

Agenda Item 7

Corporate Performance Management, Efficiency and Effectiveness Scrutiny Committee 20 November 2013

Report of the Transforming Organisation, Real Change (TORCh) Cohort 3 Project Group

Apprenticeship and Work Experience Programme for Dudley Council

Purpose of Report

1. To present to Corporate Performance Management, Efficiency and Effectiveness Scrutiny Committee a progress report in respect of the review undertaken by the TORCh Cohort 3 Project Group in respect of Apprenticeships and Works Experience.
2. The Cohort 3 Project Group has now reviewed the Apprenticeship programme administered by Dudley Council with the work experience programme review to be completed by December.

The Remit of Scrutiny Committee for Apprenticeships and Works Experience

3. On 25th April 2013, the Cabinet considered a report on a review of the Council's overview and scrutiny arrangements. The recommendations from Scrutiny Chairs were endorsed by the Cabinet and formally approved at the annual meeting of the Council on 16th May 2013.
4. The principles of the new structure are to strengthen the Council's overview and scrutiny arrangements; to ensure proper democratic accountability and to promote confidence in the conduct of the Council's business. The new scrutiny arrangements are also set in the context of significant financial pressures faced by the Council and the need to focus limited resources in the most effective way. One of the aims of Scrutiny Committees is to be more strategic and selective in selecting topics for scrutiny with Scrutiny Committees focusing on in-depth investigations.
5. Developing apprenticeships, work placements and experience across the whole Council to help school leavers in getting a job and training is a Council priority. This is outlined in the Council Plan and is a key theme for the Corporate Performance Management, Efficiency and Effectiveness Scrutiny Committee.
6. The scrutiny of this key strategic area for Dudley Council will:
 - Provide further direction to the apprenticeship task group to review, plan and support young people and employers to engage in high quality Apprenticeship programmes and work experience placements within Dudley borough.
 - Identify gaps to make recommendations for improvement.
 - Support the development of a multi agency approach for ensuring high quality apprenticeships in Dudley borough.
 - Examine how the Council can maximise the opportunities for apprenticeships and work experience for the benefit of local people.

7. Over the last two years there has been significant media coverage about youth unemployment and the limited opportunities for young people. Dudley Council wants to ensure that there is appropriate provision of apprenticeship opportunities, work placements and experience across the borough and within the Council for young people. Therefore the Apprenticeship and Work Experience Task Group was reconvened to support the Scrutiny Committee in this area of work for the Council.

Dudley Apprenticeship Task Group

8. On 25th September 2012, a report of the Director of Corporate Resources was presented to Corporate Board in respect of apprenticeships and work experience opportunities. The report outlined the availability of apprenticeship opportunities within the Council; what is being done to ensure appropriate provision across the borough; what the youth contract is along with what is being done to promote and deploy it within the borough; what is happening for young people to prepare them for work through experience.
9. The report concluded that there is a significant amount of activity that is taking place to promote and support apprenticeships through out the borough. This activity is joined up in places but the complete picture is not shared by any one group or directorate. This is likely to lead to duplication of work and potential inefficiencies. Equally with work experience there is scope to review and improve the offer the Council makes to students.
10. The report recommended that the Apprenticeship Task Group be reconvened to provide the strategic co-ordination of apprenticeships within the Council; the joint review of work experience, led by the Dudley Education Business Partnership with a view to identifying and committing to a more diverse range of placements within the Council; agree to priority being given to Looked After Children for work experience placements; agree to continuing and supporting the work that is taking place to support the promotion and implementation of the youth contract and other initiatives across the borough; agree that contractors to Dudley be encouraged to take on apprentices as part of the procurement process, by raising the profile in the documentation provided.
11. The Dudley Apprenticeship Task Group meeting of 6 June 2013 identified key priorities for delivery, namely:
 - Increasing the number of starts on Apprenticeship programmes by 16-24 year-olds across Dudley borough and supporting Looked after Children and those leaving care to access vacancies;
 - Increasing employer awareness and recruitment of Apprentices;
 - Increasing the number of young people employed as Apprentices by Dudley Council;
 - Improving and increasing work experience opportunities for young people;
 - Improving the local authority's procurement policy especially on large scale Council contracts by setting a quota for the number of apprentices recruited and employed.
12. The Task Group continue to work on enhancing the apprenticeship programme within Dudley borough through local schools and post 16 providers.

TORCh Cohort 3 Project Group

Remit of group

13. Action Learning Project Groups were set up as one of the outcomes from the Council's recent TORCh (Transforming Organisation, Real Change) Leadership Programme. Each group has been allocated a transformation project to research over a six month period commencing in June 2013.
14. One of the Project Groups (Cohort 3) has been allocated the project title of Apprenticeships and Work Experience. This report provides a progress update in respect of the work undertaken to-date and seeks endorsement from the Scrutiny Committee in respect of the actions and proposals outlined within the report.
15. To date the project review has concentrated on Dudley's internal Apprenticeship programme and in particular the 16-18 age group. The review of the work experience arrangement will now commence and be completed by December 2013.
16. The local authority is responsible for tracking all school leavers and Dudley Council's apprenticeship programme allows Dudley to actively promote clear pathways for NEET (Not in Education, Employment or Training) young people.
17. Of the six Cohort 3 Project Group members, one is also a member of the Dudley Apprenticeship Task Group, therefore the need to not duplicate the workings of this newly formed Dudley Apprenticeship Task Group, but to complement the working was a key action for the Cohort 3 Project Group.

National Context to Apprenticeships

18. Apprenticeships have a key role in the government's strategy to develop the skills of the workforce and to promote the growth and rebalancing of the nation's economy. Recent government investment has given priority to helping more young people into work and training through apprenticeships.
19. Matthew Coffey National Director of Learning and Skills said:

"The value of Apprenticeships cannot be underestimated, a point highlighted in a number of Ofsted reports, including the Annual Report and not least by National Apprenticeship Week. There is no doubt that Apprenticeships bring considerable benefits to employers, individuals and the economy. Their value has long been known with a history that stretches back to the guilds of the middle ages.

"Businesses across the country are increasingly realising the benefits that apprentices create, not only in terms of a highly skilled workforce but also by boosting productivity and staff retention. Research shows they are an optimal way of training, developing and skilling people for the future. Apprenticeships help businesses secure a supply of people with the skills and qualities they need and that are not always easily found through external recruitment."
20. The fact sheet at Appendix A outlines:
 - a. What is an Apprenticeship?
 - b. What is Work Experience and a Traineeship Placement?

Review Methodology

21. The Cohort 3 Project Group has spent time initially understanding the meaning of apprenticeships and work experience in the context of the national strategy and the local implementation programme internally for Dudley Council.
22. The research included discussions with:
- a. Connexions service representative.
 - b. Internal Council officers.
 - c. Apprentices – directly and indirectly through professional officers working with young people.
 - d. National Apprenticeship Scheme representative.
 - e. Human Resources and Organisational Development Division representative.
 - f. Workforce planning strategy.
23. Based on the programme of work identified by the Dudley Apprenticeship Task Group it was decided that Cohort 3 Project Group would concentrate their project on Dudley Council's internal processes for recruiting, training and deploying apprenticeship and work experience placements in order to support the Scrutiny Committee to develop this Council priority area.

Vision Statement

24. Based on the background research the Cohort 3 Project Group's proposed vision is for Dudley Council to be regarded as an authority that provides high quality and rewarding apprenticeships and work experience placements for the young people of Dudley borough.

Benefits of developing Dudley's Internal Apprenticeship and Work Experience Programme

25. It supports local young people to be trained as an apprentice or work experience with a recognised local employer of Dudley Council.
26. It supports local young people with the opportunities of training which should lead to the young person gaining permanent employment locally. Thus ensuring young people are employed and retained in the area locally.
27. The Council's services are enriched by having young people working with us and bringing forth new ideas and suggesting new ways of working for the future.
28. An apprentice successfully completing a Dudley programme should be seen as a quality asset to a potential employer.
29. Ofsted state that young people who have previous experience of vocational training are more likely to be successful in making good progress with their apprenticeship framework than those starting straight from school without it.

30. Work experience in the area that interests the young person is positive for providers, young learners and employers and a positive force in equipping young people with an appropriate work ethic and basic employment skills.
31. The programme will equip young people with a good understanding of their employment rights and responsibilities through studying them as part of their apprenticeship. They develop valuable personal, learning and thinking skills together with their employers.
32. Opportunities exist for young people to gain additional experience, skills and qualifications outside their apprenticeship framework. This adds value to their programmes and improves their work skills. Learners and employers particularly value customer service training.
33. Workforce planning will offer opportunities for apprenticeships to be developed in those areas where the Council recognise a skill shortage and helps to address the skills gap in a proactive way.
34. It raises Dudley Council's profile as an employer locally/nationally in respect of apprenticeship and work experience opportunities.
35. Dudley Council could develop a contact base of local organisations or partners who would be prepared to employ a Dudley trained apprentice.
36. As the programme develops, there could be knock on benefits to future local employment in the area, as part of the regeneration programme.

Dudley Council Apprenticeships and Work Experience Review – findings and proposals

37. Dudley Council has an established apprenticeship programme which has been in place for a number of years. However, a recent restructure of Human Resources and Organisational Development division within the Directorate of Corporate Resources has established a need to review the effectiveness of internal processes for employing apprentices to the Dudley programme, which are currently operational across a number of directorates.
38. In order to develop apprenticeships and work experience placements across the whole Council for young people and school leavers, it is important that sound processes are in place to facilitate this, both for the school, the apprentice and the Council, as the trainer and employer. The Cohort 3 Project Group's findings to-date are detailed below.
39. Recording of Apprenticeships
 - a. There is no longer a consistent and co-ordinated approach to the recruitment of apprentices to Dudley Council. Whilst Human Resources and Organisational Development division recruit the majority of apprentices, which have traditionally been administrative, other directorates/divisions and teams are now also recruiting apprentices independently to meet their occupational service needs. Therefore with this fragmented approach, the total number engaged on a programme is not fully known. Therefore whilst it is important to retain and build upon the Dudley apprenticeships already available, there is a need for a co-ordinated approach to the engagement and management of Dudley placements which would at least

allow for a central record to be retained to identify where each apprentice is placed.

b. Proposal

- It is proposed that the Human Resources and Organisational Development division of the Directorate of Corporate Resources undertake the co-ordination process for all recruitment of internal apprentices after determining the needs of all Directorates. This would mean that Human Resources and Organisational Development would initially lead the recruitment campaign for apprenticeships but the appointment process would be made in conjunction with the training Directorate, to ensure that the apprentice suits the needs of the business.
- Human Resources and Organisational Development would then be in a position to capture a baseline record of which apprentice is appointed to each Directorate along with their training details.
- Cohort 3 have commenced a retrospective review of the current apprentice placements with Dudley Council to establish a baseline assessment. This is being undertaken with the assistance of Directorates.

40. Management Responsibilities

- a. There is no consistent or co-ordinated approach to the line manager's responsibilities to the apprentice, when recruited.

Where the employment of Dudley Council apprentices has been administered by the Human Resources and Organisational Development division there is often no involvement from the division or team where the apprentice is to be placed and trained. This could jeopardise the placement stability and it would place more responsibility with stakeholders to manage the apprentice if they were engaged in the recruitment process and had easy access to information regarding their role during that placement.

Conversely, where the training directorate has recruited an apprentice direct, outside of the Human Resources and Organisational Development division processes, whilst there should be more ownership of the placement, there is no formalised management procedures in place for the Council. This could lead to operational inconsistencies of performance management for the apprentices across each directorate.

b. Proposal

- The training directorate should have greater involvement with Human Resources and Organisational Development division in the recruitment process to ensure that the apprentice suits the needs of the business as proposed in paragraph 39.
- An employer's handbook guide to apprenticeships and work experience placements is being developed by Cohort 3 Project Group to document the process for all Council managers. This will ensure there is a consistent approach to appointing and managing apprentices and work experience young people and supporting the manager through the required processes.

- The handbook will also outline the regular contact between provider staff and the employers and advise on reviewing progress, providing constructive feedback and setting new targets to provide work-based evidence, so that apprentices know what they have to do to continue making good progress.
- The handbook will identify the centralised internal monitoring, the recording and feedback processes required in respect of the apprentice, which will be collated for all apprentices by Human Resources and Organisational Development division.

41. The Apprenticeship Programmes

- a. The breadth and levels of apprenticeship programmes are currently very restricted within the Council and predominantly relate to administrative placements at NVQ level 2. This could be because Dudley Council stakeholders do not fully appreciate the benefits of employing an apprentice and/or the merits of recruiting a higher level apprentice have not been considered. Therefore in order to develop the programme, the full range of apprenticeships available must be evaluated against the skills required to fulfil jobs in Dudley Council. This will also assist in the use of Dudley's workforce planning tool to identify current and future skill gaps in Dudley's workforce.
- b. Proposal
 - The National Apprenticeship Programme can offer more than 250 different types of Apprenticeships offering over 1,400 job roles – and more are being developed. They have all been developed with employers and Sector Skills Councils to ensure they meet the needs of employers. Currently, the element of the centrally co-ordinated programme through Dudley's Human Resources and Organisational Development division has only traditionally accommodated administrative apprenticeships, however, the Council has the potential to extend apprenticeships across a very wide range of services within all directorates. In developing the programme further for Dudley Council, it is proposed that further consideration is given to an acceptable time frame to achieve this and further consultation with stakeholders is undertaken to determine how many skill areas across the Council are reasonable
 - All levels of apprenticeships should be considered as part of the development of the Dudley programme. Ofsted state that progression into sustained employment and promotion at work can be linked by many employers to gaining qualifications. With most young ambitious people are keen to gain advanced qualifications. The levels of national apprenticeships generally fall into one of three categories:
 - Intermediate Level Apprenticeships
 - Advanced Level Apprenticeships
 - Higher Apprenticeships
 - To develop the programme there is a need to engage internal stakeholders within Council's directorates to appreciate the benefits of apprenticeships in the workplace. A promotional campaign amongst officers and members would outline the benefits to the organisation.

- Using the Council's template tool for workforce planning on an annual basis will help directors to capture their service needs for the future. This will identify skill shortages and highlight potential recruitment needs. The use of apprenticeships should be factored into that planning process at an early stage.

42. Skill matching

- a. Dudley Council's arrangements for recruiting and matching the correct apprentice to the correct area of skill could be enhanced to ensure that the calibre of student applying to join the programme is maintained at a high and appropriate standard.
- b. Proposal
 - A Dudley Council prospectus for internal apprenticeships and work experience is being developed by Cohort 3 Project Group. The prospectus could be circulated as an on line document or issued as a printed document to Dudley borough schools and local organisations where young people will have access to the information.
 - The Dudley.gov website page in respect of apprenticeships and work experience opportunities is being refreshed and should be reviewed on a regular basis to keep the data current and inviting. This responsibility should be allocated to Human Resources and Organisational Development division on behalf of all Directorates.
 - The Council's Connexions Service within Children's Services attends careers events for local schools and the Real Apprentice event, organised and funded nationally in line with National Apprentice Week. These annual events help young students in schools to find out more about their options at post-16 with a strong emphasis on the apprenticeship route. It is anticipated that these events will continue to address local needs using the Connexions service.

43. Induction programme

- a. Well planned inductions increase young people's understanding of how they will be trained and assessed, and what is to be expected of them in their employment. This should include hearing from former apprentices to whom they can relate and who can act as mentors. However, the existing induction programme within Dudley Council is fragmented.
- b. Proposal
 - It is proposed that further work is undertaken in this area to ensure that Dudley Council's induction programme has a co-ordinated approach to benefit internal apprentices.

44. Staff consultation

- a. There is a need to consult with internal staff within Council's directorates to evaluate the benefits or draw backs of the apprenticeships in the workplace.
- b. Proposal
 - The Cohort 3 Project Group will aim to raise the profile at Management Forum events and via the Employee Insight group

45. Flexible Training and Assessment

- a. Flexible training and assessment, including additional workshops, group training at a distance using webcams and ease of access to online resources, meet the needs of employers and apprentices well. This facility would mean that apprentices did not always have to miss training and would experience new and different ways of working.
- b. Proposal
 - Further consideration of media options available for training apprentices is required and will be discussed with Human Resources and Organisational Development division and stakeholders in Dudley Council.

46. Use of Training Providers

- a. There will be a need to develop a co-ordinated approach to negotiating contracts with training providers. Human Resources and Organisational Development division use JHP Training as the apprenticeship provider of administrative vocational training and assessment. Other directorates use Dudley College, Stourbridge College, Halesowen College, Solihull College, Telford College and Worcester College to accommodate the variety of apprenticeships offered in these directorates. Each training provider will offer a difference programme to suit the occupation of the apprentice.
- b. Proposal
 - Human Resources and Organisational Development Division should provide a central record on Dudley's Apprenticeship website and in the Employers Handbook, as to what apprenticeships can be offered with the Council and the most suitable training provider to facilitate the vocational training and the assessment.

47. Feedback opportunities

- a. Whilst an apprentice should be treated no differently to any other employee in terms of performance management and monitoring there is no central point for capturing feedback from apprentices or stakeholders involved in the programme. For example where the apprentice terminates the placement early; the success rate in their technical certificate; the success rate for employment, local or otherwise; comments from Dudley schools. The availability of this information would aid the continual development of the programme.
- b. Proposal
 - There is a need to collect feedback from the apprentice or work experience student, during and at the end of the placement to gain useful information to refine the Council's process based on first hand experience. Further work will be undertaken by the Cohort 3 Project Group to develop the processes required to capture consistent data for all Dudley Council internal apprentices.

48. Performance measurement

- a. It would be helpful for the Council to set internal targets in relation to apprenticeships in order that performance can be measured and comparison made.
- b. Proposal
 - Internal targets to be developed include:
 - a. The number of occupational skill areas to be covered over an agreed period of time;
 - b. The number of young people to be engaged in apprenticeships and work experience over that timescale;
 - c. What is the fallout from the programme once recruited, how does this compare nationally, what is an acceptable level;
 - d. How many apprentices achieve their technical certificate (vocational qualification supported via the programme);
 - e. How many apprentices continue to a higher level programme in year two;
 - f. How many apprentices gain employment and is that with Dudley Council or within Dudley borough;
 - g. What is the feedback from the apprentice and work experience placement after completion of the programme? Can this be used to enhance the process?
 - h. How can we engage with local organisations in Dudley borough to signpost the Dudley trained apprentices to them for permanent work opportunities if they are not permanently employed with Dudley?
 - It is proposed that, once the processes are established, regular monitoring will be captured for Scrutiny Committee review along with the existing quarterly performance monitoring reports. To include:
 - Entry and access data for the apprentice
 - Process whilst in the organisation
 - Outcomes

49. Works Experience

- a. The Cohort 3 Project Group will investigate further Dudley's current processes for engaging young local people in to work experience opportunities across the Council.

There is a demand from local schools for this service as young people attain year 10 and 11 of their secondary school education but there is no set programme for offering placements on an annual and planned basis to support schools.

The Education Business Partnership team located within Children's Services exists on a traded basis to assist schools with the health and safety requirement of any school work experience placement.

b. Proposal

- The Cohort 3 Project Group plan to assess the needs of local schools, consider the range of Council services available to support an annual work experience programme, evaluate the resources required internally to co-ordinate and deliver the programme, and report their findings to Scrutiny Committee at the next meeting.

50. Looked After Children protocol

- a. A Dudley Council protocol for prioritising Looked after Children for work experience places was required.

b. Proposal

- The development and implementation of a protocol for prioritising Looked After Children for work experience places is now in place and currently being updated by Human Resources and Organisational Development division. The Council is also working with colleagues in corporate finance to explore innovative ways of getting local authority contractors to take on apprentices as part of the procurement process.

Risks and Constraints of Developing the Apprenticeship and Work Experience Programme

51. Any risks identified as part of the proposed development of the Apprenticeship programme will be monitored. A copy of the current risks and mitigating factors are appended at B.

A Changing Council

52. Whilst aspiring to deliver and develop the Council's priority for apprenticeships and work experience internally, the Council faces a number of challenges as outlined in the medium term financial strategy, which impact on funding and the delivery of Council services for the future. Therefore, the impact of developing the apprentice programme must be assessed against these known factors together with the need to address any trade union concerns that the proposals will not have an adverse affect upon existing staff employed by the Council.

Next steps

53. Immediate/short term (0-6 months)

- a. Cohort 3 Project Group will continue to refine the proposals outlined in paragraphs 39 to 50 above and liaise with the Dudley Apprenticeship Task Group and the Human Resources and Organisational Development division to ensure the work programme put in place is effective and meets the need of Dudley Council as an employer and local young people.
- b. For work experience opportunities across the Council, the Cohort 3 Project Group will assess the needs of local schools, consider the range of Council services

available to support an annual work experience programme, evaluate the resources required internally to co-ordinate and deliver the programme and propose a programme for Dudley Council.

- c. The Cohort 3 Project Group will also compare Ofsted's practical guidance and best practice examples of successful organisations to strengthen and develop Dudley's apprenticeship and work experience programme, if necessary, in order to fulfil the Cohort 3 Project Group's proposed vision for Dudley Council to be regarded as an authority that provides high quality and rewarding apprenticeships and work experience placements for the young people of Dudley borough.. Appendix C and D refer.
- d. The Trade Unions Corporate Constitution Negotiation Group will be consulted at an early stage in the process and well before the proposed areas for development outlined in this report are complete.

54. Short/medium term (6-12 months)

- a. The Cohort 3 Project Group will continue to support Human Resources and Organisational Development Division and the Dudley Apprenticeship Task Group.

55. Medium/long term (12 months+)

- a. The Human Resources and Organisational Development Division and the Dudley Apprenticeship Task Group should be in a position to engage strategically and operationally and establish a review programme to ensure the key actions arising from the Cohort 3 Project Group remain effective.

Finance

- 56. The annual cost of employing an apprentice is funded from directorate budgets using existing resources. There may be resourcing implications for Human Resources and Organisational Development division.

Law

- 57. The Council may do anything which is incidental or conducive to or facilitate the discharge of its functions under S.111 Government Act 1972.

Equality impact

- 58. This report complements the Council's commitment to equality and diversity, particularly in relation to employment matters.

Recommendation

- 59. It is recommended that that the Corporate Performance Management, Efficiency and Effectiveness Scrutiny Committee accept the report and endorse the project work and proposals recommended by the TORCh Cohort 3 Project Group to-date.
- 60. That a further report be presented to a future Corporate Performance Management, Efficiency and Effectiveness Scrutiny Committee meeting.

A handwritten signature in black ink, appearing to read 'Geoff Thomas', with a stylized, cursive script.

Transforming Organisation, Real Change (TORCh) Cohort 3 Project Group

Lead Officer – Geoff Thomas

Project Sponsor – Duncan Lowndes

Dudley Council FACT SHEET

National context to Apprenticeships

1. Apprenticeships have a key role in the government's strategy to develop the skills of the workforce and to promote the growth and rebalancing of the nation's economy. Recent government investment has given priority to helping more young people into work and training through apprenticeships.
2. Matthew Coffey National Director of Learning and Skills said:

"The value of Apprenticeships cannot be underestimated, a point highlighted in a number of Ofsted reports, including the Annual Report and not least by National Apprenticeship Week. There is no doubt that Apprenticeships bring considerable benefits to employers, individuals and the economy. Their value has long been known with a history that stretches back to the guilds of the middle ages.

"Businesses across the country are increasingly realising the benefits that apprentices create, not only in terms of a highly skilled workforce but also by boosting productivity and staff retention. Research shows they are an optimal way of training, developing and skilling people for the future. Apprenticeships help businesses secure a supply of people with the skills and qualities they need and that are not always easily found through external recruitment."

What is an Apprenticeship

3. An apprentice is an employee of the organisation. They participate in a government funded training programme to train for an apprenticeship.
4. Apprenticeships are:
 - Work-based training programmes;
 - Designed around the needs of the employing organisation;
 - Nationally recognised qualifications;
 - Designed by Sector Skills Councils;
 - Training is relevant to your industry;
 - Funding is available towards the training;
 - Chance for young people to gain hands on experience;
 - Opportunity for young people to earn whilst they learn.
5. Apprenticeships are one way to ensure that the workforce has the practical skills and qualifications the organisation needs now and in the future. It provides an opportunity to try out new staff and shape your business by growing your own staff.
6. Candidates must be:
 - Over 16;
 - Not in full-time education;
 - Eligible to work in England;
 - Work ready and have the right skill levels.
7. The job role is fundamental to an Apprenticeship and is the starting point for choosing the framework and deciding upon the appropriate level to undertake. There are three levels of Apprenticeship available:

- **1 – Intermediate Level** where the Apprentice works towards a level 2 qualification which is equivalent to GCSE level.
 - **2 – Advanced Level** where the Apprentice works towards a level 3 qualification which is equivalent to A level.
 - **3 – Higher Level** where the Apprentice works towards a Level 4 Qualification or in some cases, a knowledge-based qualification such as a Foundation degree. Levels 4 and higher are equivalent to a foundation degree, HND or degree.
8. There are a number of elements to each Apprenticeship and this is called the Framework. This means the apprentice will get a range of qualifications as they progress through their training and education. The elements include:
- **Work Based Qualification**
This assesses the Apprentice's competence and practical side of the job. The apprentice will have a list of criteria that they will be expected to meet over the course of the Apprenticeship through a variety of means – reports on work done, photos of work completed, witness testimonies etc.
 - **Technical Certificate**
This is the taught element of the Apprenticeship and what is also known as the 'underpinning knowledge'. The Technical Certificate is the academic part of the Apprenticeship and will be taught either in a classroom on a regular basis or at the workplace. The apprentice will be assessed through exams and course work.
 - **Key Skills**
This covers other skills being developed by the apprentice such as communication, working with numbers, ability to work with others and IT.
 - **Employment Rights and Responsibilities**
This qualification helps your apprentice understand their rights and responsibilities in the work place. It is understood that for many young people coming out of school, this will be their first time in the work place and their understanding of their rights and responsibilities is very limited.
9. Employers are responsible for paying their apprentices' wages. The National Minimum Wage for apprentices is £2.60 per hour. This applies to time working and time spent training.
10. Employers must pay the salary for 16 - 18 year old apprentices. The government will fully fund their training.

What is Work Experience and a Traineeship placement

11. Traineeships prepare young people for their future careers by helping them to become 'work ready'.
12. Traineeships provide the essential work preparation training, maths and english and work experience needed to get an Apprenticeship or other job:

- Work preparation training which ensures young people have the skills and confidence needed for an Apprenticeship or other job.
 - Maths and english support to improve young people's literary and numeracy.
 - Meaningful work experience which provides insight and experience of the world of work.
13. Developed with employers, Traineeships will last anything from six weeks to a maximum of six months with the content tailored to the needs of the business and the individual.
 14. Employers will be at the centre of Traineeships, running or designing the programme and offering high quality work placements in partnership with a trusted provider.
 15. NAS have identified that more than half of employers are aware of weaknesses in the core skills of at least some of their employees in literacy (55%) and numeracy (51%), with a third (35%) reporting that they have had to provide remedial training for young people joining them from school or college.
 16. Working with trainees will give the current employees the chance to develop expertise in the skill development, mentoring and coaching of young people.
 17. Employers are not required to pay young people taking part in Traineeships but are encouraged to support trainees with expenses such as transport and meals

Cohort 3 – Risk Register
Project: Apprenticeships and Work Experience programme

Appendix B

Risk No.	Description of High Level Risk	Assessment of Risk			Mitigating Actions	Owner	Target Date (Priority)	Assessment of Target Risk (with controls in place)		
		Impact	Probability	Proximity				Impact	Probability	Proximity
1	Council fails to identify and promote an A&WE brand that is attractive to young people.	High	High	5	Council works on improving overarching brand of A&WE. Raising profile of the programme at a regional level initially. Consultation and communication with key stakeholders. E.g. A new 'prospectus' will help to raise profile externally.	TORCh cohort 3	Refer programme	High	Low	5
2	Council fails to establish an A&WE programme that increases participation and delivers high satisfaction	High	High	5	Council works with providers, NAS advisers and internal stakeholders to ensure robust standards, performance measures and systems in place for A&WE programme. E.g. a new 'managers handbook' will provide information on benefits, access and administration ensuring consistent approach across the Council.	TORCh cohort 3	Refer programme	High	Low	5
3	Council establishes an A&WE programme that is inconsistent with wider expectations of training providers and local employers	Med	High	5	Council ensures 'joined up' approach in engaging with external stakeholders via its operational A&WE work group and HR&OD division.	TORCh cohort 3	Refer programme	Med	Low	5
4.	Impact of Council budget saving measures is at odds with expectation of unions and existing staff teams	Med	High	6	Council needs to engage with unions to achieve understanding of borough demographics and the impact on future provision of essential services	TORCh Cohort 8	Refer programme	Med	Med	6

Key: Impact: Select one from **High** = having a major impact **Med** = having a significant impact **Low** = having a low impact

Probability: Select one from **High** = highly likely to occur **Med** = quite likely to occur **Low** = unlikely to occur

Proximity: This is judged by the need to take action NOT the impact date **1** = this week **2** = this month **3** = this quarter **4** = this half year **5** = this year **6** = over a year

Ofsted - Three examples of success

Bridgwater College - Luxury Leather Goods Manufacturer Mulberry and Bridgwater College working together

Bridgwater College in Somerset has been highlighted by Ofsted as a provider that uses excellent links with employers in its community to build relationships between learners, hopefully securing jobs for them in the future. This was the case with Mulberry, the fashion brand and manufacturer of luxury leather goods. The company's highly experienced and talented workforce demonstrated that they could hold their own on quality against the likes of Cartier, Louis Vuitton and Chanel, whose handbags are vying for the same shoulders, but over recent years the average age of operational staff had been increasing, and Mulberry was finding it increasingly difficult to replace retiring staff with suitably skilled new recruits.

The company turned to Bridgwater College for help in training new staff with the specialist skills it required. Although the College offered textiles to a small number of students, it had little experience of manufacturing leather goods. Mulberry recognised that the College had excellent skills in teaching, learning and assessment and so both the employer and the College worked together successfully to recruit suitable teaching staff and develop a flourishing and successful apprenticeship training programme at Mulberry's premises in Chilcompton.

Mulberry has just announced that it plans to open a new manufacturing facility in Bridgwater creating over 250 new jobs. Bridgwater College will be building on the success of the workforce development programmes that it has been running with companies such as DHL, Morrisons and Haven Holidays, to support unemployed people from the community into employment within this new facility and onto the apprenticeship programme.

Andy Berry, Head of Business Development at Bridgwater College said:

"We are seeing an increasing number of enquiries about Apprenticeships, in subjects as diverse as leather goods, photography, engineering and construction. The increase in university fees and the general rise in the cost of living mean that many young people and their parents are looking to an Apprenticeship as a means of learning new skills, furthering their studies and gaining a nationally-recognised qualification, while earning. An increasing number of employers are supporting apprentices to gain university level qualifications through the new Higher Apprenticeships."

The College is putting on a number of activities to mark National Apprenticeship Week. [Click here](#) to find out more about these and other activities.

Westminster Kingsway College – The Young Chefs' Academy

Westminster Kingsway College was highlighted in Ofsted's Learning from the Best report as an example of best practice that worked well to support learners. It offered a 10-week course on Saturday mornings, sponsored by Geoffrey Harrison Catering, for school children to experience working in a commercial training kitchen. The project was aptly called The Young Chefs' Academy and it gave young people who were considering working in the hospitality industry first-hand experience of the type of training they would receive as part of their learning, especially if they are considering an apprenticeship in the future.

Alexandra Roberts, Programme Manager for Culinary Arts Full Time Courses and Commercial Enterprise at Westminster Kingsway College, said:

"The Young Chefs' Academy is a really good introduction to basic cooking skills and food hygiene. It allows the students to work safely and enjoy the kitchen environment in an exciting and fun setting. The course is also a fantastic preliminary course to the Professional Chef Diploma."

Westminster Kingsway College has an excellent reputation within the hospitality and catering industry with many famous alumni across the sector. The College offers a unique opportunity to study in central London for vocational qualifications that are tailored direct to employment opportunities. Westminster Kingsway College is recognised as one of the leading providers of education and training in London and has been accredited with the new national Training Quality Standard.

Prospects College – Builders' Breakfast

Prospects College worked very well with local employers and was highlighted in an Ofsted report called Learning from the Best. Prospects College is a work based learning provider in Essex. Their Apprenticeship programme in construction features courses in bricklaying, carpentry and joinery, painting and decorating, plumbing and electrical installation. Staff teaching construction worked with a number of local construction employers and set up 'Builders' Breakfast' meetings. These meetings provided a vital network that bridged the gap between apprentices leaving training and looking for work and employers looking for staff who were job ready. When there was less work on one site during quieter times, employers were happy to send trainee apprentices to a different busier site. This yielded benefits for both parties, on the one hand employers would be grateful for the help they received by the trainees during busier times, and also trainees gained more experience as their time was filled with purposeful and challenging tasks.

A construction employer who attended the breakfasts and worked with the college said:

"Giving another apprentice the chance to work on my site is no big deal. It's my chance to give something back to the industry. I'd like to think that if I was starting again, a builder out there would do the same for me."

APPENDIX D

Ofsted

A good practice report

Ofsted 2012 Report Apprenticeship providers

1. Ofsted reported in 2012 on some of the common factors that have led to high performance in the work of 15 providers who are extensively involved in delivering apprenticeships to young people.
2. They explain how the providers have successfully recruited young people as apprentices: introducing them to the world of work; supporting them in developing vocational skills and completing their apprenticeship frameworks; and supporting their progression into employment and further study.
3. The key findings:
 - In the providers visited, young people who had previous experience of vocational training were more successful in making good progress with their apprenticeship framework than those starting straight from school without it.
 - Work experience in the area that interested the young person was a recurring theme mentioned by providers, young learners and employers as a positive force in equipping young people with an appropriate work ethic and basic employment skills.
 - The negative views of employers in the survey about the ability of some young people to apply for jobs, along with their poor punctuality and timekeeping, were forestalled by the providers working to develop these skills in the young people before they applied for apprenticeships. A small number of the employers complained about the apprentices' poor standard of English and mathematics when they arrived from school, even those with grade C at GCSE.
 - All the providers in the survey had improved their initial advice and guidance, including work tasters, to recruit young people into the area of learning that matched their interests. Provided during recruitment events, in interviews or online, this had a positive impact on increasing the completion of frameworks and eventual progression into employment and further training.
 - When online applications were included as part of the selection process, many of the young people had not been sufficiently well prepared by their schools to make the best possible application.
 - Effective initial assessment had a positive impact on the providers' capacity to put appropriate support in place and secure a more successful match between apprentices and employers.
 - Educational statements from schools did not always follow students to their training providers who then had to reassess their needs. Where data were available, apprentices who received learning support had overall success rates as good as their peers.
 - Well-planned inductions increased young people's understanding of how they would be trained and assessed and what would be expected of them in their employment. They particularly liked hearing from former apprentices to whom they could relate and who acted as mentors in two thirds of the providers surveyed.

- The most effective teaching was well planned, engaged learners and enabled them quickly to put into practice what they learnt in theory sessions. The strong vocational backgrounds of the providers' staff together with small group sizes ensured good and sometimes outstanding skills development.
- Flexible training and assessment, including additional workshops, group training at a distance using webcams and ease of access to online resources, met the needs of employers and apprentices well. Apprentices did not always have to miss training and were often keen to do extra work when resources were readily available. Assessment was often available almost 'on demand' by employer staff or, when planned with the employers, by the provider's assessors.
- Almost all the providers in the survey provided good training in key and functional skills that improved young people's English and mathematics and was delivered by appropriately qualified staff. The key skills were contextualised to the areas of learning and therefore seen as relevant by the young people and their employers.
- Young people had a good understanding of their employment rights and responsibilities through studying them as part of their apprenticeship. They valued the personal, learning and thinking skills that they were developing, as did their employers.
- Many of the young people gained additional experience, skills and qualifications outside their apprenticeship framework. This added value to their programmes and improved their work skills. Learners and employers particularly valued customer service training.
- Regular contact between provider staff and the employers in the survey focused on reviewing progress, providing constructive feedback and setting new targets to provide work-based evidence, so that apprentices knew what they had to do to continue making good progress.
- Progression into sustained employment and promotion at work were linked by many employers to gaining qualifications. Almost all the young people in the survey were keen to gain more advanced qualifications. Some of the training delivered by employers to their employees who have completed advanced apprenticeships is of an advanced level but does not lead to recognised accredited qualifications