills etc. before progressing into work based training and/or employment?
13. Employers' anecdotal feedback to providers indicates that they can find young people but it becomes more challenging finding young people with the right skills and aptitudes. There is great potential for work based and apprenticeship training providers to have far greater links with schools to support the development of these skills and aid progression into work based training and/or employment. However, it must be remembered, apprentices are employed and consequently employers have been able to find some young people who have become apprentices with the expected levels of skills and aptitude at employment entry!
14. Welsh Government initiatives and support to providers to develop the progression rate for young people into apprenticeships has helped. For example Young Recruits Programme, which offers a wage subsidy for private businesses who take on an additional young apprentice, has helped employers see the benefits of taking on a young person, where naturally they would have been more inclined to an older person. Providers also view the recent pan Wales launch of Jobs Growth Wales, six month paid work experience in a private employer (funded by Welsh Government) as a positive development. It allows them to truly develop a progression pathway from their pre-employment programmes, Traineeship and Steps to Employment, onto Jobs Growth Wales paid work experience with an employer who has genuine capacity to recruit a young person and then onto an apprenticeship where the employer is initially supported via the young recruits programme. This pathway will allow providers to support a young person to develop their employability and basic skills and gain extended work experience to make the young person far more 'job ready' to apply for an apprenticeship. Jobs Growth Wales initiative has also been very well received by employers and anecdotally some providers have fed back that demand for Jobs Growth Wales places from employers has already outstripped supply.

Do relationships between employers and training providers work effectively?

15. Generally relationships between employers and training providers are strong and this is an area where providers direct time and resource to develop effective relationships. The tri partite agreement and arrangement between learner, employer and provider is central to developing high quality apprenticeships, as shown by yet another yearly increase in levels of apprenticeship achievement and increased quality. Relationships can sometimes be compromised due to contract restrictions i.e. a training provider not being able to fund all the employers' expectations due to contract volumes/local authorities and age restrictions
16. The employer quote contained in Appendix 1 reflects the effective relationships providers have with employers to support staff skills and also support businesses growth and development. Their comment "we are glad we committed to the scheme and would recommend it to any other business thinking of taking on an apprentice through the Shared Apprenticeship Scheme" is frequently reflected in employer feedback providers gather for their annual self-assessment of quality audits, with many of these reflecting very high levels of employer satisfaction and repeat business with all apprenticeship schemes.

Are apprenticeship opportunities still limited to certain sectors? If so, which in your opinion would benefit from apprenticeship expansion?

17. There is a greater tradition of apprenticeships in certain sectors such as construction, engineering and hairdressing and still some level of public perception of "oily rag" apprenticeship stereotype which does not reflect the current situation. In recent years the nature of apprenticeships has changed and apprenticeships are available in a wide range of sectors including arts and accountancy. In 2009/10⁴ the most common foundation modern apprenticeships (Level 2) were in Health & Social Care (20%), Customer Service (10%) Construction (8%) Hospitality (7%) Business Administration (7%).
For modern apprenticeships (Level 3) the common apprenticeships were Health & Social Care (13%) Early Years Care and Education (11.6%) Engineering (11.1%) Management (9%) Business Administration (7.5%) Construction (5.5%) and teaching assistants (4.5%)
At Level 4 modern skills diploma, Management was most popular (41%) followed by Health and Social Care (24%) and Early Years Care and Education (21%). This pattern of provision also reflects growth areas in employment in Wales and employer demand for up skilling their existing workforce, succession planning and training new entrants to the workforce. (Appendix 4)
18. The Sector Priorities Fund Pilot (SPFP) programme through Welsh Government is currently supporting Sector Skills Councils to work with the employer base and training providers to research and pilot skills and training responses to meet emerging employer and sector needs. A number of these initiatives have involved development and piloting of new apprenticeships for example in the Creative and Cultural sector, Housing, Surveying. Many of these apprenticeships have proved very successful in pilot stage and are currently in the process of being mainstreamed. The SPFP programme also funds 4 sector and 4 regional advocates whose roles are to work closely with employers, sector skills councils and education and training providers to ensure that employers emerging training and skills needs are communicated and that training providers are responsive to these and adapt their training offers accordingly. Two regional advocates are based at NTFW and this has proved very successful and negotiations are currently underway between advocates, training providers and sector skills councils to expand or provide apprenticeships in new areas to meet employers' forecasted demand in emerging areas both immediately and for

the foreseeable future.

19. Initiatives such as SPFP and Welsh Government's expanded Labour Market Information unit, illustrate the Department for Education and Skills commitment to a sector based approach to skills development & their work with BETS to meet the skills needs articulated by the Sector Panels. This joined up thinking between BETS and DfES and also some LSB initiatives with regards to apprenticeship planning and policy is positive. However, some elements of silo working remain and greater transfer of knowledge on contracted provision availability between departments and initiatives within departments, would be beneficial to support apprenticeships

Do social enterprises make effective use of apprentices?

20. Social Enterprises' ability to offer sustained employment as an apprentice and beyond can vary dependent on their size and the sector they are located in, whether there is sector growth. E.g. in recycling sector providers have experienced growth in social enterprises taking on apprenticeships, this has not been reflected in other sectors. Numbers of social enterprises engaging with apprenticeships and making effective use of apprenticeships is relatively small. Generally, social enterprises offer effective work experience placements for pre apprenticeship programmes but their ability to offer employment for apprenticeships is limited

Has the number of apprentices employed by local authorities, and the public sector generally, increased or decreased? Should the public sector be recruiting more apprentices?

21. Considering the size of public sector employment in Wales, the amount of apprenticeships offered by this sector as a whole is relatively small and mainly concentrated in certain departments e.g. Sport and Leisure, Building Maintenance, etc. Recently, the number of local authorities and other public sector organisations looking strategically to increase their use of apprenticeship, especially for succession planning, has increased markedly. NTfW recognize the difficulties the public sector are experiencing and subsequent streamlining of their provision and because of this they are still recruiting small numbers. There have been issues when some staff is being made redundant and head count is capped which can affect apprenticeship recruitment. In Carmarthenshire there is an LSB project where the Local authority can't take apprenticeships on themselves and are trying to find ways of others engaging apprenticeships. There has also been sensitivity with some public sector Organisations experiencing difficulties offering apprenticeship opportunities whilst making staff redundant, as union representation has discouraged this. However, this is not a like for like situation. Is there room for negotiation here?
22. There is also the issue of sustainability of employment post apprenticeship, as some public sector Organisations employ apprenticeships in the traditional 'apprenticeships' taking them on for their apprenticeship but no guarantee they will take them on beyond it, hoping for some natural wastage, succession planning. But this can also be the case for some private sector organisations. Given the current economic climate, can any employer guarantee an employee employed today will have a job in 2 years?

The Welsh Government is encouraging Community Benefits clauses in public sector

contracts which can be used to promote the employment of trainees and apprenticeships. Is this an effective mechanism for increasing the numbers of apprentices?

23. There is increased use of Community Benefits clauses in public sector contracts and encouragement of taking on apprenticeships in return for public funding which is very commendable and supported by NTfW. Welsh Government needs to ensure that providers have the apprenticeship contract capacity to respond to social clauses, as well as reviewing the sustainability of the social clause apprenticeship job. Providers can't be placed in the position of turning down local plumber for regular 1 apprentice, as they have to give 10 to the large company who has won the contract etc. Encouragement of Community Benefits Social Clauses needs to be linked to planning of apprenticeship allocation.

What is the average profile of an apprentice in your Organisation? Is it changing?

24. The average age profile of an apprentice 2009/10 is 27 years although this varies between occupational sectors. It must be remembered that in Wales, the apprenticeship programme is all age as it has 3 major strategic objectives:
- enabling entrants into the labour market to gain portable skills, equipping them for a successful future;
 - providing up skilling opportunities to the current workforce;
 - delivering skills that aid and drive economic development across Wales, in conjunction with the Workforce Development Programme.
25. In recent years, the average apprenticeship age has shown a decreasing trend. This is due to factors such as Welsh Government's contractual requirement for 2011-12 that no more than 50% of apprentices should be 25 years or older. Initiatives such as the Young Recruits Programme have also encouraged and supported the recruitment of apprentices aged 16-14. However, the average age picture varies from sector to sector and recruitment of young people is more challenging in some sectors e.g. H&S care minimum standards have minimum age restrictions of 18 years for providing direct health and social care to adults and 21 years for providing residential childcare. Providers have feedback that demand from young people tends to be 19-24 rather than 16-19 and this is closely linked to increased staying on rates in schools post 16. Demand from 25years + apprenticeships continues to be strong, where many of these learners/employees have for various reasons, not succeeded in education before and their apprenticeship is often their first success and development of their formal skills aids their retention, productivity and progression in the workplace.

Are apprenticeships generally successful from the perspective of the apprentice?

26. NTfW members, who are involved in apprenticeship delivery, routinely collect learner feedback through questionnaires, focus groups and events, as part of their annual self-assessment report and quality review. Whilst individual scores will vary from provider to provider, in general, the majority of apprentices respond that they are very satisfied and have enjoyed their apprenticeships programme and would recommend undertaking an apprenticeship to a friend. Quotes from apprentices who were learner finalists at Apprenticeship Awards Cymru 2011⁸ reflect this; "I would definitely recommend an apprenticeship..", "an amazing experience" "...it has really benefitted me" and "I have found it invaluable working alongside time-served specialists in the trade"

27. City and Guilds (2012)⁵ projects that individuals who complete a Level 2 apprenticeship can expect significant average increases in annual earnings for seven years following completion. By 2020 “the increase in annual earnings is expected to be £2,721 per annum for a completer (in 2011 prices) and is very significant compared to those completing other forms of vocational training (£1,524 p.a. by 2020)”. “For individuals completing a Level 3 apprenticeship the expected increase in earnings is even more substantial” By 2020, “the average annual increase is expected to be £3,477 compared to individuals who do no training, and £1,634 p.a. compared to individuals who complete other forms of Level 3 vocational training”.
28. Apprenticeships can also support a new entrant into a sector to quickly develop skills, progress and gain promotion. Providers have many anecdotal stories of this. Appendix 1b contains an inspiring case study of a young person who completed ‘A’ levels, went on work experience and then progressed to Apprenticeships at Level 2 & 3 ultimately becoming the manager of a day nursery and then buying it (at 22 years old). She is now taking on apprentices of her own. Apprenticeships have supported young people to start or take on businesses in various occupational sectors.
29. Statistics for Wales data release for 2009/10⁴ (the latest complete year final figures issued to date), show that 81% of foundation modern apprentices (Level 2) and 80% of modern apprentices (Level 3) who began an apprenticeship completed their full apprenticeship framework (a suite of qualifications including a knowledge based qualification, a competence based qualification, Communication and Application of Number essential skills plus other smaller qualifications or key skills as dictated by the relevant framework). First release of the 2010/11 data indicates an 81% framework success rate for Foundation Apprenticeships and an 83% framework success rate for Apprenticeship.

Are apprenticeships generally successful from the employer’s perspective?

30. As part of their annual self-assessment report and quality cycle, providers also routinely collect feedback from employers through questionnaires, focus groups and events. Just as with learners, the vast majority are very satisfied with the service they received. Anecdotally NTFW members have fed back that businesses regularly come back for more. The frequency of this can vary depending on the size of the employer and their recruitment pattern for succession planning and sustained employment. Some employers have also established collaborative ventures with providers, such as training academies, to provide apprenticeships and other training for new and existing staff throughout their Organisation.
31. Quotes from employer finalists for Apprenticeship Awards Cymru 2011⁸ illustrate the value and business benefits of apprenticeship to employers “We have a growing order book... Without the apprentices and the high level of training this requires, it would not have been possible to have achieved these figures” “...a valuable recruitment tool” and the apprentice programme is “making a real contribution to the lives of young people and their families, as well as helping towards the establishment of a skilled workforce in the Newport area”
32. City and Guilds (2012)⁵ in “The Economic Value of Apprenticeships” note the benefits of apprenticeships for employers include “...improved labour supply, more efficient staff recruitment and retention and productivity gains from workers with the ‘right’ skills and who have embraced company values”

Have apprenticeship completion rates changed in recent years? If so, how?

33. Statistics for Wales's national comparators (2011)⁴ shows completion rates have continuously increased over recent years due to quality improvement by providers. In 2009/10, 80% of apprenticeship leavers (both Foundation Modern Apprenticeship (L2) and Modern Apprenticeships (L3) completed their full apprenticeship framework (NVQ+ technical certificate+ key skills). This is an increase of 5% compared to 75% in 08/09 and 66% in 07/08. The statistical first release for National Comparators for 2010/11 indicates a further 2% increase on completion rates for Apprentices in Wales to 82%. This has been due to the involvement of National Training Federation Wales (NTfW) working closely with members and work based learning providers and key stakeholders such as Welsh Government and Estyn to ensure continuous professional development. For example, NTfW co-ordinates a Quality group along with various other high quality support mechanisms, in which best practice is shared and providers evaluate rigorous monitoring and share feedback from internal and external quality audits. Changes in framework requirements from awarding bodies or Sector Skills Councils in some occupational sectors can result in a temporary negative impact on framework completion rates e.g. currently Contact Centre changes in assessment (removal of online testing at level 3 technical certificate and addition of technical certificate at level 2) have impacted on current completion rates. However, once providers have had a chance to embed these changes, these rates will again continue to improve.
34. Wales has a high quality work based learning provider network that is well established. NTfW members have increased the effectiveness of employer engagement, initial assessment, shared and embedded best practice following ESTYN feedback. This means the experienced provider network can be flexible and responsive to emerging changes and contractual requirements and continuously reflect, develop and embed practice. All of which contributes to apprenticeships being a high quality flagship education and training programme in Wales

In practice, are apprentices guaranteed a job at the end of the apprenticeship?

35. Apprentices are employed from day 1 of their apprenticeship programme and providers report in their experience, the majority who complete the framework are retained in employment, although apprentices are not guaranteed a job at the end of their apprenticeship. The length of time needed to complete an apprenticeship programme usually a minimum of 12 months, allows the apprentice to become embedded within that organisation and a valuable asset. However, in the current economic climate, how many employers in any sector can guarantee an employee will be employed in 1 or 2 years' time?
36. It is difficult to get accurate verified data for the number of apprentices employed when they end their apprenticeship as the leaver destination figures publish by Statistics in Wales⁴ for 2009-10 relate to leavers across all work based learning programmes rather than just apprenticeship. This shows that 65% of leavers left with new or current employment as their destination: 11% progressed on to new learning (including FE & HE) and 21% were seeking work or unemployed. However, these figures will also include leavers from pre-employment training programmes such as Skill build Youth and Adult where progression into employment is naturally lower due to the particular needs of these learners who are not as 'job ready' as an apprentice. Data is available separately for Skill build Youth and Skill build Adult which shows that 25% and 31% of leavers had new or current employment as their destination, 47% and 17% new or continuing programme of learning as their

destination and 22% and 42% as seeking work/unemployed. Therefore these figures will skew the overall leaver destination figures and reduce down the higher levels of apprenticeship progression into employment which is not published separately. (Appendix 3)

37. Work based learning providers who hold an Apprenticeship contract with Welsh Government, are contractually obliged to police apprenticeship recruitment and do not encourage employers to take on an apprentice if that employment is not sustainable. Where an apprentice is made redundant and lost the job, the training provider will scour their employer network, to source alternative employment for that apprentice, to allow them to complete their apprenticeship. This is reflected in framework completion rates

Do Careers Wales and Jobcentre Plus provide effective support for people wanting to find apprenticeships?

38. Anecdotal evidence from NTfW members' pan Wales suggests the effectiveness of Careers Wales and Jobcentre Plus support provided to people wanting to find apprenticeship is variable and can depend on the individual advisor involved. JCP front of office staff are very focused on an individual getting a job and this is their priority. Knowledge of apprenticeship programmes can vary between individuals in both services and not enough is done at right ages and arena. Anecdotal evidence suggests that there is still work to be done in promoting the long term benefits of apprenticeships and parity of this progression route with other educational routes.
39. Initiatives such as Jobs Growth Wales, Young Recruits Programme and the Apprenticeship Matching Service through Careers Wales are very good and encourage employers to consider recruiting a young apprentice but are young people, their parents and advisors aware of this? This could become an even bigger issue with the rationalization of Careers Wales services to target learners identified as most at risk of becoming NEET. Consequently, there will be a greater reliance on using careerswales.com, although the information on this website is excellent, will school children and their parents access it fully and will schools and their careers teachers offer impartial guidance to communicate apprenticeship as a parity route to 6th form pupils? Does the structure of the post 16 education system naturally lend a bias towards academic and classroom rather than work based progression?
40. NTfW actively work at a strategic level with Careers Wales and Jobcentre Plus to improve awareness, understanding and communication, including setting up strategic partnerships. Strategic partnerships and regular strategic meetings for all relevant stakeholders are in place for Jobs Growth Wales, Traineeship & Steps (pre-employment programmes) but no strategic joint meeting exist for apprenticeships. NTfW and provider members have very good relationships at senior levels with careers and JCP but still room for improvement regarding how information is cascaded to front line staff.

Does the new Apprenticeship Matching Service, run by Careers Wales, work effectively?

41. Feedback from providers generally is that the system is commendable and is a useful tool for providers, learners and employers by providing an open, transparent advertisement of apprenticeship opportunities. However the matching service is bureaucratic and time consuming for all parties and can act as a barrier to engagement and progression.
42. Providers and employers advertise new apprenticeship opportunities on the AMS, to aide

recruitment of individuals onto an apprenticeship. During their employer liaison, they market the AMS system to employers to raise awareness. Providers will also raise awareness of the system to pre-employment learners and also during any engagement work they may do with young people e.g. careers evenings. Providers have fed back that some employers prefer to source their own apprentices and that many apprentices are progressed from their pre-employment programmes into apprenticeship schemes. It would be disappointing if the tool became mandatory for funding purposes as it could slow down the recruitment of apprentices.

43. Should AMS be focused on generating new employer relationships with apprenticeship rather than relationships with existing employers? Asking employers with existing arrangements to have to go onto AMS to advertise their apprenticeship when they have had a traineeship learner in work experience, who they would like to offer an apprenticeship, having to put this opportunity on AMS can act as a barrier to pathway progression in what is an established and productive pathway to employment, as illustrated by the case study in appendix 1b
44. However, the AMS tool could be used to address a problem. For example, employers wanting to take on an apprentice but not aware of providers in their area, funding etc. This is an issue experienced amongst some Micro and SME businesses. However, there are issues of raising awareness of this service in those businesses and making what can appear a bureaucratic process as simple as possible for these employers to access.

Why do young people decide to be apprentices? What factors influence their decision?

45. The traditional view of a craft apprenticeship route in the trades influences a lot of young learners, particularly males. Parents can also have an influence, especially if the parent themselves has been an apprentice. The opportunity to earn while learning is a major factor in some young people's decision. The training received whilst on the apprenticeship is also important to them as is skills, interest, and job satisfaction career opportunity. Some providers are starting to see an increased apprenticeship demand from young people as a result of tuition fees in higher education.
46. Certain apprenticeships have kudos, for example, apprenticeships in some routes are being seen as a genuine alternative to 'A' levels and a progression pathway through to Higher Education e.g. engineering.

Are apprenticeships an attractive option for young people of all abilities or are apprenticeships seen as a second best option compared with higher education?

47. Apprenticeships are an attractive option for all young people. Sadly however, in some cases it is perceived to be second best option by certain influencers who feel that young people who are achieving good GCSE / 'A' levels are more suited for an academic route. 'Traditional' apprenticeships are seen as an attractive option by certain influencers, particularly for those struggling academically, but otherwise apprenticeships are still regarded somewhat as being the second best option. The traditional academic school environment is not great for raising awareness and encouraging young people to be aware of apprenticeship and the progression opportunities it offers, not just for employment but also onto higher level learning such as a Higher Modern Apprenticeship at level 4 and also progression into higher education through foundation degrees and other part time courses that allow study to be fitted around work. Higher Modern Apprenticeships (previously Modern Skills Diploma for Adults) are a small but important part of the apprenticeship offer

and increasingly more Sector Skills Councils are looking to develop these in their occupational routes to develop managerial staff and technicians working at higher levels. Sadly this is no longer the case in Health & Social Care, the apprenticeship most in demand, with a track record of high demand for Modern Skills Diploma at level 4 both for progression from L3 apprenticeship and also to up skill existing staff for succession planning. Care Council for Wales have decided to withdraw funding when the Modern Skills Diploma for Adults was rebranded as a Higher Modern Apprenticeship, as they felt potential perception amongst the public and media of Care Home managers and deputies being called 'apprenticeships' could be problematic and this has now prevented higher level apprenticeship progression in this sector

48. Estyn's annual report 2010-11⁷ section 2: Sector report notes that in the majority of cases partnerships between work based learning providers and schools are "underdeveloped. This means that pupils in schools do not receive enough information about the range of vocational training available to them" In some local authorities, 14-19 networks, NTfW and WBL providers are working in partnership to develop joint strategies and working practices to raise awareness of apprenticeship and work based learning options. This area is evolving and as such, practice is still developing and has not yet embedded but all parties are hopeful that such initiatives can raise awareness and parity of apprenticeships and work based learning pathways to all young people of all abilities.
49. Apprenticeships are not promoted enough in schools or the media. A Google search will show far more news stories in the press regarding issues to do with apprenticeships rather than successes. Apprenticeship publicity has increased e.g. apprenticeship week coverage has improved. NTfW has worked closely with Welsh Government to plan, support and host annual Apprenticeship awards to highlight exceptional success and achievement. Year on year media coverage of this event is increasing but it is still covered far less in local and regional media than GCSE/A level results day and degree ceremonies.
50. Anecdotally, different attitudes towards apprenticeship and work based learning are experienced in 11-16 schools compared to 11-18 schools. Also amongst certain groups of parents anecdotal evidence suggests that an apprenticeship is great for someone else's child but not theirs! With the increasing trend for school pupils to remain in schools as long as possible post 16 and school offers increasing to include more vocational courses and even some NVQ, there is a concern amongst the network regarding the relevance of these qualifications to apprenticeship and employment progression. Also some pupils are leaving school with vocational qualifications at Level 2, although they are far from 'job ready'. In these situations the young person's progression route through work based learning is limited as pre-employment courses such as traineeship are not available at direct entry level 2 or above and so providers can only progress the learner onto a L3 course or apprenticeship. As level 3 is senior/supervisory level this would be setting the young person up to fail, even if they could manage to find an employer who would employ them at that level with no employment experience! NTfW welcomes the review of 14-19 qualifications established by the Deputy Minister for Skills. Some sector skills councils are also barring Level 2 NVQ delivery in Schools as this is a competence based qualification for the workplace.
51. However, issues of incurring increasing student debts whilst studying higher education at university is beginning to increase the attractiveness of apprenticeships especially in routes where progression to level 4 and above, learning through a Higher Modern Apprenticeship is available. Employment with a Blue Chip Organisation is another excellent route to obtaining higher education through an employer sponsored degree without the financial penalty of incurring debt. This is reflected in a learner finalist case study for Apprenticeship

Awards Cymru 2011⁸ “The apprenticeship has been so important to me. At 16, I really didn't think that in just 5 years' time I would be completing my degree”

Are attitudes changing and if yes, what are the reasons for this?

52. Attitudes to apprenticeships are changing due to a combination of factors: The advent of student loans, attitude of employers, branding & marketing of apprenticeships as the 'gold standard' by government agencies, the difficulty for graduates to gain employment, graduate level jobs becoming increasingly difficult to source, particularly those with 'soft' option degrees etc.
53. Employers have a much greater awareness of apprenticeships, support available and value apprenticeships. For those learners who have progressed onto apprenticeship it is very positive tool and they are often advocates of the apprenticeship route
54. Where attitudes have not tended to change are amongst learners who have not gone onto an apprenticeship and staff in schools. Although awareness has improved and they are talking about apprenticeships more, this is not reflected in actions and informing young people regarding advising them to do this. There are opportunities for this to be far more joined up. E.g. how does work experience in schools link to raising awareness of employment opportunities in growing occupational sectors and apprenticeship opportunities? How do tutors delivering vocational qualifications at pre and post 16 in schools, whether these are knowledge or competence based, raise awareness of apprenticeships and progression onto these as an option for young people and direct them to stakeholders where they can find information on these to make an informed decision. Schools, like other stakeholders tend to focus on performance measures and are target driven. Whilst they are measured on achievement and not progression rates, there is little incentive for these attitudes and practices to change.
55. The growing body of work being done to develop Higher Modern Apprenticeships in more occupational routes as a progression route from a Level 3 modern apprenticeship, could further develop apprenticeship as an attractive alternative to mainstream degree, for young people who are academically able. There is an aspiration amongst NTfW members to develop this further as a key programme to support Wales to increase higher level skills, higher level employment and increase attractiveness to employers and sectors looking to relocate.

Are apprenticeships fully understood by those who have most influence on the choices of young people for example parents/carers, careers teachers in schools, teachers generally? Is there too much complexity and choice of programme?

56. No they are still not fully understood by those who have the most influence. It is not to do with complexity or choice it is about recognising and promoting the value of learning and earning as a credible route to a successful career. Many of the teacher and careers advisors will have no knowledge of apprenticeships as they will have followed a traditional academic route themselves.
57. Complexity is not the issue. Parents, teachers and other influential adults are highly adept at working through University prospectuses and UCAS application forms. The problem with Apprenticeships is their perceived currency. The people who value them are often those that went through that system themselves but they are a decreasing proportion of society. There is anecdotal evidence in some areas that Apprenticeships are not discussed as a

real option in schools and Careers have no involvement in schools on GCSE results day where young people could talk about options realistically having received their results

58. Anecdotally, far too many young people 'stumble' into a work based learning Steps to Employment or Apprenticeship programmes in their twenties when other options have failed for them, rather than being aware of it and making it an active first choice. Under 14-19 measure, schools now have to provide access to a 'Learning Coach' function, rather than an actual person. Therefore the 'Learning Coach' may well be a form or year tutor etc. How many learning coaches understand the opportunities offered by an apprenticeship and provide independent advice and guidance to their pupils regarding progressing to an apprenticeship rather than remaining in school post 16 or progressing to university?

How effective is Welsh Government policy on apprenticeships? How does its policy of apprenticeships fit into its wider economic and skills strategies?

59. NTFW have very good relationships with Department for Education and Skills and their Apprenticeship departments. NTFW members and WBL providers are aware of Welsh Government's policy objectives for the apprenticeship programme that is
- To enable new entrants to the labour market to gain portable skills
 - To up skill the existing workforce
 - Through work with anchor and regionally important companies, via the workforce development programme, to provide skills to increase economic development for Wales

However, how aware are other education providers, key stakeholders, employers and the public of these policy objectives and wider apprenticeship policy and their role in supporting this?

60. Welsh government apprenticeship policy is becoming more effective, their policy is positive and supportive but they will need to do more e.g. grow budget to meet increased demand and review the contractual restrictions on age, geography and where learner lives which restricts flexibility and delivery of the programme. For example a more flexible contract with x % you can deliver anywhere and y% has to be delivered in this area to ensure available funded contracted provision across authorities would allow providers to be more responsive to employer needs.

61. There are also elements of contradiction in policy. For example if an employer wanted to take a Jobs Growth Wales (6 month work experience employment funded by WG) learner onto an apprenticeship before the end of the 6 months, they would have to end the Jobs Growth Wales Placement early and therefore lose whatever funding would be linked to that or wait until the end of the 6 months before progressing them onto an apprenticeship. The provider and employer are unable to run the apprenticeship (and therefore job skills development) and Jobs Growth Wales in parallel. The only training the provider can offer during the Jobs Growth Wales placement is pre apprenticeship generic training, for example offering Essential Skills development in Communication and Application of Number.

Education and training, including apprenticeships are devolved matters, but employment law is not. Do young people have sufficient rights and access to apprenticeship training? If not, how could the situation be improved?

62. Sufficient rights exist – there would likely be significant resistance if apprenticeship participation became mandatory – an effective apprenticeship programme requires a

'partnership' between the learner, employer and provider

Are the Sector Skills Councils (SSCs) promoting and supporting apprenticeships effectively? How does the capacity of SSCs affect their performance in this area?

63. The level of support from SSCs varies depending on levels of resource the SSC has allocated for Wales. The concept of Sector Skills Councils is great but there is concern about their sustainability going forward due to varied capacity and the impact this has. There is also concern with the direction SSC are now taking as they have to become income generating and commercial entities and members feel this compromises their remit. This is leading to tension between some SSC and their relationships with awarding bodies.
64. As the numbers of SSCs are being reduced in response to resource implications, resulting in more of them merging, there are also potential issues of dilution. Whilst some SSC who have good resource levels work closely with employers and develop training to reflect employer needs, this is not always the case, especially where an SSC is not heavily resourced and may not have a strong Welsh presence.
65. Employer involvement with sector skills councils in the development of apprenticeship framework and their ability to influence this to reflect the emerging needs of employers in certain sectors is variable. In some sectors, SME are understandably less involved in framework developments due to their size, level of influence, ability to attend consultation meetings etc. In providers' experience, large employers have greater influence with SSCs and can get a much speedier response to revise an apprenticeship framework which doesn't meet their needs, for example in manufacturing.

Is European funding being used to support apprenticeships effectively?

66. Apprenticeship funding has 20% European funding through Welsh Government's Work Based Learning contract. However, this is a core product of Welsh Government. Shouldn't all of core apprenticeship come out of core funding and the 20% be used for innovative apprenticeship development? European funding adds layers of bureaucracy and can present difficulties for employers. For example a provider may have funding in a convergence area and can offer apprenticeship places but not in a competitiveness area. Apprenticeship funding is linked to the learners' postcode. Employers find it frustrating that they want to offer apprenticeship to some employees but may only be able to get funding in convergence areas as the smaller pot of competitiveness funding has already been used by the provider. Employers and providers find this postcode lottery frustrating.
67. Apprenticeship funding in England and Ireland also some elements of ESF funding for certain localities but the level of resulting bureaucracy from this is far less.

Are there examples of good practice apprenticeship systems in other countries that Wales can learn from?

68. We believe that Wales leads the way in the United Kingdom. The NTfW has access to senior civil servants and Ministers and is given the opportunity to consult on issues that arise. Other countries in the UK can learn from Wales. We feel that Wales does excel in its appreciation of the value of apprenticeships for the young as a whole, it is just certain areas that may benefit from improvement e.g. reduction in bureaucracy. In many other countries such as Germany (where apprenticeship funding is at the heart of their economic

investment policy and their investment is massive), Australia, Switzerland, Austria and Denmark, the Apprenticeship route is recognised as the true source of a skilled workforce which sustains international competitiveness. Apprentices are at the core of these countries' economies although funding is more expansive due to the levy system.

“The Apprenticeship programme in Wales is the Gold standard commissioned to a network of quality assured Work Based Learning Providers and a programme that is valued by employers and apprentices. With the recent introduction of the NUS Apprentice extra card we are moving towards a parity of esteem between academic and vocational choices. We recognise that we need to realise this at a younger age and the network are constantly challenging the more traditional progression pathways to promote the Apprenticeship as a realistic high quality option, a learning pathway that is suitable for their own young people and not a pathway that is only suitable for other peoples young people”.

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- ² SDR 217/2011 Further Education, Work-based Learning and Community Learning in Wales, 2010/11 (provisional figures) Available from: <http://wales.gov.uk/topics/statistics/headlines/post16education2011/111124/?lang=en>
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- ⁵ City & Guilds (2012) The economic value of apprenticeships. Available from <http://www.million-extra.co.uk/downloads/Economic%20Value%20of%20Apprenticeships%20Feb%202012.pdf>
- ⁷ Estyn Annual Report 2010-2011 Available from <http://www.estyn.gov.uk/english/annual-report/annual-report-2010-2011/>
- ⁸ Apprenticeship Awards Cymru 2011 Learner and Employer finalist case studies. Available from <http://www.NTFW.org/category/apprenticeship-awards-cymru/>

Appendix 1a - An example of employer feedback received on the shared apprenticeship scheme in engineering

"Taking on an apprentice was something we considered on many occasions in the past but had always ruled out for the same reason as many other businesses "time and money". Time spent training the apprentice and money on his wages until he was suitably productive that he earned his keep. Also in previous years we were heavily dependent on a single primary customer in Wales who were continuously reducing production with the threat that they may take their operation abroad to Poland. We were reluctant to commit to an apprentice at this time as the future of the business without this primary customer looked difficult, it would not have been fair to recruit a young apprentice into our company without being able to complete his training.

We were approached by Myrick [Apprenticeship training provider] shortly after the primary customer factory had closed; we were working for a large spread of new customers at this time and were preparing to move to new premises. When Myrick explained the scheme to us it removed all the cons from taking on an apprentice and left only pros. With work coming in from our new customers we knew we needed more labour to keep them happy so we decided to start the apprentice, our first apprentice since the business started 7 years ago.

When the apprentice attended his first interview with us we were most impressed with his level of enthusiasm and the glowing reports from his college tutors. Since then the apprentice's level of enthusiasm has continued and he is keen to carry out tasks in all areas of the workshop and isn't afraid to try something new. He has an excellent work ethic and he often stays behind after work and comes in weekends when required to get jobs completed. Now he has finished college we are starting to see his full potential and with his expanding technical knowledge he is growing into a valuable member of the team. As his experience grows we will give him more interesting and challenging work to further enhance his skills.

We are glad we committed to the scheme and would recommend it to any other business thinking of taking on an apprentice through the Shared Apprenticeship Scheme."

Appendix 1b – An example of a learner case study showing progression

APPRENTICESHIP TO PROPRIETOR... AND STILL ONLY 22!

Claire achieved her A levels but was unsure where to go next. While undertaking work experience at Puffins Nursery, she was able to sample what it really meant to look after children (she has nieces and nephews and thought that it might be a good idea!).

Puffins Nursery proved to be just what she needed, and she soon progressed to her Level 2 Apprenticeship in Children's Care, Learning and Development where her confidence, along with her skills and knowledge, began to grow.

There was no stopping Claire then! She quickly achieved employment at Puffins Nursery and progressed to the Level 3 Apprenticeship, where she was keen and able to take forward new ideas and assist in implementing change.

This coincided with the nursery becoming available to buy, which was just what Claire did! She now supports others who are pursuing an Apprenticeship and offers work placements for Traineeship learners.

Puffins Nursery employs 5 staff, offers 30 places for children aged between 4 months and 4 years, and provides a vital service for working parents.

Appendix 2

Figure 1: Destinations of Yr 11, 12 and 13 School Leavers across Wales from 2006-2011.

Data sourced from Careers Wales Pupils Destinations Surveys, available from

<http://careerswales.com/prof/server.php?show=nav.3844>

		All figures shown are percentages and rounded up					
		2006	2007	2008	2009	2010	2011
Year 11	Continuing FT education	76	78	79	82	83	85
	Work Based Training (non Employed)	7	5	5	6	6	5
	Work Based Training (employed)	2	3	2	1	1	1
	Employed	4	4	3	2	2	2
	Not in Employment, Education or Training (NEET)	6	7	7	6	5	4
Year 12	Continuing FT education	87	87	88	90	89	91
	Work Based Training (non Employed)	2	2	2	2	2	2
	Work Based Training (employed)	1	1	1	1	1	1
	Employed	4	5	4	2	2	2
	Not in Employment, Education or Training (NEET)	3	3	3	3	3	3
Year 13	Continuing FT education	80	80	80	80	79	79
	Work Based Training (non Employed)	0	0	0	0	0	0
	Work Based Training (employed)	1	1	1	1	1	1
	Employed	10	11	9	8	9	9
	Not in Employment, Education or Training (NEET)	5	5	6	7	7	6

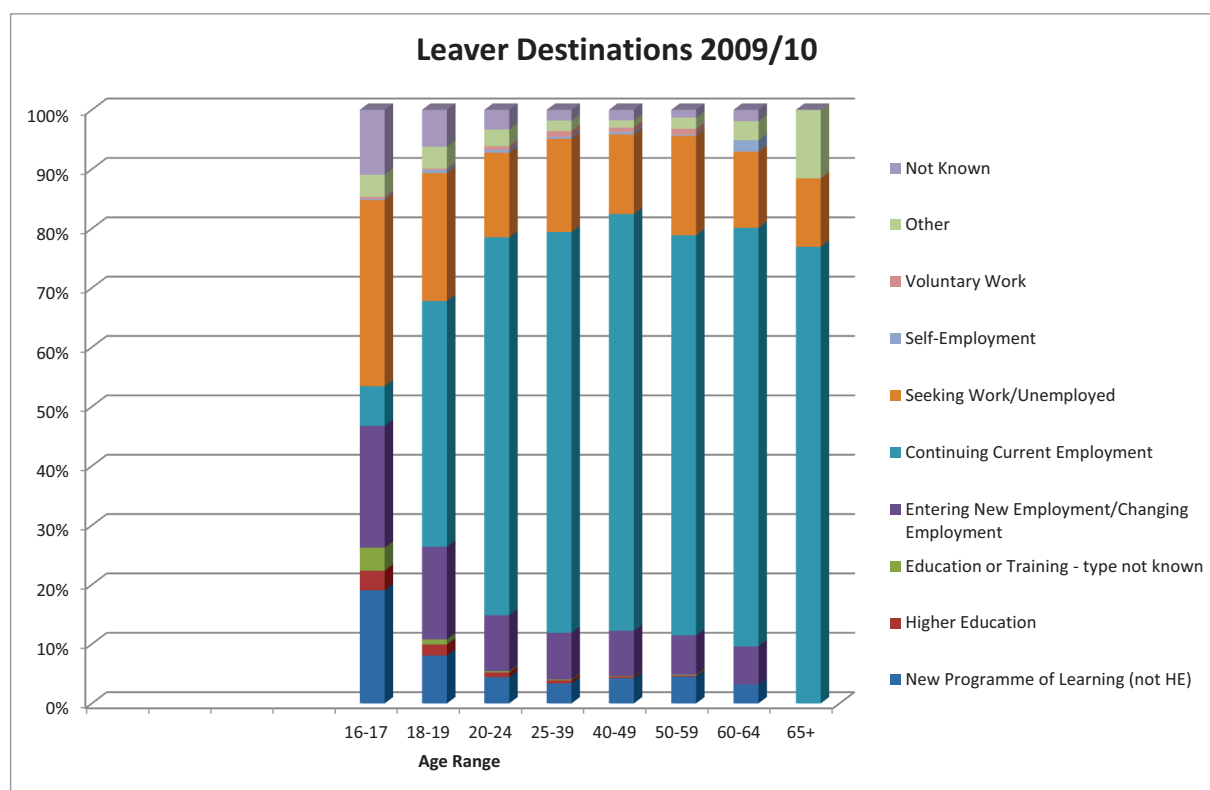
The figures above appear to show a downward trend into employment across all three age groups in the last 6 years as this can be seen from 2005 figures which are not included above but are available from Careers Wales. This downward trend could be linked to economic conditions and high levels of youth unemployment. However, these learners are not being picked up by work based training either through pre-employment programmes such as Traineeship or through employed programmes such as Apprenticeships. There is a static and worrying trend in low levels of young people from all three year groups into work based learning, with the percentage decreasing through the year groups.

Appendix 3: Leaver destinations

Leaver Destinations: No. learners leaving (their most recent learning programme) by destination & age group

Destination	2009/10							
	Age Group							
	16-17	18-19	20-24	25-39	40-49	50-59	60-64	65+
New Programme of Learning (not HE)	19.06%	8.07%	4.42%	3.37%	4.26%	4.51%	3.21%	0.00%
Higher Education	3.31%	1.85%	0.80%	0.50%	0.25%	0.16%	0.00%	0.00%
Education or Training - type not known	3.88%	0.87%	0.20%	0.14%	0.08%	0.16%	0.00%	0.00%
Entering New Employment/Changing Employment	20.49%	15.60%	9.44%	7.89%	7.65%	6.63%	6.41%	0.00%
Continuing Current Employment	6.69%	41.39%	63.65%	67.50%	70.21%	67.41%	70.51%	76.92%
Seeking Work/Unemployed	31.35%	21.56%	14.26%	15.71%	13.42%	16.72%	12.82%	11.54%
Self-Employment	0.19%	0.53%	0.50%	0.36%	0.38%	0.16%	1.92%	0.00%
Voluntary Work	0.36%	0.21%	0.60%	0.93%	0.75%	1.06%	0.00%	0.00%
Other	3.74%	3.70%	2.81%	1.79%	1.25%	1.86%	3.21%	11.54%
Not Known	10.93%	6.22%	3.31%	1.79%	1.76%	1.33%	1.92%	0.00%

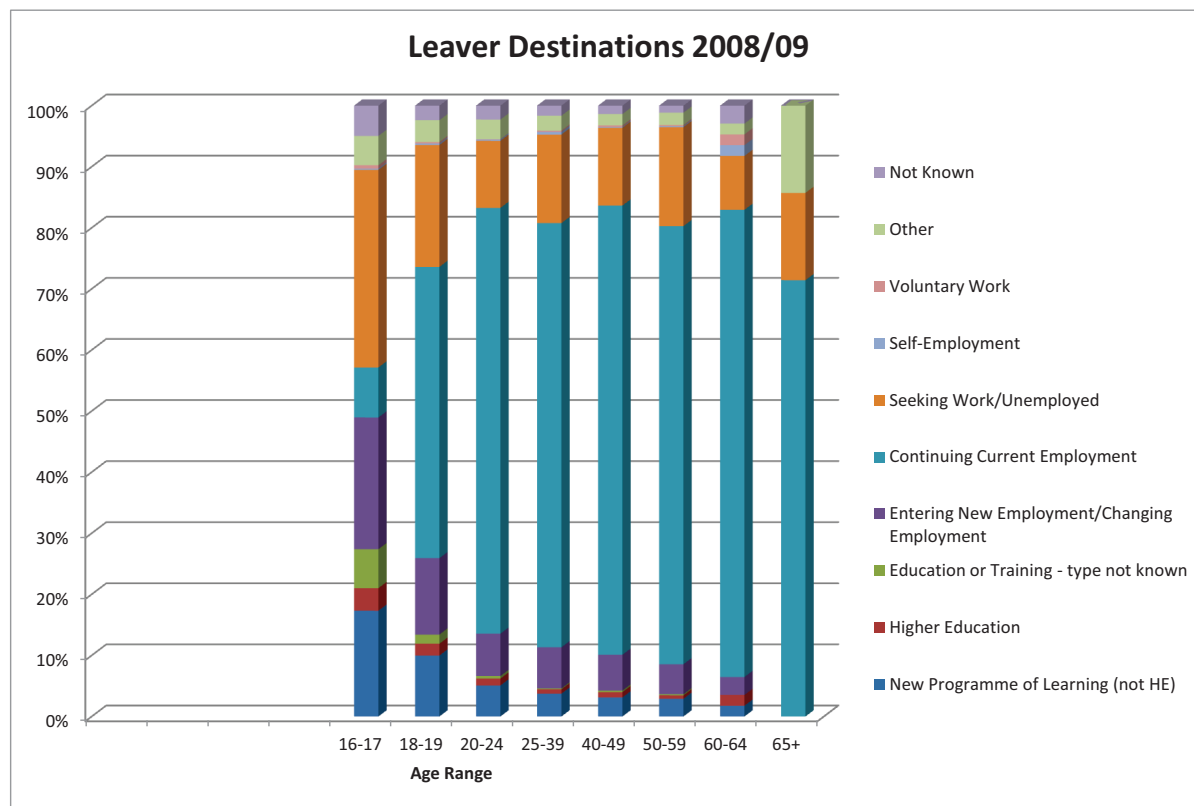
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Leaver Destinations: No. learners leaving (their most recent learning programme) by destination & age group

Destination	2008/09							
	Age Group							
	16-17	18-19	20-24	25-39	40-49	50-59	60-64	65+
New Programme of Learning (not HE)	17.31%	9.98%	5.07%	3.73%	3.12%	2.89%	1.76%	0.00%
Higher Education	3.70%	1.94%	1.14%	0.72%	0.87%	0.58%	1.76%	0.00%
Education or Training - type not known	6.37%	1.49%	0.41%	0.14%	0.25%	0.17%	0.00%	0.00%
Entering New Employment/Changing Employment	21.56%	12.51%	6.94%	6.74%	5.87%	4.92%	2.94%	0.00%
Continuing Current Employment	8.19%	47.68%	69.70%	69.44%	73.53%	71.72%	76.47%	71.43%
Seeking Work/Unemployed	32.35%	19.96%	10.98%	14.49%	12.73%	16.19%	8.82%	14.29%
Self-Employment	0.20%	0.24%	0.21%	0.43%	0.12%	0.17%	1.76%	0.00%
Voluntary Work	0.55%	0.24%	0.06%	0.22%	0.25%	0.17%	1.76%	0.00%
Other	4.80%	3.58%	3.21%	2.44%	1.87%	2.02%	1.76%	14.29%
Not Known	4.96%	2.38%	2.28%	1.65%	1.37%	1.16%	2.94%	0.00%

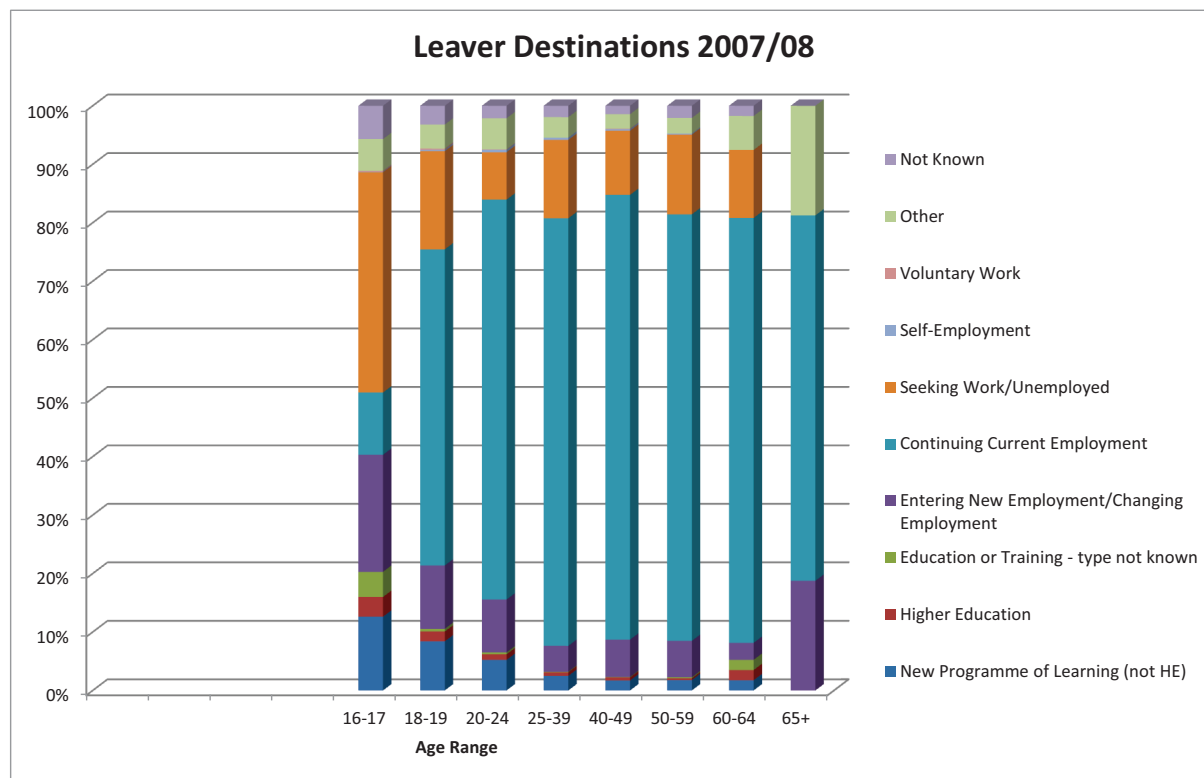
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Leaver Destinations: No. learners leaving (their most recent learning programme) by destination & age group

Destination	2007/08							
	Age Group							
	16-17	18-19	20-24	25-39	40-49	50-59	60-64	65+
New Programme of Learning (not HE)	12.62%	8.40%	5.22%	2.49%	1.70%	1.78%	1.74%	0.00%
Higher Education	3.38%	1.68%	0.96%	0.62%	0.52%	0.30%	1.74%	0.00%
Education or Training - type not known	4.29%	0.46%	0.32%	0.08%	0.08%	0.18%	1.74%	0.00%
Entering New Employment/Changing Employment	20.04%	10.84%	9.06%	4.44%	6.40%	6.23%	2.91%	18.75%
Continuing Current Employment	10.64%	54.06%	68.40%	73.13%	76.06%	72.95%	72.67%	62.50%
Seeking Work/Unemployed	37.68%	16.80%	8.10%	13.40%	10.98%	13.64%	11.63%	0.00%
Self-Employment	0.10%	0.24%	0.43%	0.39%	0.26%	0.18%	0.00%	0.00%
Voluntary Work	0.13%	0.18%	0.06%	0.00%	0.08%	0.00%	0.00%	0.00%
Other	5.44%	4.12%	5.33%	3.50%	2.48%	2.67%	5.81%	18.75%
Not Known	5.69%	3.21%	2.13%	1.95%	1.44%	2.08%	1.74%	0.00%

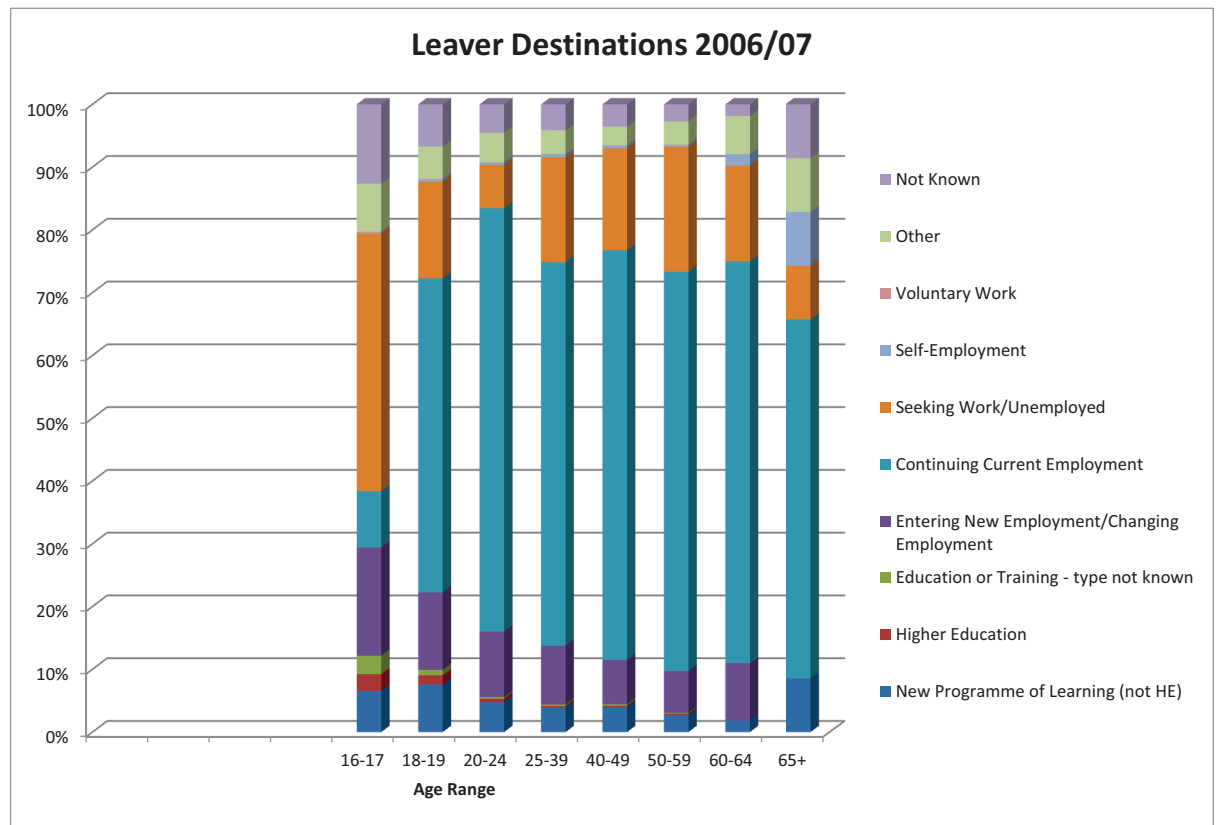
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Leaver Destinations: No. learners leaving (their most recent learning programme) by destination & age group

Destination	2006/07							
	Age Group							
	16-17	18-19	20-24	25-39	40-49	50-59	60-64	65+
New Programme of Learning (not HE)	6.57%	7.58%	4.78%	3.93%	3.99%	2.70%	1.83%	8.57%
Higher Education	2.67%	1.47%	0.53%	0.23%	0.22%	0.25%	0.00%	0.00%
Education or Training - type not known	2.93%	0.86%	0.27%	0.23%	0.22%	0.15%	0.00%	0.00%
Entering New Employment/Changing Employment	17.23%	12.35%	10.45%	9.37%	7.09%	6.63%	9.15%	0.00%
Continuing Current Employment	8.98%	50.02%	67.46%	61.10%	65.23%	63.61%	64.02%	57.14%
Seeking Work/Unemployed	41.04%	15.41%	6.91%	16.70%	16.28%	19.89%	15.24%	8.57%
Self-Employment	0.10%	0.37%	0.35%	0.47%	0.44%	0.25%	1.83%	8.57%
Voluntary Work	0.20%	0.07%	0.05%	0.06%	0.00%	0.15%	0.00%	0.00%
Other	7.67%	5.14%	4.69%	3.81%	2.99%	3.68%	6.10%	8.57%
Not Known	12.62%	6.73%	4.51%	4.10%	3.54%	2.70%	1.83%	8.57%

Total 100.00% 100.00% 100.00% 100.00% 100.00% 100.00% 100.00% 100.00%



Appendix 4: Learning Programmes

Number of Learning Programmes by Sector Framework and Programme Type

Sector	2009/10			2008/09			2007/08			2006/07		
	FMA	MA	MSD	FMA	MA	MSD	FMA	MA	MSD	FMA	MA	MSD
Accountancy	0.53%	1.23%	7.16%	0.59%	1.56%	7.46%	0.68%	1.61%	7.52%	0.79%	1.97%	6.19%
Active Leisure & Learning	1.23%	1.68%	0.00%	1.10%	1.81%	0.00%	1.73%	1.53%	0.12%	1.61%	1.46%	0.86%
Advice & Guidance	0.16%	0.42%	0.69%	0.08%	0.63%	0.24%	0.07%	0.52%	0.12%	0.07%	0.78%	0.34%
Agriculture Crops & Livestock	0.23%	0.27%	0.69%	0.22%	0.26%	0.72%	0.39%	0.38%	0.79%	0.41%	0.48%	0.69%
Amenity Horticulture	0.21%	0.06%	0.00%	0.27%	0.14%	0.00%	0.33%	0.22%	0.00%	0.44%	0.30%	0.00%
Business Administration	7.02%	7.55%	3.47%	6.14%	7.11%	2.65%	6.86%	7.19%	1.98%	7.55%	7.73%	1.37%
Call Handling	0.53%	0.15%	0.14%	0.61%	0.26%	0.14%	0.79%	0.30%	0.00%	0.74%	0.38%	0.00%
Chemical, Pharmaceutical, Petro-Chemical Manufacturing	0.07%	0.18%	0.00%	0.39%	0.14%	0.00%	0.26%	0.15%	0.00%	0.08%	0.08%	0.00%
Cleaning & Support Service Industry	0.30%	0.00%	0.00%	0.20%	0.00%	0.00%	0.13%	0.00%	0.00%			
Construction	8.27%	5.50%	0.00%	8.66%	4.52%	0.00%	7.05%	3.36%	0.00%	6.10%	3.53%	0.00%
Customer Service	10.70%	5.02%	0.14%	11.42%	4.98%	0.14%	12.51%	5.31%	0.12%	13.85%	5.97%	0.52%
Dental Nursing	0.01%	1.35%	0.00%	0.01%	1.32%	0.00%	0.01%	1.09%	0.00%	0.05%	0.83%	0.00%
Driving Goods Vehicle	0.32%	0.06%	0.00%	0.43%	0.17%	0.00%	0.50%	0.16%	0.00%	0.82%	0.08%	0.00%
Early Years Care & Education	4.17%	11.64%	20.79%	3.79%	9.51%	15.88%	3.39%	8.29%	11.27%	2.69%	6.17%	6.53%
Electrotechnical	0.79%	6.13%	0.00%	1.26%	6.54%	0.00%	1.47%	5.61%	0.00%	1.26%	4.84%	0.10%
Emergency Fire Service Operations	0.00%	0.48%	0.00%	0.00%	0.43%	0.00%	0.00%	0.66%	0.00%	0.00%	0.60%	0.00%
Engineering	2.64%	11.15%	0.00%	3.16%	10.51%	0.14%	3.39%	10.34%	0.99%	3.46%	10.00%	1.55%
Engineering Construction	0.02%	0.81%	0.00%	0.01%	0.55%	0.00%	0.17%	0.52%	0.00%	0.07%	0.45%	0.00%
Equine Industry				0.10%	0.09%	0.00%	0.09%	0.05%	0.00%	0.11%	0.05%	0.00%
Food Manufacture	2.55%	0.06%	0.00%	2.90%	0.07%	0.00%	2.59%	0.07%	0.00%	3.72%	0.14%	0.10%
Glass Industry	0.23%	0.06%	0.00%	0.39%	0.02%	0.00%	0.42%	0.02%	0.00%	0.51%	0.02%	0.00%
Hairdressing	6.02%	2.68%	0.00%	5.63%	2.28%	0.00%	5.46%	2.68%	0.00%	5.32%	3.10%	0.00%
Health & Social Care	20.06%	13.38%	23.80%	18.90%	14.29%	26.23%	17.35%	15.24%	26.50%	14.41%	13.71%	25.77%
Heating, Ventilation, Air Conditioning & Refrigeration	0.39%	0.36%	0.00%	0.47%	0.32%	0.00%	0.42%	0.44%	0.00%	0.26%	0.48%	0.10%
Hospitality	6.90%	2.77%	0.00%	6.81%	3.11%	0.00%	7.67%	3.67%	0.40%	8.11%	4.23%	0.86%
IT & Telecoms Professional	0.44%	0.24%	0.14%	0.35%	0.17%	0.00%	0.01%	0.27%	0.00%	0.02%	0.25%	0.00%
IT User	4.22%	2.16%	0.00%	4.20%	2.82%	0.00%	3.73%	3.15%	0.00%	3.58%	3.45%	0.00%
Industrial Applications	3.54%	0.00%	0.00%	4.04%	0.02%	0.00%	4.53%	0.02%	0.00%	5.68%	0.13%	0.00%
Information Technology & Electronic Services	1.44%	0.42%	0.00%	1.49%	0.43%	0.14%	1.34%	0.60%	0.12%	1.56%	1.21%	0.10%
Information Technology (Other)	0.25%	0.12%	0.00%	0.20%	0.17%	0.00%	0.31%	0.33%	0.12%	0.49%	0.45%	0.17%
Insurance				0.22%	0.35%	0.00%	0.06%	0.36%	0.12%	0.15%	0.53%	0.34%
Landbased Service Engineering							0.18%	0.05%	0.00%	0.18%	0.10%	0.00%
Learning & Development (Direct Training & Support)	0.01%	0.30%	1.39%	0.01%	0.40%	0.72%	0.00%	0.52%	0.79%	0.00%	0.50%	0.52%
Management	3.48%	9.44%	41.13%	3.73%	11.09%	45.24%	3.13%	11.95%	47.47%	2.59%	11.82%	51.72%
Motor Industry	0.58%	0.48%	0.00%	0.88%	0.75%	0.14%	1.69%	1.75%	0.20%	2.48%	3.43%	0.52%
Occupational Health & Safety Practice	0.00%	0.33%	0.00%	0.00%	0.32%	0.14%	0.00%	0.60%	0.79%	0.00%	0.60%	1.03%
Pharmacy Technicians	0.02%	0.39%	0.00%				0.00%	0.22%	0.00%	0.00%	0.28%	0.00%
Plumbing	2.55%	3.10%	0.00%	2.47%	3.00%	0.00%	2.76%	2.68%	0.00%	2.48%	2.47%	0.00%
Retail	2.83%	0.66%	0.00%	3.04%	0.78%	0.00%	3.51%	1.01%	0.00%	4.41%	1.13%	0.10%
Retail Financial Services	0.74%	0.57%	0.00%	0.20%	0.00%	0.00%						
Sporting Excellence	0.00%	0.27%	0.00%	0.00%	0.40%	0.00%	0.00%	0.30%	0.00%	0.00%	0.33%	0.00%
Teaching Assistants	0.67%	4.54%	0.00%	0.61%	4.41%	0.00%	0.39%	3.86%	0.00%	0.21%	3.45%	0.00%
Travel Services	0.16%	0.12%	0.00%	0.12%	0.26%	0.00%	0.15%	0.22%	0.00%	0.10%	0.30%	0.00%
Vehicle Body & Paint Operations	0.28%	0.21%	0.00%	0.14%	0.20%	0.00%						
Vehicle Maintenance & Repair	2.76%	2.53%	0.00%	2.20%	2.13%	0.00%	1.55%	1.40%	0.00%	0.43%	0.68%	0.00%
Wholesale, Distribution, Warehousing & Storage	1.48%	0.18%	0.00%	1.71%	0.35%	0.00%	1.97%	0.41%	0.00%	1.95%	0.40%	0.00%
Other	1.16%	0.93%	0.46%	0.84%	1.32%	0.00%	0.96%	0.88%	0.59%	1.28%	1.11%	0.52%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Source: LLWR (Lifelong Learning Wales Record) post-16 database

Includes WBL at FEIs and at other Training Providers.

Sectors with fewer than 40 learning programmes associated with them have been grouped together under 'Other'.

= information not available



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Building vocational skills for economic renewal:

Written evidence to the Enterprise and Business Committee's
Inquiry into Apprenticeships in Wales

May 2012

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Introduction

ColegauCymru, which represents the 17 further education (FE) colleges and two FE institutions in Wales, welcomes the opportunity to give written and oral evidence to the Enterprise and Business Committee's inquiry into apprenticeships. The inquiry is timely. In the context of recession and high youth unemployment, the role of apprenticeships is of pivotal importance to Wales.

As we seek a path to recovery and full employment, enhanced vocational training involving experience in the workplace is of central importance. The development of the apprenticeships programme in recent years is very much to be welcomed and has been one of a suite of successful measures adopted by the Welsh Government (including ProAct and ReAct) to address both the pressing issue of youth unemployment in Wales and the broader skills agenda.

In order to contribute to this jointly held objective, this paper aims to:

- (i) outline the importance of the Welsh Government's apprenticeships programme in helping Wales recover from recession and to deliver long term growth by enhancing the skills of our workforce
- (ii) demonstrate how colleges and training providers have taken the leading role in the Apprenticeship and Pathways to Apprenticeships programmes to deliver the objectives of the Welsh Government; and
- (iii) propose ways in which the Apprenticeship and Pathways to Apprenticeship programmes may be further enhanced to ensure that they deliver the economic renewal that Wales needs in these challenging times.

ColegauCymru would be happy to provide the committee with any other additional information or evidence that may be helpful in conducting the inquiry in the coming period.

Investing in apprenticeships - investing in Wales's economic renewal

Despite the extremely testing economic outlook we have the opportunity to rebuild our industrial future founded on a skilled workforce and employers who are committed to development of their staff for the 21st century labour market. The importance of enhancing vocational skills specifically through programmes such as apprenticeships is particularly important for Wales' economy.

The need to develop a skills base for a renewed emphasis on industrial and construction industry growth is supported by a clear evidence base on projected labour demand in Wales up to 2020. According to the latest estimates from the UK Commission on Employment and Skills' *Working Futures* report: "Wales is the only nation/region [in the UK] where skilled trades occupations are expected to grow in employment, and not decline" and that employment growth in Wales is projected to be: "above the UK average...for the primary sector and utilities, construction, and

trade, accommodation and transport”.¹ This gives a particular impetus to approaches designed to enhance Wales’ vocational skills base, such as the apprenticeship programme. It leads us to conclude that investment in vocational learning should be proportionately higher in Wales than in other parts of the UK where a downturn in labour demand for skilled trades roles is projected.

This picture for Wales is supported by some significant shifts that make be occurring in the wider global economy in the coming period. The Economist recently devoted a special issue to what it has called the coming ‘third industrial revolution’ for manufacturing and innovation. It reported that: “the wheel is almost coming full circle”, with some highly skilled manufacturing jobs coming back to western nations from Asia in the coming decade as a result of higher labour costs and higher energy and transportation costs in getting products back to western markets.²

Wales needs a skilled vocational workforce to ensure that we can make the most of any such shift, as any ‘race to the top’ of the value chain in products and services will require a strong cadre of skilled and adaptable people with intermediate and higher level skills. Colleges are very well positioned to respond to this intermediate and high level skills agenda as they deliver the range of programmes from entry level basic skills through to Foundation degree and Masters degree provision in some cases. As such, colleges are engines of both employability and progression, boosting the productivity of Wales’ labour force.

But the contribution of apprenticeships in Wales goes beyond equipping people and businesses with the skills to perform in the new industrial economy that we expect to emerge in the coming years. It also assists various public bodies and the health and social care sectors to fill the various skills gaps that exist across Wales. The apprenticeships programme therefore helps to fulfil Wales’ pressing health and social care needs as well as helping deliver for our industrial and economic future.

Colleges as successful partners in the delivery of apprenticeships

FE colleges in Wales, with their partner training providers, are the key delivers of the learning element of the apprenticeship programme in Wales. This is not a new area of activity: it has been embedded in colleges across Wales over a long period, as evidenced by longstanding work based relationships with anchor employers such as Airbus, GE Aviation and TATA. Colleges, however, are not resting on these laurels and are becoming increasingly entrepreneurial in the way that they work with employers to take forward work based learning opportunities in general and apprenticeships in particular.

A transformed FE sector in Wales with fewer but larger colleges will have a significant number of colleges with the critical mass and relevant linkages - ‘anchor colleges’ if you will - to engage in even stronger strategic level relationships with anchor companies and regionally important employers. At the other end of the

¹ Welsh Government synopsis of UKCES *Working Futures 2010-2020* report, December 2011, p.1 & 5.

² Special Report, ‘A third industrial revolution’, *The Economist*, 21st April 2012, p.4.

spectrum, developments such as shared apprenticeships and other joint apprenticeship vehicles hold out the promise of new and innovative ways of working with small and medium sized enterprises (SMEs) in Wales. These developments have already got off to a good start between many colleges and SMEs.

Colleges also play a particularly direct role in the apprenticeship programme, as a number of institutions directly employ and train their own apprentices (there are currently almost 50 apprentices employed by FE colleges across in Wales). Some colleges, such as Deeside College, plan to increase significantly the number of directly employed apprentices in the coming year.

Apprenticeship frameworks and standards are designed to deliver the right mix of on the job training and enhanced skills through an integrated educational pathway. Apprentices are both learners and employees and this dual status is important in giving participants experience both of the labour market and of the knowledge and skills through the learning that roles in technical and/or professional trades require.

Though the apprenticeships programme is focussed on young people, at the same time it should not be closed to learners over 25 who may not have received the opportunity to engage in vocational or work based learning. The all age element of the programme therefore has a legitimate place, both for the learner and the employer, which should not be lost.

Pathways to Apprenticeships – an emerging success

Crucial to the delivery of the apprenticeship programme in Wales has been the Pathways to Apprenticeship (PtA) programme. Funded directly by the Welsh Government and the European Social Fund, PtA has provided the platform for young people to gain the necessary baseline skills and qualifications to prepare them for the main apprenticeship programme.

Colleges play the central role in delivering PtA, which is a one year intensive programme giving learners the wherewithal to make the most of their apprenticeship. PtA has been successful in achieving this aim - and has done so in the relatively short period that it has been fully in operation. The PtA programme has been a game changer for many young people in Wales who would not have been able to progress to an apprenticeship opportunity otherwise.

The systematic provision of such preparatory programmes is an area where Wales may well be ahead of England. A recent Ofsted good practice guide on apprenticeships highlights the need for such programmes across the border.³ There are around 2,000 PtA places in Wales during the current academic year and each Pathway is aligned to the Welsh Government's economic renewal sectors. The PtA programme is in place until 2014, when the current Convergence and Competitiveness Programmes come to a close.

³ 'Apprenticeships for young people: a good practice report', Ofsted, April 2012, Ref No: 110117, p.14-18.

Rapidly improving completion rates for apprenticeships

Colleges and work based learning providers (some of which are in consortium arrangements with colleges) have been making strides in the quality of their provision and in the retention of apprentices. Overall completion rates for Foundation Apprenticeships and main Apprenticeships have increased substantially from 2006/07, when the completion rates were in the 48%-58% range, to a completion rate in the **81%-83% range in 2010/11** (see Annex B for a breakdown). Credit for this improvement lies with the employers, the learners and the colleges.

Developing Apprenticeships – the next steps for Wales

Though the renewed apprenticeships programme in Wales including PtA has proved to be increasingly successful, the NAW's Enterprise and Business Committee has indicated that it will be looking for ways in which the programme could be improved during the current Assembly term. ColegauCymru believes that there are five specific areas in which the apprenticeship programme could be further developed to the benefit of learners and employers in Wales.

1. Developing progression to Higher Apprenticeships

One measure that may assist the fuller development of the apprenticeship programme is the more rapid development of Higher Apprenticeships. This particular apprenticeship scheme includes within it both 'on the job' experience and time in a college or other education provider, studying for a level 4 qualification - typically a HND/HNC or a Foundation Degree. The educational element of a Higher Apprenticeship has a clear vocational orientation relevant to the role in which the apprentice is employed. This programme is at a very early stage in Wales currently and we would like to see a more rapid move to increase its uptake, perhaps as a result of the current review of Further Education in Higher Education being undertaken by the Welsh Government's Department for Education and Skills (DfES).

Extending the apprenticeships programme to level 4 and level 5 learning would have the benefit of giving a clearer progression pathway for who may have only considered the academic route to a skilled profession or trade (see point 2 below). This is already a route that Airbus UK, for instance, has successfully introduced in the past decade (for instance its BEng with IEng apprenticeship). The fuller development of the Higher Apprenticeship route would give the programme a higher status which could help combat some of the inaccurate understandings of the vocational education route to employment.

2. Raising the status and profile of Apprenticeships in Wales

As mentioned above, there are, regrettably, still indications that the status and profile of apprenticeships and the vocational route into employment more generally is still

treated by many as inferior to the traditional academic route. This is something that the third Assembly's Enterprise and Learning Committee has heard about directly.⁴

This attitude has proved difficult to dispel among parents, learners, the media and others who influence young people in schools. Research by Loudhouse in 2011 of 500 pupils in the UK entering year 10 showed that 74% were unable to name a national vocational qualification, 81% unable to name a BTEC qualification and 93% unable to identify an apprenticeship as a post-GCSE option.⁵ Further research in 2011 by Chrysalis of 1,620 15-19 years and 1,693 parents in the UK showed that 28% of young people and 23% of parents had not heard the term 'vocational education' and only 37% of parents were confident about giving information about vocational qualifications.⁶

Coordinated efforts such as Apprenticeships Week, Vocational Qualifications (VQ) Day and other promotional activities (that are supported by the Welsh Government and other partners) are part of the strategy to combat such prejudices. The best way to combat such attitudes is to ensure that accurate and unbiased information is given to potential vocational learners (and their parents) at school on the nature of the options they have, and the concrete outcomes that are likely to result from those options. Such advice must be geared to the needs of the learner and not of the institution.

ColegauCymru is committed to working with partners to ensure that there is a genuine parity of esteem between the apprenticeship route into employment and other routes to work. This should not be an impossible task: in countries such as Germany and Austria the vocational route to a career is highly respected and affirmed in the culture and the education systems of those nations.

3. Mainstreaming the Pathways to Apprenticeships programme

Given the early success of the PtA programme, there is a case for considering mainstreaming the funding of the programme into the new planning and funding system for post-16 education - currently under review by DfES. The central importance of the PtA programme means that after 2014, when the current ESF funding ends, the programme should be considered 'core business' for colleges in preparing learners for the apprenticeship programme, and thus granted mainstream funding by DfES. Ensuring the longer term sustainability of PtA in this way would help ensure that the successes of PtA are perpetuated beyond 2014 for the benefit of young people in Wales.

⁴ The committee heard evidence from EngineeringUK that 40% of advisers wrongly believed that the traditional academic route was the only route to an engineering career. See Members Research Service Briefing, 'Apprenticeships in Wales and the UK' (December 2011) p.6.

⁵ Loudhouse Research commissioned for the Association of Colleges for Colleges Week 2011.

⁶ 'New directions: Young people's and parents' views of vocational education and careers guidance' Jon Batterham and Tom Levesley, Chrysalis Research, for the City & Guilds Centre for Skills Development (2011).

4. Granting FE colleges a strategic leadership role in coordinating aspects of the apprenticeships programme in Wales' regions

Ensuring that employers of all sizes and sectors are fully engaged in the development and design of apprenticeships is a key priority for the programme. Although we consider the various frameworks and standards for apprenticeships to be adequate and they do involve employer and Sector Skills Council input, further measures could be taken to improve the regional coordination of apprenticeships within Wales.

In particular, we consider that FE colleges in Wales should be enabled **to play a strategic leadership role within the regions of Wales** together with employers and training providers in helping to determine the priorities for the apprenticeship programme in terms of its focus and sectoral breakdown.

Working closely with Regional Learning Partnerships and employer representative bodies, colleges could facilitate a common approach within the region for the priorities in the apprenticeships programme, ensuring it genuinely fit the needs of regional economies in Wales and had a pro-active focus on anchor companies, regionally important employers and the Welsh Government's priority sectors. This role would helpfully build on the role of the nascent Apprenticeship Matching Service, which is currently being rolled out across Wales.

This strategic role could also apply to aspects of the Specification of Apprenticeship Standards for England and Wales (SASE/W), where, despite a degree of flexibility from the Welsh Government, there is still some undue complexity in the requirements for aspects of apprenticeship frameworks. This affects small and larger employers alike. This is something that colleges and employers will wish to address with the Welsh Government in the coming period.

5. Bringing PtA and Jobs Growth Wales into a closer connection

Both the PtA and Jobs Growth Wales (JGW) are programmes designed to ensure that young people are not left without options in the jobs market. Job seekers require a combination of work experience and skills in order to gain access to the labour market. Individuals with both of these key elements will be in the best position to gain employment.

In this respect it is worth considering how the apprenticeship programme and JGW could be aligned more closely. A learning element to complement the work experience that JGW provides might better equip individuals to gain and sustain access to the labour market in Wales. It would therefore be helpful for PtA and JGW to be brought into closer connection for the benefit of young people in Wales from 2014. ColegauCymru would be happy to explore options with the Government.

Conclusion

The apprenticeship programme in Wales has successfully enabled individuals to enter the jobs market with an appropriate set of 'on the job' experience and technical and vocational skills. FE colleges in Wales have played a leading role in ensuring that the programme has succeeded in delivering on the objectives set out for the programme. Completion rates for apprenticeship provision have significantly improved since 2006 and work with employers and SSCs on properly tailoring apprenticeship frameworks to their needs is well advanced.

The emerging 'transformed' FE sector in Wales has the critical mass to take these partnerships to the next level, leading strategic level relationships with anchor companies among others to ensure that Wales' vocational skills base is equipped to deal with the opportunities to the coming 'third industrial revolution' with its projected upswing in the number of trades jobs in Wales in the next decade.

We have set out in this written evidence a number of ways in which the apprenticeship programme could be further developed during this Assembly term. We believe that the proposals put forward in this document would enhance the programme significantly enhanced. We look forward to the oral evidence session with the committee.

Annex A: Illustrative sample of FE college-based apprenticeship programmes in Wales

Coleg Gwent

The college has sustained and successful apprenticeships programmes with **TATA** in Llanwern, **Doncasters** in Bleanavon, **BAE Systems** in Glascoed and with **Contour Aircraft Systems** in Cwmbran. Progression to high level skills is a priority for the college and its partners and so students come back in their 2nd, 3rd and 4th year of their apprenticeships to complete a full Level 3 Diploma and then a HNC/HND alongside a Level 3 NVQ completed using the college's work based assessors out on their own sites. Typical examples of apprenticeships in construction are sustainability skills, vintage wood skills and external wall insulation.

Coleg Morgannwg

Coleg Morgannwg has a long tradition of apprenticeship training with a range of large blue chip employers and a wide range of SMEs particularly in the engineering, manufacturing and construction sectors, while also being responsive to needs across a board range of other sectors. The college has a long and well established partnership with the aerospace sector in South Wales. The partnership with **GE Aviation** in Nantgarw has been sustained for over 20 years and the college delivers training both on and off the job to 60 aircraft engine apprentice technicians and 17 business administration apprentices. (The college was awarded the Chairman's Prize for Apprenticeships by the Wales Quality Centre in 2011 for its partnerships with GE). Many apprentices go on to study higher level qualifications such as HNC and Foundation degrees. The college has recently become a preferred provider of apprenticeship training for **British Airways Maintenance** in Cardiff, **British Airways Avionics** in Llantrisant, **Axiom Manufacturing** and **Pullmans** in Cardiff. The college also works in partnership with private training providers to provide apprenticeship training to a number of leading manufacturing companies such as FSG Ltd, Allevard Springs, Cottam & Brooks, and the college also partners other large companies such as the Royal Mint, L'Oreal, Panasonic, Sony etc.

Coleg Sir Gâr

The college has a suite of apprenticeship programmes in a variety of skilled trades and its innovative work in the **Constructing Carmarthenshire Together (CCT)** partnerships is particularly worth highlighting. One element of CCT consists of a large scale shared apprenticeship scheme employing 50 apprentices - with a successful completion rate of 98%. Apprentices in the scheme benefit from being able to work for a variety of companies, rather than being limited to one small construction employer. 'Building Your Own Future' is another key aspect of the partnership. It is a six week long course promoting construction as a career, targeted at unemployed young people. It gives participants direct experience of the

trade, with young people seeing at first hand the work of real tradesmen while getting the chance to make something themselves at home or with a group. This work is supported by the Next Steps competition, which gives those over the age of 16 the chance to compete for a place on the CCT apprenticeship programme. Progression in vocational skills is an integral element of the partnership. The 'Building Cadetships' element of the CCT, modelled on a scheme first developed in Australia, allows people individuals in the construction trade to upskill. Several students have already enrolled on Foundation degree programmes at Coleg Sir Gâr as part of the Building Cadetships Scheme.

Deeside College

Deeside College currently delivers over 3,000 work-based vocational qualifications including over 1,700 apprentices at over 1,000 employers' premises throughout North Wales. Among the wide range of apprenticeship programmes, the college has delivered a wide range of apprenticeships to **Airbus** for a number of years, helping the company to find and recruit suitable applicants. A close on-going relationship with **UPM Shotton** allows apprentices to be trained with the college but also to undertake training with state-of-the-art facilities at Gernsbach in Germany. The college has been integral to the new composites training and has integrated that into the apprenticeship programme.

The college and **DRB Engineering** have developed a strong relationship based on the shared conviction in the importance of apprenticeships to young people. The college also runs a successful shared apprenticeship scheme. The college was a pilot for the successful shared apprenticeship scheme in engineering, which was found to be popular with local employers as it allowed those companies who could not finance their own full time apprentice to share an apprentice for the first year. The college has 30 staff completing apprenticeships. The college plans to roll out a scheme to employ young people on an apprenticeship programme beginning in 2012/13.

Grŵp Llandrillo Menai

Grŵp Llandrillo Menai has proved highly flexible in its delivery of a diverse range of apprenticeship programmes, including e-learning, weekend and evening delivery at different centres across the North West Wales region. The Grŵp has also piloted some particularly innovative ways in which a range of employers can be involved in the apprenticeships programme. **Cwmni Prentis Menai Cyf (CPMC)** is one such vehicle: it helps the area's engineering industry by facilitating the creation of high quality employment and training opportunities, which in turn advances the economic development of North West Wales. It does this by providing a cost-efficient and simple way for businesses to hire apprentices when this might otherwise not be possible due to the current economic climate. By employing the apprentice directly, CPMC gives the employer a safety net while the apprentices get the opportunity to complete their apprenticeship elsewhere if needed. 30 apprenticeships have been created so far. Companies such as International Safety Components, Môn

Maintenance, DMM, Marco Cable Management, FAUN Trackway, Roberts Port Dinorwig, Rehau and Magnox, work with Grŵp Llandillo Menai on apprenticeships relating to the future of the nuclear industry in North Wales.

Yale College, Wrexham

The college has a broad range of successful apprenticeship programmes with local and regional employers. Many of the apprentices at the college in recent years have succeeded in progressing in various skills competitions including WorldSkills. The range of partner employers includes **JCB** (Wrexham) for engineering, **British Home Stores** (Broughton) for customer service & retail, Kellogg's (Wrexham) for engineering, **Kronospan** (Chirk) for engineering, **Scottish Power** (Wrexham) for customer service, **Cadbury's** (Wrexham) for engineering, **Magellan Aerospace** (Wrexham) for engineering.

Merthyr Tydfil College

The college offers apprenticeships through its work based learning provision in the construction and motor vehicle areas. These apprenticeships are with small and medium sized enterprises in the locality. The college also offers PtA in exterior wall insulation as well as construction and motor vehicle. 45 learners currently in college are studying on the above routes.

ANNEX B - Framework success rates for 2010/11 work based learning provision by sector, subject area and programme type (Source: Lifelong Learning Record)

	Foundation Apprenticeships		Apprenticeships		All Apprenticeships	
	No. of Leavers Attaining Full Framework	%	No. of Leavers Attaining Full Framework	%	No. of Leavers Attaining Full Framework	%
1: Health, Public Services and Care	1,760	79%	1,430	80%	3,190	80%
3: Agriculture, Horticulture and Animal Care	55	74%	10	*	65	71%
4: Engineering and Manufacturing Technologies	910	82%	850	88%	1,760	85%
5: Construction, Planning and the Built Environment	885	78%	675	76%	1,560	77%
6: Information and Communication Technology	540	84%	210	83%	750	83%
7: Retail and Commercial Enterprise	2,275	81%	825	83%	3,100	82%
7(a): Retailing and Customer Service	1,300	84%	460	86%	1,760	85%
7(b): Hair and Beauty	380	74%	170	75%	550	74%
7(c): Hospitality and Catering	595	81%	200	84%	795	81%
8: Leisure, Travel and Tourism	135	75%	140	86%	275	80%
13: Education and Training	60	91%	315	88%	375	89%
15: Business, Administration and Law	1,060	83%	1,145	86%	2,205	85%
All sector subject areas	7,685	81%	5,600	83%	13,285	82%