

Apprenticeship Strategy

Cambridgeshire County Council

2012 -2015

1 Context

1.1 The national context: More apprenticeships needed

Cambridgeshire County Council recognises the need to have young people and a workforce that is properly equipped to respond to the economic challenges we face. A major aspect of the future development of the workforce should be apprenticeships.

The Apprenticeships, Skills, Children and Learning Act (ASCL Act 2009) outlines the statutory duty of the local authority to 'secure sufficient suitable education and training opportunities to meet the reasonable needs of all young people in their area, defined as over compulsory school age but under 19, or aged 19-25 and subject to a learning difficulty assessment'. This strategy however is not restricted to 16-25 year olds but covers the whole working life.

The Leitch Review of Skills in 2006 highlighted the need to focus on skills development in order for the United Kingdom to compete effectively in the global economy. Leitch recommended that it would be necessary for 1 in 5 young people to have achieved an apprenticeship by 2020. This is an enormous challenge moving from a standing start of 1 in 15.

Since the ASCL Act, the government has also introduced *The Importance of Teaching* white paper, *Skills for Sustainable Growth*, and is taking up recommendations from Professor Alison Wolf's *Review of Vocational Education*. Raising of the Participation Age legislation from 2013 and 2015 also requires a focus on growing opportunities for employment with training for young people. These government driven initiatives major on the effectiveness and efficiency of apprenticeships as a learning, training and re-training route. In addition, against a tight financial climate apprenticeship funding has grown in two successive budgets indicating a political will to drive up apprenticeship supply and demand.

In May 2010 the Government announced an aspiration to deliver 50,000 additional adult apprenticeship places during 2010-11 and this has been substantially exceeded. Official statistics show that over 103,000 additional adult apprenticeship starts have actually been delivered. Provisional data shows that there were a total of 257,000 adult apprenticeship starts between April 2010 and March 2011.

1.2 Cambridgeshire Context

The 2012 Strategic Framework for Cambridgeshire County Council identifies the need to focus on driving economic growth as a key priority

across the Council and goes on to suggest that skills is an area where CCC can make the biggest impact. The Strategic Framework specifically notes that we are short of apprenticeship places across the county.

The establishment of the Greater Cambridgeshire, Greater Peterborough Local Enterprise Partnership (LEP) presents a further opportunity to align apprenticeship delivery within the broader skills debate. The LEP Project Board has agreed that skills and particularly defining employer needs and engaging with providers to deliver the relevant training for growth sectors, will be a key function of the LEP.

An Apprenticeship strategy has strong links with specific areas of County policy and strategy. Most notably the Cambridgeshire Adult Learning Skills Strategy, The Raising the Participation Age (RPA) Strategy, the Child Poverty and Worklessness Strategy and the Workforce Development Strategy.

It should be noted that the Workforce Development Strategy for the authority considers the wider ambit of staff development scheme including graduate training programmes, apprenticeship being one aspect of this broader approach.

As such it contributes to the vision to improve skills across Cambridgeshire, supporting a fairer society proud of its contribution on a competitive world stage.

1.3 **Performance: we need to do better**

Connexions data for June 2010 indicates around 2.3% of 16 and 17 year olds are apprentices. This compares to the national aspiration that 20% of young people will be on an apprenticeship by 2020.

Furthermore, 4.5% of young people are still in jobs without any training, which will not improve their skills and employability prospects in the longer term (and will mean they are breaking the RPA legislation from 2013).

Over the last two years numbers of young people taking up apprenticeships have increased by 8% and 9% respectively, compared to regional increases of 35% and 19%, and national increases of 26% and 11%.

1.4 **How will we deliver together: Governance and Partnership**

Growth of apprenticeships depends on a rebalancing of supply and demand in which growing **individual aspiration** is supported by **responsive provision** and is met by **employer ambition**. To achieve this

requires a system wide response fueled by collaboration between employers, schools, colleges and private providers, statutory bodies and individuals.

Therefore the Apprenticeship Strategy will be managed and coordinated through the 'Apprenticeship Operations Group' (AOG) which comprises LGSS Human Resources, LGSS Procurement, Learning Directorate, Adult Learning and Skills, and Economic Development. The AOG will report to the 'Adult Learning and Skills Board' as well as with the 'Raising of the Participation Age Operations Group' – in doing so drawing on the expertise that lies across the adult and children and young people directorates.

Increasingly the LEP will be seen to play an important strategic role setting the skills agenda but at this stage broader systems of governance, accountability and representation are still being developed.

The Cambridgeshire/ Northamptonshire Shared Service model provides an opportunity to consider jointly apprenticeships from a workforce development and procurement perspective.

How will we know we're doing it?

Quality of internal delivery will be monitored by the AOG through the publication of success rates and employee experience.

Quality of externally funded delivery is currently monitored through 'Minimum Levels of Performance' by the Skills Funding Agency and contracts are awarded or withdrawn on these outcomes. Performance outcomes form part of the regular Strategic Reviews between providers and the Local Authority.

2 Why Apprenticeships?

Improving the skills (both qualification and employability) of our workforce and more broadly those of Cambridgeshire employers and residents lies at the heart of a series of vital economic and social outcomes.

Apprenticeships, aside from being a clear policy aspiration, have been shown to have amongst the highest returns on investment against both economic and social indicators:

- increased productivity and therefore competitiveness;
- reduced benefit and social service costs and lower demand for services and reduce social care dependency.

- enhanced wage and income levels;
- creating a more attractive location for inward investment;
- including and engaging groups otherwise excluded from the benefits of a growing economy; and
- raising individual and collective aspirations

The evidenced impact of Apprentices includes:

Business performance:

- improved competitiveness, profitability, productivity and quality of products and/or services
 - training provided is directly relevant to the job
 - high demand for apprentice places allows selection from a large pool of applicants
 - allow strategic investment in the organisation's future workforce
- Apprentices bring new ideas into organisations

Organisational values, behaviours and culture:

- apprentices are often more motivated
- more likely to adopt the values, behaviours and culture of the firm
- more likely to be retained by a firm helping to reduce labour turnover
- apprentices are seen as relatively loyal with social responsibility

Relevance of skills and reduced skills shortages and gaps

- advantage of 'home grown' talent
- willing to remain with an organisation to gain accreditation
- support succession planning
- wider pool of trained labour that is shared by the sector
- supply in the external labour market is often limited
- apprentices provide a pool of skilled people to select for future promotion

Reduced costs:

- reduced recruitment costs
- the net costs of apprenticeships are often lower than those of training non-apprentices
- higher productivity of apprentices allows employers to recoup much of the cost involved in apprenticeships

3 **Where we should focus:**

Apprenticeship frameworks are already available across all sectors and at all levels.

The core apprenticeships currently delivered to young people and employers in the county include: Agriculture, Horticulture and Animal Care; Arts Media and Publishing; Business, Administration and Law; Construction, Planning and the Built Environment; Education and Training; Engineering and Manufacturing Technologies; Health, Public Services and Care; Information and Communication Technology; Leisure, Travel and Tourism; Retail and Commercial Enterprise.

4	Priorities
	In 2010 the Local Authority and the National Apprenticeship Service conducted a consultation process in Cambridgeshire to determine a set of priorities to improve the uptake of apprentices. These were incorporated into an early draft of a strategy which has been further developed here, based on the experience of the first year of implementation. Priorities will be subject to regular reviews. Timescales to be determined by lead officers.

4.1	Priority 1: Leveraging employer ambition for an optimally skilled and competitive workforce through apprenticeships.	
		Lead Responsibility
4.1.1	CCC Internal Activities: <ul style="list-style-type: none"> Establish a CCC apprenticeship scheme Promote apprenticeships as a preferred progression route for existing employees who do not have education at level 2 Use apprenticeships as a preferred recruitment option where appropriate Apprenticeships are a key priority included in the Local Authority Workforce Development Strategy section of the Council Plan 2012-13 	Local Government Shared Services (LGSS) Human Resources and Organisation and Development
4.1.2	External Activities: <ul style="list-style-type: none"> Working with Northamptonshire encouraging apprenticeship take up by employers by leveraging opportunities for apprenticeships 	LGSS Procurement: Paul White

	<p>within the supply chain and by directed procurement activity.</p> <ul style="list-style-type: none"> • Using the structures of the LEP to support strategic dialogue between education and business leaders in order to establish a broad and systematic approach to employer engagement in the education, training and preparation of young people with the skills and attitudes required for work. • Developing strategies and materials for communicating the benefits of apprenticeships to employers. 	<p>Adult Learning and Skills: Lynsi Hayward-Smith (with Economic Development: Guy Mills)</p> <p>Adult Learning and Skills: Lynsi Hayward-Smith (with Economic Development: Guy Mills)</p>
4.2	Priority 2: Supporting individual aspirations for skills and productive engagement through apprenticeships.	
4.2.1	<p>Activities:</p> <ul style="list-style-type: none"> • Improve employer engagement by supporting, at local 14-19 educational partnership level, the employer links for schools and colleges. • Ensure Information, Advice and Guidance in schools is comprehensive and include apprenticeship options where appropriate, e.g.: <ul style="list-style-type: none"> ○ Post 16 open evening with a dedicated apprenticeship stand ○ Publishing full prospectus of provisions including apprenticeships ○ Linking the Online Prospectus and the Apprenticeship Matching Service ○ Industry knowledge of teachers in relation to apprenticeships • Bring together work at Key Stage 4 	<p>Raising the Participation Age Strategy (with economic development). Andrew Poulton Steve White Integrated Youth Support Services (IYSS)</p> <p>Raising the Participation</p>

	<p>on work experience with work post 16 on Apprenticeships / Jobs without training and Adult Skills.</p> <ul style="list-style-type: none"> Encourage providers to maximise the use of the 'Access to Apprenticeship' pathway to support more young people into Apprenticeships. 	<p>Age Strategy (with economic development). Andrew Poulton Guy Dickens</p>
4.3	Priority 3: Ensuring responsive apprenticeship provision that meets current and future demand	
4.3.1	<p>Activities:</p> <ul style="list-style-type: none"> Support providers in the establishment of Apprenticeship Training Agencies to mitigate the risk of the employment of apprenticeships within the SME community Work with providers to convert jobs without training places to jobs with training, focusing on apprenticeships wherever possible. Consider whether local colleges might lead on a strategy to convert jobs without training to Apprenticeships. Encourage providers to offer supported routes into apprenticeships for young people. For example, via the ESF funded 'Pathways to Apprenticeships' programme (locally branded 'Youth East Works'). Support 14-19 Educational Area Partnerships through the provision of data and market intelligence to respond to the need for apprenticeships within the local economy and in response to key policy such as 'Raising Participation Age'. Communicate with employers, providers, and young people, key 	<p>16-19 Commissioning Team</p> <p>Guy Dickens Adult Learning and Skills: Lynsi Hayward –Smith</p> <p>Guy Dickens Adult Learning and Skills: Lynsi Hayward –Smith</p> <p>Raising the Participation Strategy.</p> <p>Andrew Poulton Adult Learning and Skills:</p>

	messages that link employment opportunities, apprenticeship schemes and raising of the participation age	Lynsi Hayward –Smith
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5.	Success Measures
	Four central targets form the cornerstones to the measured success of the strategy:
5.1	<ul style="list-style-type: none"> An internal apprenticeship strategy delivers 50 internal apprenticeships or apprenticeship recruits within the local authority by March 2013, and a further 150 by March 2015, The anticipated spread of apprenticeships is likely to be Adult social care (10-30%), Children's social care (10-30%), Leadership & management (10%), Business administration (10- 20%), Customer care (10%) and include: <ul style="list-style-type: none"> both 16-18 and 19+ apprenticeships supporting new and existing employees training at all levels, Level 2 to Level 5 acting as an entry level into employment
5.2	CCC will set a challenging and ambitious target for delivering apprenticeships through direct intervention, working with local employers and maximising our procurement leverage.
5.3	16-17 apprenticeship participation in Cambridgeshire grows from 2.3% in 2011 to 6.1% in 2015 meeting RPA targets. Conversely, jobs without training for 16-17 year olds reduce from 4.5% in 2010/11 to 3.6% in 2012/13, and 2.8% in 2014/15.
5.4	Support for employers by increasing employer engagement to inform on demand and promoting the development of Apprenticeship Training Agencies and other mechanisms to assist apprenticeship recruitment, particularly in Small and Medium size Enterprises

Annex A

Apprenticeships – The Basics

As employees, apprentices earn a wage and work alongside experienced staff to gain job-specific skills. Off the job, usually on a day-release basis, apprentices receive training to work towards nationally recognised qualifications.

Apprenticeships can take between one and four years to complete depending on the level of Apprenticeship, the apprentices' ability and the industry sector.

Apprenticeships offer a structured programme that takes employees through the skills they need to do a job well. Most training takes place on the job. The rest usually takes place at a local college or a specialist training organisation.

There are over 100,000 employers offering Apprenticeships and there are more than 200 different types of Apprenticeships available offering over 1,200 job roles.

There are three levels of Apprenticeship available:

- 1 - *Intermediate Level Apprenticeships at Level 2 (GCSE equivalent)*
- 2 - *Advanced Level Apprenticeships at Level 3 (A Level equivalent)*
- 3 - *Higher Apprenticeships at Level 4 (Foundation Degree equivalent)*

All Apprenticeships must include the following elements:

- A **competencies qualification** which must be achieved by the apprentice to qualify for an Apprenticeship certificate, and which is the qualification required to demonstrate competence in performing the skill, trade or occupation to which the framework relates
- A **technical knowledge qualification** which is the qualification required to demonstrate achievement of the technical skills, knowledge and understanding of theoretical concepts and knowledge and understanding of the industry and its market relevant to the skill, trade or occupation to which the framework relates.
- Either **Key Skills** (e.g. working in teams, problem-solving, communication and using new technology) or **Functional Skills** (e.g. Maths and English) qualifications or a GCSE with enhanced content (e.g. Maths and English).

