Foreword

I was pleased to be invited to lead a group of senior executives to advise on increasing employer involvement with Apprenticeships. It now gives me great pleasure to submit our final report.

At the time of writing, the Learning and Skills Council expects it will achieve its PSA target of 175,000 under 22 year olds starting an Apprenticeship by July 2005. This has helped boost the number of apprentices in England today to record levels, which is something we should celebrate and support. Firstly, it helps to address the chronic skills shortages experienced in many parts of the economy. In addition, it equips young people with the skills for their careers and, importantly, provides the foundation for progression to further and higher education.

Since we commenced our work in 2003, vocational education and training has been in the spotlight and generated considerable debate. It has also gone some way to highlight the importance of the vocational route to young people and their parents. For Apprenticeships to acquire the status they deserve, we feel there has to be a significant improvement in the rate of completion. We have suggested a medium term target of approximately 65%. This would be assisted by the removal of one obstacle to completion, which is the lack of adequate advice and guidance to help inform young people’s decisions on the vocational opportunities to pursue.

With this report we have taken the opportunity to set out the business case for Apprenticeships. We regard this as a fundamental condition to getting new employers involved. The case studies in this report demonstrate the tangible benefits employers enjoy when they train apprentices. Experience has shown us that these benefits are influential with prospective employers. Also critical to getting their commitment is ensuring Apprenticeships are delivered in ways that are less onerous for employers. To that end we have identified examples of best practice, which might be adopted more widely.

In the report we also outline our vision for Apprenticeships. This includes ensuring there will be fit for purpose Apprenticeship frameworks leading to qualifications, which are equivalent to other learning routes taken by young people. It is important that any new initiatives and policy changes support this vision.

Although our recommendations are mostly directed at Government we think there are also important challenges for employers. Not least, to continue the role of champions by establishing a body to succeed the Task Force, which would give employers a powerful voice and help drive forward Apprenticeships.

In conclusion, I want to thank members for so generously giving of their time and wise counsel. I was fortunate in having Sir John Cassels and Ian Ferguson CBE as valued members who were able to share their experience of leading previous important studies into Apprenticeships.

I would also like to thank Ivan Lewis MP for his support and encouragement during his time as Parliamentary Under-Secretary for Skills and Vocational Education. I would like to record my appreciation of the helpful support we received from officials in the three sponsoring organisations and the individuals and organisations that helped in a variety of ways.

I am grateful for the contribution made by the secretariat, which was led by my colleague from Centrica plc, Rod Kenyon. He was ably supported by Joe Crilly, seconded from the Department for Education and Skills, and the rest of the secretariat team.

Finally, while I’m pleased to note there has been an increase in Apprenticeships, there are still challenges that need to be addressed, before we can say we have established Apprenticeships as a high quality vocational route for young people. I hope our work helps this cause.

Sir Roy Gardner
Chairman
Apprenticeships Task Force
Millstream
Maidenhead Road
Windsor SL4 5GD
July 2005
# Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Business benefits</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Employers’ perspective</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Improving business performance</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Strengthening the workforce</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Apprentices’ perspective</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Increasing employer involvement</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Promoting Apprenticeships to employers</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Sector initiatives</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Delivery models</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>Raising status</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Completing an Apprenticeship</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Progressing to higher qualifications</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Enriching content</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>Vision for Apprenticeships</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>Developments in vocational education</td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>Recommendations</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Marketing</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>Brokerage systems</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Delivery</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Public procurement policy</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Advice and guidance</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Diversity</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Management information</td>
<td>39</td>
</tr>
<tr>
<td>8</td>
<td>The challenge to employers</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>Continuing the champion role</td>
<td>42</td>
</tr>
<tr>
<td>A</td>
<td>Terms of reference</td>
<td>44</td>
</tr>
<tr>
<td>B</td>
<td>Membership</td>
<td>45</td>
</tr>
<tr>
<td>C</td>
<td>Activities update</td>
<td>47</td>
</tr>
<tr>
<td>D</td>
<td>Companies that participated in IER Business Case Research</td>
<td>52</td>
</tr>
<tr>
<td>E</td>
<td>Bibliography</td>
<td>53</td>
</tr>
<tr>
<td>F</td>
<td>Footnotes</td>
<td>55</td>
</tr>
<tr>
<td>G</td>
<td>Glossary</td>
<td>56</td>
</tr>
</tbody>
</table>
Executive Summary

The Apprenticeships Task Force was established to increase employer involvement in Apprenticeships and to advise on the changing needs of employers and young people. This final report summarises the activities of the Task Force in meeting its objectives. The report describes:

• the benefits of Apprenticeships for employers and young people;
• initiatives to increase employer involvement;
• a vision for Apprenticeships, and proposes some changes that should support that vision;
• some key challenges for employers and how a high level ‘Champion’ group could continue this work.

The business case for Apprenticeships

The Task Force commissioned research to reinforce the business case presented in its interim report. The research provides more detail on the business cases developed by several Task Force employers and supplements these with a number of new case studies, drawn mainly from sectors without a tradition of Apprenticeship. The research demonstrates that:

• Apprenticeships improve business performance by making contributions to competitiveness, profitability, productivity and quality;
• the net costs of Apprenticeships training are frequently lower than those involved in training non-apprentices and the productivity of apprentices enables employers to recover much of the costs involved;
• apprentices more easily adopt company values, are more likely to remain with the employer than non-apprentices, and become part of a wider pool of talent that can be drawn upon by all employers in the sector;
• seeking to increase the diversity of the apprentice workforce will have significant business benefits, as will providing clear progression routes from Apprenticeship to higher levels in the organisation.

Increasing employer involvement

Task Force members have supported the Learning and Skills Council’s (LSC) marketing campaign, for example by making the case for Apprenticeships to companies in their sectors. Particular emphasis has been given to work with employers in hospitality and construction. Thus far, seminars and other work with employers in these sectors have led to commitments likely to result in approximately 1200 new Apprenticeships.

Apprenticeships have to meet the skill needs of employers. The Task Force supports the development of a ‘Blueprint’, which puts Sector Skills Councils (SSCs) and their employers at the forefront of determining the content of Apprenticeships frameworks. The report describes some examples of best practice in sector initiatives. It also highlights delivery models, which are employer-led and overcome barriers to participation.

Raising status

In order to raise the status of Apprenticeships as a high quality route of learning, the Task Force recommends that action be taken in a number of areas. Completion rates of Apprenticeships have to be increased. The development of clear progression routes to higher-level positions should make Apprenticeships more attractive to able young people. The design of Apprenticeships frameworks needs to take account of evidence that shows that language skills enrich its content and contribute to the competitiveness of individuals and their employers.

Vision for Apprenticeships

The report argues that, if Government’s aspirations of increasing the numbers of Apprenticeships are to be realised, it is essential to develop a clear vision for Apprenticeships and how they fit into the overall framework of educational and vocational options for young people and adults. A vision is presented, and our recommendations for changes in policy and operations are intended to help achieve this vision.

Developments in vocational education

The Task Force welcomes many of the changes to Apprenticeships that have been made since the Modern Apprenticeship Advisory Committee reported in September 2001. In particular, it applauds the greater role assigned to Sector Skills Councils, the strengthening of the delivery system, and the piloting of Young Apprenticeships and Apprenticeships for Adults. The recent White Papers (on 14-19 Curriculum and Qualification Reform and Skills) include a number of other proposals that are likely to impact on the Apprenticeships programme. The Task Force stresses that such changes must be introduced in such a way as to support Apprenticeships as a major vehicle for work-based learning.

Recommendations

There are a number of areas, the Task Force considers, where action would lead to greater employer involvement and improvement in the delivery of Apprenticeships.

• The Ministerial Steering Group for Apprenticeships should ensure that the LSC allocates marketing resources to generate a higher level of Apprenticeships vacancies. The LSC should make greater use of ‘sector champions’ and their SSCs to involve companies in their sectors.
• A primary role of the proposed National Employer Training Programme (NETP) brokerage service should be to identify new employer Apprenticeships vacancies.
• There are a variety of models of delivery of Apprenticeships that reduce the administrative burden on employers. SSCs, with their employers and relevant providers should be encouraged to explore models most appropriate to their sector and facilitate their adoption.

• Public sector procurement policies should assign priority to skills development and DfES should review progress in its report to the Ministerial Steering Group.

• Careers advice and guidance should be assigned higher weighting in schools and colleges inspections. Schools should publish information on pupils numbers going into Apprenticeships.

• The Government and LSC need to introduce a number of changes to encourage greater diversity in Apprenticeships.

• LSC and its partners need to identify and prioritise the management information that needs to be collected and analysed in order to improve the operational management of Apprenticeships.

The challenge to employers

Employers need to recognise they have a role in raising completion levels and with helping to develop modes of delivery best suited to meet their needs.

Continuing the champion role

This report concludes with a description of what worked well, so as to inform the development of any employer-led group established to continue the work of the Task Force in engaging employers in Apprenticeships.

Task Force in action

Task Force members on a fact-finding visit to employers - left to right: Michael Stephenson, Chris Roberts, Regional Director North East region LSC, Sir John Cassels and Jaap Kroese, Chairman Swan Hunter (Tyneside) Ltd. with Swan Hunter apprentices.

Amy Whelan, a BT plc apprentice, speaking at the launch of the new Apprenticeships brand on 10 May 2004; part of the support Task Force members gave to LSC’s marketing campaign.
1 Introduction

The Apprenticeship Task Force was established in February 2003 by the Chancellor of the Exchequer, the Secretary of State for Education and Skills and the Chairman of the Learning and Skills Council (LSC). As sponsors they provided a remit to:

- increase the number and diversity of employers offering Apprenticeship places; and
- make recommendations on how Apprenticeships (and Entry to Employment) should respond to the changing needs of employers and young people.

2 The Task Force has concentrated its activities on increasing employer participation. Members of the Task Force, an employer-led body comprising senior executives from industry and key stakeholder organisations, set about this by:

- acting as champions for Apprenticeships;
- providing marketing expertise and support;
- increasing their own and other employers’ involvement in Apprenticeships.

3 The Task Force has been keen to highlight how apprentices add value to businesses by improving their performance and strengthening their workforce. Apprenticeship training has a long tradition of developing the skills that employers need to make their companies successful. It is not surprising that, according to the LSC, today in excess of 130,000 employers and 255,000 apprentices are enjoying these benefits in more than 80 sectors of industry and commerce. LSC surveys show that there are high levels of satisfaction among employers and apprentices.

4 The Task Force wants to see more employers become involved. Therefore, it urges Government to give a clear commitment to ensure resources are available that would enable employers to offer Apprenticeships to 35% of young people each year, by 2010.

5 This report describes the benefits of Apprenticeships from the perspective of employers and young people. It also summarises some of the activities undertaken by the Task Force to increase employer involvement. The report highlights how employers have influenced the content and delivery of Apprenticeships so as to facilitate wider participation.

6 The report comments on recent policy developments in vocational education and presents a vision for Apprenticeships that could form a template for future development and success. It discusses a number of issues, and presents recommendations, where action would lead to greater employer involvement and improvement in the delivery of Apprenticeships. The report ends by issuing a challenge to employers to play their full part in fulfilling the vision we outline. In particular, we identify the characteristics of an effective employer-led body which could continue to champion Apprenticeships, following the completion of the Task Force’s remit.

7 The Annexes contain:

- The terms of reference and membership of the Task Force can be found at Annexes A and B respectively.
- A summary of activities undertaken by the Task Force members is at Annex C.
- A list of companies that participated in the business case research by the Institute of Employment Research (IER) is in Annex D.
- Further detailed explanation is provided in Annexes E (Bibliography), F (Footnotes) and G (Glossary).

More information on the work of the Task Force, including research, publications and activities, can be found at www.employersforapprentices.gov.uk.
2 Business benefits

8 In order to demonstrate the business case for employing apprentices, nine Task Force employers looked at how they added value to their companies. Their findings featured in our Interim Report published in November 2004. The Institute for Employment Research (IER), at the University of Warwick, was commissioned to review and contrast these findings with earlier research and undertake new case studies, primarily in sectors with no tradition of training in Apprenticeships. In this section, as well as the case studies elsewhere in the report, we summarise IER's analysis of employers' business benefits. We also describe the views and experiences of apprentices.

Employers' perspective

9 In general, employers reported that the content of training was directly relevant to the jobs that apprentices would eventually fill. Consequently, the training directly and immediately contributed to the ability of apprentices to undertake their jobs. However, compared to previous research, IER discovered employers adapting the training in a manner that was tailored to their business needs. For example, the high-street chain Pilot Outlet Ltd changed the key skills training to make it more relevant to their sales roles.

10 IER has gathered evidence that presents a strong economic argument for the business investment employers make in Apprenticeships. The Institute found that the cost of training in industries such as engineering and construction was high, particularly over the early years of the Apprenticeship. However, in the later years of their Apprenticeship, apprentices make a high productive contribution, relative to their wage costs. This helps recover much of the cost for the employer in these sectors. In non-traditional Apprenticeships sectors – such as retail, business administration and social care – the costs to the employer over the initial period were quite modest. Here the productive contribution of the apprentice and external funding ensured that employers tended to at least break even on the costs of Apprenticeships (lost output plus management and administration of training).

11 For some employers, it is neither cost-effective nor possible to recruit skilled workers from the labour market. This was also the case in terms of the amount of skills training adult recruits needed, to perform successfully within their organisations. It was much more attractive to recruit young people as apprentices: recruitment costs were lower, retention rates were higher, and apprentices quickly identified with the companies’ values.

12 BAE Systems plc save up to £1 million per annum by training apprentices rather than externally recruited employees, as Apprenticeships cost 25% less than training non-apprentices. This is due mainly to lower recruitment costs, better retention and the shorter time it takes to instil company values and culture in apprentices, compared to external recruits.

13 In summary, IER found Apprenticeships improved both companies’ market performance and workforce effectiveness. Apprenticeships fitted well with employers’ business strategies by providing effective mechanisms to introduce new talent, new skills and change company culture. They also enabled employers to play a broader role addressing the skills gaps in their industry workforce and providing jobs and training facilities for the local community. Above all, most employers recruited apprentices because they improved their productivity, cost-effectiveness, staff retention and career progression.

Improving business performance

14 Competitiveness. In terms of performance, Task Force members from the private sector believe that Apprenticeships give them a competitive advantage in the marketplace. For example, investment in local training facilities can help companies win contracts, as this is often a planning permission requirement for regeneration projects. Caflinn plc’s policy of training around 1,600 apprentices, at any one time, for the construction sector has assisted them in winning such contracts, for example Paddington Walk, London.

15 Profitability. Apprentices have high levels of commercial awareness and actively implement the strategies for generating more revenue. BT plc calculated a net financial benefit of over £1,300 per apprentice per annum when compared to non-apprentice recruitment. This took into account the total labour cost of apprentices in comparison to non-apprentice employees, along with increases in productivity, quality and levels of employee satisfaction.

Thomas Pearson

Age: 18
Job: Plumber/Plumbing Installation
Joined: 2002
Framework: Advanced Apprenticeship Level 3 in Plumbing
Company: Fraser Morphew Plumbing Ltd.

Fraser Morphew, Managing Director of Fraser Morphew Plumbing: “My motivation in taking on an apprentice was to boost my turnover. And sure enough, it’s risen by 67% since I took him on. He has helped our productivity, making us more adaptable to cope with whatever emergencies come up. Tom’s got the plumbing and general skills plus the confidence to deal with them.

He is the model apprentice – courteous, hardworking and showing initiative but always knows when to ask for help.”

Tom: “Looking back, I’m amazed at how much I’ve achieved in both skills and understanding. My apprenticeship has motivated me not only to become a good plumber but also to try to get my CORGI and OFTEC registration. When I started three years ago, I did whatever job was to hand. A turning point was when my boss got me my own van and let me go out independently. Now I feel one day I’ll be able to run a company of my own.”

Case Study 1
Strengthening the workforce

18 Instilling company values. Employers find Apprenticeships are an effective way to instil company values and good practice into apprentices. Honda, for instance, had difficulty in recruiting mature trained technicians and found it took two years to train someone trained by another car manufacturer. In contrast, the apprentice is quickly immersed in their company values and practices.

19 Retention. Where apprentices can see a career route within an organisation, they are consequently more willing to stay with that employer. At the information technology company EDS, non-completion of the Apprenticeship was only 10-15% compared to a sector average of around 50%. Turnover for former apprentices was less than 5% in the first year, after completion and being appointed to a permanent job. This has been achieved by placing Apprenticeships as part of an overall culture of continuing support, progressive salaries and opportunities for development.

20 Common pool of talent. Apprenticeships not only address short-term recruitment difficulties but also secure for the business, and often for the industry as a whole, the skills and workforce of the future. In sectors such as construction and social care, employers drew on a common pool of skilled labour. Training apprentices was seen as maintaining this pool, and when skilled employees left to work with another employer, others would be available to take their place.

Productivity

Apprentices tend to be productive sooner and at a higher level compared to other employees. They undergo formalised training matched to the needs of the individual and the business. This ensures the right expectations are set out and reinforced regularly. Final year apprentices at Kesslers International Ltd have reduced the time taken to change the setting on machines producing one component to a completely different one by 25%, saving over £30,000 a year.

Case Study 2 - Stephanie Rabbit

Age: 18
Job: Purchasing Officer
Joined: 2003
Framework: Apprenticeship Level 2 in Business Administration
Company: Royal Courts of Justice

George Kessler CBE, Managing Director of Kesslers International Ltd: “It’s hard to measure the return on investment for training but without question it has been a major plank in our campaign for both continuous improvement and increasing productivity.”

Stephanie: “I started working in the courts straight from school and chose to do an Apprenticeship to help further my career. The programme has helped to improve my written skills and my approach to customers. It has also helped my employer become more efficient, as I can deal with queries in a more professional manner.”

Changing age profile. The Apprenticeships programme is also a cost-effective way of replenishing an ageing workforce and ensuring the effective transfer of knowledge. Xerox UK saw this as a fundamental part of their medium and long-term business strategy. Apprentices changed the age profile and addressed the imbalance caused by a growing number of staff who were in a position to retire early.

Career progression. Apprentices are most valued, and make the most significant gains for the business, where the Apprenticeship is part of a well-integrated training and development strategy. The Apprenticeship is regarded by both the young person and the employer as a basis for progressing to higher-level qualifications and more senior jobs. Several Task Force employers cited senior executives within their companies who started out as apprentices, for example BAE Systems plc and Compass Group plc. Apprentices at Pilot Outlet Ltd also often go on to fill supervisory and management posts within the company. They can reasonably expect to be store managers within five years, with significant increases in salary over that period.

Diversity. Apprenticeships also play a role in reducing skills shortages in tight labour markets by widening the talent pool and increasing numbers of female, disabled, black and minority ethnic people in the workforce. This will become more relevant, given the demographic trends, which indicate a growing proportion of black and minority ethnic people in the labour market. A separate Task Force project on diversity reported Denso Manufacturing UK Ltd as seeing diversity in Apprenticeships as a means to reduce skills shortages and improve competitiveness and productivity.

Promoting greater diversity in recruitment of apprentices creates a more representative and balanced workforce, helping businesses grow their customer base and enhance the companies’ reputations. Ensuring that the workforce is more representative of the communities where firms are located:

- increases appeal in, and understanding of, a wider range of market segments;
- provides a marketing benefit by improving the public image of the business;
- gains and retains customer loyalty through meeting the needs of all customers;
- presents role models of career progression into management positions, which will increase employee commitment and staff retention.
Apprentices’ perspective

25 The case studies that feature in this report also provide an insight into the experiences of apprentices. One of the principal attractions of Apprenticeships for young people is that, unlike other options, they can avoid choosing between exclusively earning or learning. They welcome the opportunity to postpone such decisions while they explore career prospects. This is particularly important as many of the young people we talked to had often received poor or no advice to help inform their choice of career options.

26 Apprentices have mixed views of the support they receive from managers and assessors and their understanding of Apprenticeships. They feel that the support and mentoring from colleagues and trainers is helpful but that the level of scrutiny can sometimes undermine their confidence. Where their managers understand the programme, they are less likely to encounter difficulties in striking the right balance between their training and work commitments. Apprentices highlighted there was little support available to assist them if their Apprenticeship was terminated, for example if their employer stopped trading.

27 Despite these criticisms, apprentices have found the work environment to be a positive stimulus for learning. They also feel that their Apprenticeship has helped them make a successful transition from school to work, particularly where it builds on their vocational studies at school. These and other factors ensure that apprentices’ satisfaction rates exceed 90%.

28 Some sectors have developed mechanisms to systematically gather apprentices’ views of the programme and how it could be improved, such as the National Training Feedback System for engineering apprentices. In the workplace, trade unions often play a role providing information, advice and support as many apprentices are already employed when they begin their Apprenticeship.

Case Study 3

At BAE Systems plc, Apprenticeships ingrain a culture of learning and development. The programme delivers apprentices who are self-motivated with highly developed problem-solving skills. Compared with externally recruited workers, apprentices are less likely to make mistakes on major projects, which could potentially cost up to £100,000 in re-worked activity.

James Lester
Age: 28
Job: Executive Chef
Joined: 1995
Framework: Advanced Apprenticeship Level 3 in Hospitality
Company: Compass Group UK and Ireland (Eurest)

Sir Francis Mackay, Chairman, Compass Group plc:
“Apprenticeships enable us to develop the high quality customer service and technical skills crucial to the success of our brands. They also help deliver the consistency that is essential to the provision of high satisfaction and customer loyalty.”

James: “Apprenticeships are great. You’re not stuck in a college kitchen, you have a real job to do but you also have the chance to keep studying. It’s helped me in my career development too. I joined Compass Group aged 16 as a chef de partie and was offered the chance to study for an Apprenticeship. After three years, I was promoted to head chef and then promoted again to executive chef. I’m now responsible for running a kitchen that provides breakfasts and lunches for nearly 900 people every day. I’ve also been mentored by some of the top chefs in our business, which helped me win Craft Guild of Chefs Young Chef of the Year 2001 and a gold medal at the 2002 Culinary World Cup. I now serve as a mentor to other up-and-coming chefs.”

Quality

At BAE Systems plc, Apprenticeships ingrain a culture of learning and development. The programme delivers apprentices who are self-motivated with highly developed problem-solving skills. Compared with externally recruited workers, apprentices are less likely to make mistakes on major projects, which could potentially cost up to £100,000 in re-worked activity.
3 Increasing employer involvement

Promoting Apprenticeships to employers

29 The demand for Apprenticeships from young people has been steadily increasing over the last few years. By April 2005, five times as many young people as employers responded to LSC’s marketing campaign. According to their campaign research, employers have a high level of awareness of Apprenticeships (90%) and a significant number employ non-graduate young people (80%). In spite of this positive attitude to vocational training, the number of apprentices has only increased marginally in recent years.

30 Some companies view lack of access to the delivery system as a barrier to participation. This issue has been tackled by offering employers one simple entry route to the system. In June 2005, LSC had registered more than 20,000 expressions of interest by employers and forecasted that 6,000 organisations would take on 1-2 apprentices based on an average conversion rate of 30%.

31 Task Force members made a unique contribution to the campaign by acting as high profile ‘champions’, promoting the business case for Apprenticeships. They generated significant media coverage over a six-month period by spending time training on site with apprentices. Our champions subsequently attracted employers to seminars in the hospitality and construction sectors. The construction seminar, for example, supplied LSC and CITB with 19 leads, and they are expected to convert into 350-400 Apprenticeships.

32 Senior executives on the Task Force also made direct approaches to their peers. The Task Force secretariat and LSC followed up these leads and secured an initial commitment from three companies to recruit 450-500 apprentices. An important factor in translating interest into vacancies was the support, which members gave to prospective employers of apprentices. The Task Force secretariat facilitated an informal network of Human Resources managers who provided substantial guidance on marketing, recruitment, assessment and other delivery issues. In support of LSC’s campaign, the TUC encouraged more union representatives to include Apprenticeships in their negotiations with employers.

Sector initiatives

33 Sector Skills Councils (SSCs) are licensed by the Government to drive up skills and productivity in industry and business sectors across the UK. They are employer-led and actively involve trade unions, professional bodies and other stakeholders in the sector. SSCs are developing sector strategies through Sector Skills Agreements (SSAs), which allow employers and employees to identify skills and productivity needs, and develop means to meet those needs. The Sector Skills Agreements should be a major mechanism for encouraging employer commitment to Apprenticeships, including enlisting them to address diversity issues.

34 Apprenticeships have to meet the skill needs of employers. The Task Force welcomes the fact that the main partners involved in the delivery of Apprenticeships have agreed a ‘Blueprint’, which stresses the central role of SSCs and their employers in determining the content of Apprenticeships frameworks. LSC has also passed responsibility for approval of frameworks to SSCs. The Task Force urges SSCs to give priority to reviewing the content of every framework, to ensure that they are ‘fit for purpose’.

35 The ‘Blueprint’ also specifies those areas where flexibility is possible, which will clarify where SSCs can adapt Apprenticeships frameworks to respond to employers’ needs. This flexibility is already being tested in some sectors, such as retail, hospitality and construction. Encouraging this activity and seeking to engage more large organisations in Apprenticeships in these sectors has been the primary focus of the Task Force’s work with SSCs.

36 In the hospitality sector, the Task Force has shown how seminars aimed at making the strategic case for Apprenticeships to Chief Executives can lead to increased participation by their companies. Acting as Task Force sector champion, Compass Group plc hosted events which attracted senior executives from major hotel, restaurant and contract catering companies employing over a quarter of a million people in the UK. This is likely to result in 350-450 Apprenticeships at six companies, including Whitbread and Hyatt International.
Many employers, such as small and medium-sized enterprises and those in rural areas, encounter difficulties in recruiting and retaining skilled workers. The construction sector, and its workforce, has grown by over 30% in the last ten years and present predictions suggest it will need a further half a million new entrants by 2010. Despite this high demand for skilled workers, only about a quarter of employers train. The ageing profile of the workforce and an increasing reliance on migrant workers raises questions on the long-term sustainability of the industry. Government schemes account for over 50% of construction projects, which makes it ideally placed to influence this situation. The consideration of capacity and skills requirements should be an essential element when national and local Government are planning initiatives. For example, Sheffield City Council has shown how housing regeneration initiatives can be used to help implement a local skills strategy, which encouraged greater participation by under-represented groups.

The Task Force has worked with LSC, CITB - Construction Skills, the Major Contractors Group and the Construction Confederation to encourage employers to develop and use innovative models for delivering Apprenticeships. The high reliance on self-employed contractors and small businesses is a major obstacle to participation. Many smaller companies find it difficult to offer the variety of work on site, which provides the full range of assessment opportunities necessary to complete the Apprenticeship. The approach of Carillion plc goes some way to alleviate this. The Task Force sector champion employs and trains around 7% of all construction apprentices in the UK and these young people are placed with sub-contractors in its supply chain. Most apprentices continue working for these companies upon completion of their Apprenticeships.

Case Study 4

Craig Taylor
Age: 23
Job: Acting Team Leader Customer Service (team of 67 advisers)
Joined: 2004
Framework: Advanced Apprenticeship Level 3 in Customer Service
Company: Royal Mail plc.

Allan Leighton, Chairman Royal Mail plc: “Royal Mail’s commitment to Apprenticeships is clear – we currently employ around 300 apprentices. Moreover, we also see them as the future and are developing an Apprenticeship programme, which will train around 1000 postmen and postwomen.”

Craig: “I think I’ve matured a lot on my Apprenticeship. Even though I left school with A-levels, I didn’t have the communication skills or direction to progress in customer service until I did my training. I’ve also supported the department’s achievement of Key Performance Indicators. I’ve reduced costs by coaching the other advisers in new skills, reducing the error rates and improving customer satisfaction.”

Australia is one country where this type of organisation flourishes. Group Training Companies actually employ the apprentices in the UK and these young people are placed with sub-contractors in its supply chain. Most schemes cover a wide range of industries, including retail and hospitality. Core services to the employer (funded mainly through a small cost recovery charge) include arranging and monitoring apprentice training, arranging job rotations to broaden the apprentice’s experience, and mentoring.

Delivery models

Many employers, such as small and medium-sized enterprises and those in rural areas, encounter difficulties that present barriers to their involvement in Apprenticeships. The Task Force is keen to promote examples of best practice which overcome some of these barriers, and suggests that they might be adopted more widely. For example, Group Training Associations (GTAs) bring together employers in a locality to share the costs and administrative burdens of running an Apprenticeships programme, which has encouraged many smaller companies to take on apprentices. There is a tradition of GTA in engineering, construction and some other sectors such as sea fishing.

 tesco plc, the Task Force sector champion, will lead a similar recruitment seminar for the retail sector in Autumn 2005. There is a prospect of increased participation in the retail sector because of the encouragement by the SSC, Skillsmart Retail, to apply the flexibilities available. This has helped reduce the bureaucratic burden by enabling employers to map their own training to the requirements of the Apprenticeships and assessment process.

The Task Force has also worked with Skillsmart Retail to propose the use of robust initial assessment of key skills, which would exempt young people from further testing, and that evidence demonstrating competency is more closely integrated into NVQs. We look to DIES to take forward that work and to ensure the key skills curriculum and assessment is more sector specific.

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Australia is one country where this type of organisation flourishes. Group Training Companies actually employ the apprentices, placing them with ‘host employers’, usually small and medium-sized companies. Group Training Australia®, a network of 180 Group Training Companies, is the largest employer of apprentices in the country. Schemes cover a wide range of industries, including retail and hospitality. Core services to the employer (funded mainly through a small cost recovery charge) include arranging and monitoring apprentice training, arranging job rotations to broaden the apprentice’s experience, and mentoring.

Delivery models that absorb the administrative burdens could encourage greater participation by employers in both the public and private sector. Such arrangements have, as in the case of Sheffield City Council’s Employment Unit, helped persuade managers of the value of Apprenticeships and the abilities of the young people involved. The Employment Unit is a dedicated unit that undertakes the arrangements of funding, recruitment,
training and assessment. It also demonstrates the benefits to be gained by introducing ‘young recruits’ into an organisation that faces considerable replacement issues associated with an ageing workforce.

45 A similar approach has been taken by the Northern and Yorkshire NHS Assessment Centre. There is considerable variability in the take-up of Apprenticeships by different National Health Service (NHS) trusts because of what they perceive as the heavy administrative burdens involved. The Assessment Centre overcomes this by recruiting and training apprentices for the health, estates and facilities departments of NHS Trusts within that NHS Region. All apprentices are employed for three years by the Assessment Centre and in their fourth year nearly all take up permanent jobs in one of the Trusts.

46 Small firms in rural areas might face particular problems because of the limited availability of training provision. Broadland Council Training Services (BCTS), a provider in Norfolk, tries to alleviate this problem by encouraging employers to develop workplace assessors. BCTS trains employees in equine studies free of charge to acquire the relevant Assessor Units, provided their employers do not charge BCTS for any assessments they subsequently carry out on their behalf. Berwick High School in Northumberland is adopting an approach developed by Northallerton College in North Yorkshire, forming a partnership with the county’s Further Education college to deliver work-based learning, including Apprenticeships.

47 Hairdressing is a sector which shows the possibility of employers cooperating to provide Apprenticeships training for employees in their sector. For example, Andrew Collinge is an employer training provider which provides off-the-job training for their own employees and those of other hairdressing salons throughout Greater Merseyside, such that about three in five of their learners are from other salons. This example shows the value of employers ‘training for national stock’. In circumstances where LSC funding does not cover the full cost of doing this they will need to provide special funding. Equally, LSC will have to stipulate high quality criteria for eligibility, for example an Adult Learning Inspectorate (ALI) grade one inspection.

Employer cooperation need not be based upon their operating in the same sector. For instance, an airport is home to a range of employers operating in sectors as diverse as retail and engineering. Yet given their geographical proximity and a shared working environment it can make sense for them to come together to address shared skill needs. BAA plc has recently indicated its wish to establish a Centre of Vocational Excellence (CoVE) at Heathrow Airport to meet skill needs and improve recruitment and retention across a range of sectors. The service could ultimately be available to all of the airport’s 321 employers and their 67,000 employees. The model BAA plc want to apply would see a marked increase in Apprenticeships and other accredited qualifications for airport employees. This training programme would be, of its nature, multi-sectoral so the issue for LSC and other public agencies is how they can help such provision to get established, when the available structures for doing so (including CoVEs) tend to be predicated on a sector-specific approach.

Skills shortages

Apprenticeships are a means to reduce skills shortages and supplement an ageing work force. Carillion plc employs approximately 1600 apprentices to train them for the industry and places them with sub-contractors in their supply chain. For Ipswich Hospital Apprenticeships are all about meeting the future labour and skill needs of the NHS locally.

Bianca Parris

Age: 18
Job: Carpentry
Joined: 2004
Framework: Apprenticeship Level 2 in Carpentry
Company: Carillion plc.

Roger Robinson, Executive Director Construction Services Carillion plc: “Carillion is helping address skills shortages by recruiting, employing and training apprentices on behalf of its sector. We place them with a number of smaller sub-contractors who are not able to commit to the three years it takes to train a construction apprentice. This practice encourages a more diverse participation in Apprenticeships for our sector.”

Bianca: “I did resistant materials for one of my choices for GCSE. I had to design and make something out of wood. I soon realised that I enjoyed working with wood and wanted to become a carpenter. When I joined Carillion I thought that being the only girl on site would mean people would see me just as a girl and treat me differently. But, I was wrong.”
For the most part it is not disillusionment with Apprenticeships in particular, or training in general, that causes one of the studies reviewed showed that a third of early leavers who stayed with the same employer were still. Apprenticeships systems in Denmark, The Netherlands and Germany achieve completion rates of between 60% and 75%, if calculated on a similar basis to England. In Scotland, achievement is 20 percentage points higher. Variation amongst local LSCs in the proportion of those who fully complete Apprenticeships is as wide as 20 percentage points. There are also marked variations in the same sectors between LSCs, again. This does not seem to be explained by the nature of their industrial mix or socio-demographic composition. Nor does there seem to be any effect whereby apprentices in areas of high general labour demand are more likely to leave than those in areas where demand outside Apprenticeships is weaker.

Completing an Apprenticeship

The proportion of leavers who fully complete their Apprenticeships frameworks has risen (from 24 per cent in 2001-2) to only 31 per cent in 2003-4. This raises the question as to how long Apprenticeships can be presented to employers, young people and their parents as a high-value programme. The Task Force supports the introduction of a performance indicator in this area but stresses the importance of having an ambitious, though realistic, aspiration to raise completion rates to a more satisfactory level. To that end we have commissioned analysis that looks at variations in the level of completion rates in different parts of the UK and other European countries. It also reviews the reasons for non-completion, focussing particularly on those matters which might readily be addressed, as opposed to those which may be more intractable. The report is due to be completed in July 2005 and will be placed on the Task Force’s website. Some of the initial findings are referred to in this section.8

Apprenticeships systems in Denmark, The Netherlands and Germany achieve completion rates of between 60% and 75%, if calculated on a similar basis to England. In Scotland, achievement is 20 percentage points higher than in England. Variation amongst local LSCs in the proportion of those who fully complete Apprenticeships is as wide as 20 percentage points. There are also marked variations in the same sectors between LSCs, again. The evidence firmly suggests that completion rates of 65-70% should be achievable in England. The question is over what timescale is reasonable to attain this level. The research we have commissioned will make proposals, based on experience to date.

Consideration should be given to providing better careers guidance and accurate information about what is involved in Apprenticeships and to ensuring adequate initial assessment is more widely practised.

A significant proportion of Apprenticeships starters leave because of wrong choices of occupation/employer.

It would be worth examining what mechanisms exist to follow-up this group of early leavers, and whether these mechanisms might be improved.

Case Study 6

Company values

Employers generally find it much easier to instil company values and good practice into apprentices than to train experienced external workers to meet company needs. They bring new ideas and skills and adapt easily and quickly to new technologies. Apprenticeships ensure that Xerox UK train and in-grain their working practices and culture in their recruits.

Louise Bunch

Age: 24
Job: Project Engineer
Joined: 2001
Framework: Advanced Apprenticeship Level 3 in Engineering
Company: SCA Packaging Tuscarora

Mick Willis, Training Manager of SCA Packaging Tuscarora: “Louise’s Apprenticeship came at a time of great change for the company. We had been acquired by a large multinational who used to be a competitor. Louise was instrumental in promoting a synergy between our two companies through managing a joint design project for a mutual customer. The importance of her role in this team-work and bridge-building and in the success of the project, cannot be over-emphasised.”

Louise: “I’ve grown in confidence and commitment throughout my Apprenticeship – I used to be bored and unsatisfied with my work and now I’ve developed an award-winning product! I’m keen to get a degree and move on into design engineering – all thanks to a great boss and a great Apprenticeship. Now I mentor the new apprentice!”
• A better understanding is needed of employers’ reasons for not continuing the Apprenticeship when a young person changes position within their company.
• High non-completion rates, in part, reflect there is not an initial ‘probation period’ (however we understand a proposal is under consideration).

Improving the level of completions is an important challenge and one which DfES is keen to drive forward. Our research report will offer suggestions on the issues and highlight where further work is required. We hope it will inform DfES’s work in this area and suggest that ALI be involved.

Progressing to higher qualifications

There are sound economic reasons for wanting a significant proportion of Apprenticeships to be at advanced level, that is level 3. Research drawn on by the Sector Skills Development Agency (SSDA) shows that three in four of all new jobs now require people to be skilled at technician or associate professional level (which means level 3 or above). However, the Task Force is concerned that Advanced Apprenticeships have declined in numbers and as a proportion of all Apprenticeships since 2000-2001. This has not been assisted by the practice of not counting progression from Apprenticeships to Advanced Apprenticeships as contributing to meeting the Public Service Agreement (PSA) target. It would greatly assist Apprenticeships gaining recognition as a high quality route if this trend was reversed.

It is important that Apprenticeships are seen as offering an attractive route forward to those able young people who may also be considering going into HE or Further Education. A decision in favour of Apprenticeships will be facilitated by the possibility of progression to higher-level qualifications. It will also be assisted by companies demonstrating that they value Apprenticeships as a source of future candidates for managerial roles. However, there are a number of barriers that need to be overcome, such as Apprenticeships frameworks not clearly setting out the requirements for progression to HE. In addition, there is limited information and advice, and a lack of knowledge among teachers and career advisers, on progression routes from Apprenticeships to higher level qualifications.

We welcome the commitment, in the Skills White Paper, to develop new ways of supporting HE in the workplace. It also proposes to examine how employer-delivered HE training could be better supported, clarifying the respective roles of LSC and the Higher Education Funding Council for England (HEFCE). The White Paper accepts that the current funding boundaries between LSC and HEFCE can create difficulties for employers and other stakeholders.

The Task Force supports the development of foundation degrees, based on work-based learning teaching methods, level 4 Apprenticeships, and other means of facilitating progression. Training providers need to be aware of, and give support to, employers who wish their apprentices to access such opportunities. We also welcome the development of graduate apprenticeships, which aim to supplement the academic knowledge gained in higher education by a period of work-based learning. However, we recognise that there are major cost implications if Government funding is sought for such programmes.

A small but potentially influential step in support of progression could be a system of bursaries to reward high achievement in Apprenticeships and demonstrate that there is a clear progression route to higher-level qualifications. For example, the Whitworth Scholarship Awards, organised by the Institution of Mechanical Engineers, assists young people who have done vocational training in an engineering discipline to pursue an engineering degree. It seems that other sectors might benefit from such schemes. As a first step, the Task Force is exploring with the British Hospitality Association and People 1st, the SSC for the hospitality sector, ways to establish a bursary scheme for apprentices in that sector.

Retention

Apprenticeships are generally regarded as improving staff retention, particularly in sectors where employee turnover is traditionally high. Tesco’s apprentices are more likely to stay with the company, compared with other young employees.

Luke Albutt
Age: 18
Job: Team Leader Price Team
Joined: 2004
Framework: Apprenticeship Level 2 in Retail
Company: Tesco plc.

Clare Chapman, Group Personnel Director Tesco plc:
“Apprenticeships provide staff with the opportunity to get nationally recognised qualifications whilst improving the retention of our skilled staff. It is also proving to be good preparation for those interested in promotion within a modern retail business.”

Luke: “I started as a general assistant at my local Tesco store and have worked my way up to team leader in the Price team. I’m responsible for making price changes in the store. Apprenticeships are a great way to progress; I left school with no qualifications but now have a career in retail ahead of me. I feel really valued, have plenty of responsibility and there are loads of opportunities to move up.”
Enriching content

61 SSCs are charged with ensuring the skills needs of their sector are addressed. This can be more complex where the level of demand for skills is only emerging and where they are common to more than one sector. The demand for language skills is a good example of this situation.

62 According to the Eurobarometer survey (December 2000), the UK has the lowest level of language skills in Europe. Other evidence suggests that half of British exporting businesses have experienced language or cultural barriers to trade, and a fifth are aware of having lost business as a consequence. The need for language skills is revealing itself to be highest amongst those sections of the workforce which have the greatest level of interaction with the multilingual public. For example, front line receptionists, sales staff, call centre workers and switchboard operators. These are all Apprenticeships occupational areas.

63 Apprenticeships frameworks need to take account of the evidence that language skills improve the competitiveness of individuals and their employers. In the Midlands there are examples of good practice where languages have been made an integral component for all Travel and Tourism apprentices. And NHS apprentices have been taught basic Punjabi words and phrases to help them deal with day-to-day situations on the wards.

64 The National Centre for Languages has published guidelines for best practice for languages in the engineering sector and construction industry, with sectors such as Logistics, Tourism, Ceramics, Passenger Transport and Retail to follow. The Task Force welcomes work by SSDA and the Centre to increase understanding of the demand for language skills and the development of a language strategy for the network of SSCs.

Common pool

In sectors such as construction and social care, employers such as Interserve and Lakes Residential Home, draw on a common pool of skilled labour and training apprentices was seen as maintaining this pool and reducing skills shortages. Public sector bodies, such as Child Support Agency, want to support government-led initiatives as an example of good practice. Apprenticeships also contribute to the communities they serve and create a pool of talent to recruit from.

Hannah Dwyer

Age: 17
Job: Public Admin
Joined: 2004
Framework: Apprenticeship Level 2 in Business Administration
Company: Sheffield Borough Council

Sir Robert Kerslake, Chief Executive Sheffield City Council: “Over 30% of the our workforce is aged 50 or over. These people will retire soon, taking with them valuable skills and knowledge. Apprentices are an excellent way of overcoming our skills gaps and developing the workforce of tomorrow.”

Hannah: “I left school with 6 GCSEs and started applying for basic office jobs. I found out about Apprenticeships at the Council through word of mouth. Some of my friends had had a bad experience with training schemes and tried to put me off. But my family was very supportive and saw it as an excellent way into employment.

I was very excited to learn new skills and meet new people. I now intend to do my Level 3 qualification and aim for promotion in 2 years. My Apprenticeship has given me a career in public services that I would never have had without it.”
5 Vision for Apprenticeships

Vocational education including Apprenticeships has been the subject of intense public debate during our deliberations. This has resulted in a remarkably high level of national political support for Apprenticeships and recognition of their role in improving young people’s education and training. If the Government’s aspirations for increasing the number of Apprenticeships are to be realised, we think that there should be a clear vision of how Apprenticeships fit into the overall framework of educational and vocational options.

This would provide a template against which any new proposals or policy initiatives should be tested. With an agreed vision, it should also be possible to set out clear targets and timescales, which would be agreed by the key stakeholders.

We consider that the essential elements of such a vision are as follows:

- As young people progress through their education and training between the ages of 14 and 21, they have access to proper assessment and advice. They should have the option of work with training rather than continuing full-time in the school or college classroom. In particular, they should have accurate information about the availability of government-funded Apprenticeships or Advanced Apprenticeships relevant to their aspirations and ability.

- In each employment sector, there will be up-to-date, flexible and fit for purpose Apprenticeship frameworks, leading to qualifications which enjoy high regard. These will be clearly visible and have a recognised equivalence with the other learning routes and qualifications taken by young people. They should in particular demonstrate how young people can gain access to good employment opportunities or to appropriate higher education.

- Employers who operate in highly specialised or differentiated areas will be free to continue to develop their own in-house Apprenticeship training programmes. These will be accredited and inspected so that they are able to demonstrate equivalence with Apprenticeships frameworks in general.

Nicola Watkins
Age: 17
Job: App Pipe Fabricator
Joined: 2003
Framework: Advanced Apprenticeship Level 3 in Engineering
Company: BAE Systems plc.

Mike Turner, CBE Chief Executive BAE Systems plc:
“Apprenticeships are a route to the top. I began my working life as an apprentice, which is why I have put them at the heart of BAE Systems’ workforce development strategy. For me, they deliver the technical skills BAE Systems needs to be successful today and the attributes we want young people to develop to become managers in the future.”

Nicola: “I left school with 8 GCSEs. I wanted a qualification that would stay with me for life and give me a chance to work on high profile, exciting engineering projects such as nuclear reactors. An Apprenticeship has given me the ability to work at a very high standard in all situations. I’ve learned communication skills, teamwork, quality assurance, strategy and engineering skills. After my Apprenticeship, I hope to do my ONC, HNC, HND and progress onto an engineering /management degree at university.”

Case Study 9
The Apprenticeship is regarded by both the young person and the employer as a basis for progressing to higher level qualifications and more senior jobs. BAE Systems plc and Tesco plc Apprenticeships develop more than 70% of the attributes required for a managerial role within their companies.

• The particular issues that affect groups of employers, such as micro businesses and those in rural areas, are addressed and arrangements made to enable greater engagement of employers and young people in these circumstances.

• The majority of young people would successfully complete their Apprenticeship. In addition, young people who are having difficulty in achieving the recognised entry standard for an Apprenticeship will be given the necessary help and assistance to reach that standard.

• There should be Apprenticeships available to those over the age of 25. Employers, through Sector Skills Agreements, should form public and private partnerships to fund this provision.

It would greatly assist the further development of the programme if the Ministerial Steering Group were to articulate a clear strategy that acknowledged our vision for Apprenticeships. This should provide a statement of the key aims and objectives of the programme. It should clarify the contribution of Apprenticeships (including Young Apprenticeships, Apprenticeships for Adults and at level 4) to the broader 14-19 and skills agendas. It would also propose practical measures of success, with relevant timescales, in terms of numbers on the programme and acceptable completion rates.
6 Developments in vocational education

Apprenticeships have featured prominently in recent Government policy deliberations. The recommendations of the Modern Apprenticeship Advisory Committee, the Modern Apprenticeship Board, End to End Review of Modern Apprenticeships, and the views expressed by members of this Task Force were influential on the policy changes announced by Government in May 2004. The most notable include recognition of the critical role of SSCs in the design and delivery of Apprenticeships; the strengthening of the delivery system by the establishment of a Ministerial Steering Group with oversight of the programme; and the piloting of Young Apprenticeships and Apprenticeships for Adults.

The Task Force welcomes the commitment to increase the role of employers in the design and delivery of the vocational curriculum. To that end SSCs should draw on the experience of other employer representative organisations, for example the Confederation of British Industry and the Institute of Directors. In addition, the arrangements that are put in place to succeed the Task Force will need to ensure that employers’ views on these developments are made known to Government.

Case Study 10

Emma Burtenshaw

Age: 19
Job: Engineering
Joined: 2003
Framework: Advanced Apprenticeship Level 3 in Domestic Natural Gas Maintenance
Company: British Gas

Sir Roy Gardner, Chief Executive Centrica plc: “By recruiting from a wider pool of talent, I believe businesses will be more reflective of their customers and therefore retain a competitive edge in the market place. That is why one of our companies, British Gas, is putting more resources behind increasing its intake of female and black minority ethnic engineers.”

Emma: “I definitely made the right decision. I really enjoy the training and love being out with engineers - you get really good levels of support and learn a lot.

Being a female engineer has never been an issue - I’m treated the same as everyone else on the course and I’ve told a couple of my female friends that they should apply.”

The continued expansion in the number of Apprenticeships, referred to in the White Paper Skills: Getting on in business, getting on at work, should be determined on the basis of demand on the part of both employers and young people. Department for Education and Skills (DfES) should also clarify the level of resources that will be available to expand Apprenticeships and implement the range of initiatives proposed in the White Papers. Where employers are expected to contribute to the cost of adult training and education above level 3, the necessary arrangements will need to meet employers’ needs.

Though we welcome the development of specialised Diplomas and a network of Skills Academies, it is important that these contribute to, and build on, Apprenticeships rather than supersede or distort it. We are in no doubt that Apprenticeships will continue to be the pre-eminent form of employer-backed occupational training for young people, as it is in so many other countries. Full integration of Apprenticeships with the specialised Diploma will take some time. There may be benefit in having an evolutionary approach where specialised Diplomas can prepare for, and give credit towards, Apprenticeships as well as Apprenticeships contributing towards the requirements for specialised Diplomas. The implementation of Skills Academies must make the right links with Apprenticeships. It will be wise to examine any proposals for ‘full integration’ between these rather different routes very carefully before implementing them; distortion through a ‘one size fits all’ policy is a real danger. All these developments will need to be handled with care and sensitivity.

The Task Force values the introduction of a brokerage service to help employers assess the skill needs of employees aged 19 and over, and advise and source suitable training; the National Employer Training Programme (NETP) that provides a brokerage service to help employers assess the skill needs of employees aged 19 and over, and advise and source suitable training; the creation of 12 employer-led Skills Academies covering areas encompassed by an SSC’s ‘footprint’; piloting financial incentives to encourage employers and young people in employment without training to take up formal training opportunities, such as Apprenticeships.

The recent White Papers 14-19 Curriculum and Qualification Reform and Skills: Getting on in business, getting on at work contained policy proposals that will impact on the success of the Apprenticeships programme over the next few years. These include:

- the development of 14 new specialised Diplomas, including both vocational and academic study, that will contribute to a simplification of the existing vocational qualifications;
- the creation of 12 employer-led Skills Academies covering areas encompassed by an SSC’s ‘footprint’;
- the National Employer Training Programme (NETP) that provides a brokerage service to help employers assess the skill needs of employees aged 19 and over, and advise and source suitable training;
- piloting financial incentives to encourage employers and young people in employment without training to take up formal training opportunities, such as Apprenticeships.

All these developments will need to be handled with care and sensitivity.

The Task Force values the introduction of a brokerage service to help employers assess the skill needs of employees aged 19+ and advise and fund suitable training (usually for basic skills or a first full level 2 qualification). However, NETP must not be introduced in such a way as to encourage employers to opt for NVQ-only training. This would risk losing the proven business benefits deriving from the broader and transferable skills provided by Apprenticeships for those aged 19-25 (and potentially through Apprenticeships for Adults). That said, greater participation in Apprenticeships could be encouraged, where NETP assists employers to accredit their existing training to enable it to be formally recognised within the programme.
7 Recommendations

75 While there have been substantial and continuing improvements to Apprenticeships, there are clear and acknowledged weaknesses that still need to be addressed. There is the question of whether resources are sufficient to satisfy the stated ambitions of the Government and the demand from employers and young people. It remains to be seen whether the greater role given to SSCs over framework design and approval will convince employers in all sectors of the relevance of Apprenticeships to their needs. And there are still major issues of gender segregation and under-representation of disadvantaged groups to be resolved. Underlying all this is the need for sharing timely and comprehensive management information to enable continuous improvements to how the programme is managed, developed and marketed. All of this is within the context of the important role of LSC in Apprenticeship policy and delivery, including funding, contracting, planning and marketing.

76 This part of the report will discuss a number of issues where, the Task Force believes, action would lead to greater employer involvement. The Task Force relies on the Ministerial Steering Group to ensure that the recommendations we have proposed are implemented along with those made in our Interim Report.

Marketing

77 LSC has plans to improve employer lead conversions in 2005-2006 in the following occupational areas: construction, contact centres, financial services, health, hospitality, information technology, media, public sector, retail, and social care. This will be alongside local and regional economic priority sectors. To be successful, LSC will need to address misconceptions which deter employers from participation. For instance, LSC's campaign research suggests that Apprenticeships are viewed as only being relevant for skilled manual trades. Employers also expressed a preference for training staff through in-house company programmes and seemed unaware that they can adapt their high quality training to meet the requirements of Apprenticeships. For example, Tesco have mapped their in-house model to the Apprenticeship framework in retail. Moreover, LSC have accredited and funded DoFond & Aitchison's training under the 'Approved Employer Scheme'.

78 In addition to sustaining awareness levels and employer demand, LSC's marketing campaign will support the new performance indicator on completion rates. LSC has to ensure this does not deflect resources from the essential business-to-business marketing activity required to increase the number of employer leads and conversions.

79 The Task Force has demonstrated (see paragraph 31) that a cost-effective mechanism of engaging large organisations is for senior executives to act as ‘sector champions’ and promote the business benefits of Apprenticeships to their peers. The development of an effective brokerage system, discussed elsewhere in the report, should also help target small and medium-sized companies more effectively.

Recommendation

LSC should make greater use of ‘sector champions’ and their SSCs, ensuring marketing activity is targeted at employers in sectors that reflect national and local priorities. The Ministerial Steering Group should ensure appropriate resources are allocated and monitor their effectiveness at generating Apprenticeships’ vacancies.

Brokerage systems

80 Currently, efforts to increase employer participation are being inhibited by the lack of a sufficiently active sales force focused on generating Apprenticeship opportunities. The establishment of the brokerage network (described in paragraph 74) is a step forward in so far as Apprenticeships will be part of the offer in the proposed model.

81 Employers will welcome a service that provides an expert and comprehensive assessment of their organisations’ training needs. Skills brokers should be familiar with the local training provision on offer and able to match the availability and delivery mechanisms of providers to employers’ working practices. In rural areas, for example, matching demand and available supply can be especially difficult. A brokerage service is likely to have a beneficial impact on the level of completion of Apprenticeships, especially where employers and apprentices receive intensive support during the initial stages of the training.

82 The current arrangements often mean that it is unclear to employers which services will be offered by training providers. This confusion could be exacerbated by the new brokerage system because of a lack of clarity on what services are available and from whom. It is therefore essential to establish an arrangement that formalises the roles and responsibilities of the employer, the training provider and the broker.

83 In addition, a closer dialogue between brokers and local LSCs will provide more timely intelligence on the strengths, weaknesses and gaps in the training provider network. The combination of an effective brokerage system with ‘clearing house’ arrangements, which match prospective apprentices’ applications with employers’ vacancies, is a cost-effective method of supporting marketing activity.

Recommendation

A primary role of the proposed National Employer Training Programme brokerage service should be to identify new Apprenticeship opportunities.

Delivery

84 A major concern of the Task Force has been to identify the ways in which the delivery of Apprenticeships can be made less onerous for employers, for example:
A common theme of Task Force discussions has been the lack of adequate advice and guidance. For example, DfES has issued guidance to LSC and Connexions must engage with local authorities, schools and parents to ensure that all young people are aware of the Apprenticeships opportunity. School league tables provide a perverse incentive to behave in this way. They give schools a ‘vested interest’ in poor completion rates and ensuring young people are not pushed into stereotypical job choices. The Connexions Service has focused successfully on those young people who are at risk of ‘dropping out’ of education or training. This leaves guidance predominantly in the hands of schools and colleges, who often do not have the expertise, information or the desire to promote Apprenticeships. This is illustrated by the research quoted above which also shows that two thirds of pupils who wanted to become engineering apprentices were advised to remain in full-time education by their teacher or careers adviser. Whatever the reality of the situation, 35% of these advanced level apprentices believed the careers advice they had at school seemed to be influenced more by what their school wanted, than by what would be best for them.

Public procurement policy

Public procurement policy has the potential to increase skills levels, for example DfES has issued guidance to advise procurement managers on how they could consider the basic literacy, language and numeracy skills required to deliver contracts and ensure contractor staff have relevant skills. The guidance is being revised to include reference to Apprenticeships in response to a suggestion in our Interim Report. However, increasingly, departments have too many criteria in their procurement process, each vying for consideration. This may partly explain why evidence of basic skills requirements in tendering contracts is scarce.

Issuing guidance will only be effective if departmental purchasing managers are encouraged to treat skills development as a priority in tendering arrangements. DfES needs to agree with Cabinet Office, the Sustainable Procurement Task Force, Office of Government Commerce and other stakeholders where skills provision is likely to be most relevant to government contracts. In addition, public sector procurers will need practical examples of how the guidance could be implemented, such as the inclusion of provision of apprentice placements in a London and Quadrant Group’s housing regeneration project.

DfES should focus on establishing links with the emerging departmental Centres for Procurement Excellence and a small number of agencies with large capital projects, such as the Building Schools for the Future programme, Highways Agency and NHS Trusts. A key partner in this initiative should be the Office of the Deputy Prime Minister, which could encourage greater utilisation of Section 106 of the 1990 Town and Country Planning Act allowing local authorities to impose planning obligations.

Recommendation

LSC should consider funding work with SSCs, employers, and providers to develop approaches aimed at improving delivery, including:
- promotion of group training associations in sectors where they do not operate;
- development of models that address the skills needs of more than one sector;
- consideration of funding to meet the extra costs of attendance, assessment and participation in Apprenticeships in rural areas.

Advice and guidance

A common theme of Task Force discussions has been the lack of adequate advice and guidance, about the work-based route, available to young people. This has been highlighted by the Equal Opportunity Commission General Formal Investigation (EOC GFI) of Occupational Segregation as one of the important factors leading to young people opting for traditional gender roles, as it is for disadvantaged groups not deciding on Apprenticeships. Over four fifths of engineering apprentices in a recent survey, said that they had received little or no careers information while at school. High quality careers advice and guidance can play an important role in improving completion rates and ensuring young people are not pushed into stereotypical job choices.

The Connexions Service has focused successfully on those young people who are at risk of ‘dropping out’ of either education or training. This leaves guidance predominantly in the hands of schools and colleges, who often do not have the expertise, information or the desire to promote Apprenticeships. This is illustrated by the research quoted above which also shows that two thirds of pupils who wanted to become engineering apprentices were advised to remain in full-time education by their teacher or careers adviser. Whatever the reality of the situation, 35% of these advanced level apprentices believed the careers advice they had at school seemed to be influenced more by what their school wanted, than by what would be best for them.

School league tables provide a perverse incentive to behave in this way. They give schools a ‘vested interest’ in retaining able pupils and not seeing them opt for work based learning. The engineering study found that parents do not have the expertise, information or the desire to promote Apprenticeships. This is illustrated by the research quoted above which also shows that two thirds of pupils who wanted to become engineering apprentices were advised to remain in full-time education by their teacher or careers adviser. Whatever the reality of the situation, 35% of these advanced level apprentices believed the careers advice they had at school seemed to be influenced more by what their school wanted, than by what would be best for them.

LSC and Connexions must engage with local authorities, schools and parents to ensure that all young people have access to high quality impartial advice and guidance on all post-16 routes. This would be assisted by stronger relationships between employers and schools to improve information on, and understanding of, career prospects offered by Apprenticeships. The Task Force anticipates this issue being addressed in the forthcoming Youth Green Paper and ahead of that it makes the following recommendations:
Recommendations

The Office for Standards in Education (Ofsted) and ALI should be encouraged to increase the weighting assigned to assessment of careers guidance in schools and colleges inspections. Schools should be encouraged to publish information on the numbers of pupils entering Apprenticeships or jobs with training in the same way as they do for those entering Further and Higher Education.

Diversity

There is considerable gender segregation and under-representation of ethnic minorities and people with disabilities in Apprenticeships. The consequence is under-utilisation of able young people, something shown clearly by EOC GFI into Occupational Segregation.

EOC recommends improvements to careers education and guidance, and providing ‘atypical’ work experience placements. It proposes setting targets to reduce occupational segregation and designing programmes with the needs of atypical apprentices in mind. The report stresses the need to promote this policy as contributing to business success.

The Task Force is pleased to note that DfES will work with equal opportunities bodies to develop a strategy for challenging occupational stereotyping from early years onwards. It will draw on EOC’s review and the work of the Apprenticeships Task Force on the business case for diversity in Apprenticeships. We expect this work will lead to concerted action to reduce occupational segregation in Apprenticeships and increase the representation of disadvantaged groups.

The recent Report of the Select Committee on Trade and Industry on occupational segregation should also be given due attention. The Select Committee recommends that flexibility in framework design should be encouraged to make Apprenticeships more accessible to those other than school leavers, and agrees with EOC about atypical work experience placements.

The Task Force jointly sponsored with EOC a conference (Daring to be Different) aimed at sharing good practice in promoting diversity with employers and other stakeholders. The Task Force and EOC also cooperated on the preparation of a good practice booklet for employers.

The Task Force’s Working Group on Diversity has carried out research into approaches to promoting greater diversity in Apprenticeships. An underlying message of this research is that common sense and open-mindedness contribute greatly to increasing diversity. The main lessons for employers seeking to create a more diverse workforce are:

- **Strategies.** Analyse the current situation (diversity/equality audit); be clear about what you want to achieve (with clear objectives and targets); ensure senior management and stakeholder buy-in; and monitor progress.

- **Marketing and Outreach** activities need to use appropriate media, access informal networks, and enlist support from community leaders.

- **General good practice in recruitment** will lead to greater diversity.

- **Identification of necessary changes to practices and increases in retention levels** will be assisted by ensuring that on and off-the-job training and learner support is of high quality.

- **Ensure access to opportunities for career progression** within the company.

Recommendation

The Government, LSC and others partners should introduce a number of changes that would encourage greater diversity in Apprenticeships. Among these should be:

- implementing EOC GFI recommendation that school pupils be offered two work experience placements, including a non-traditional one;

- reviewing LSC contract management arrangements to ensure sufficient emphasis is placed upon equality and diversity issues;

- providing support to employers to make changes to their workplace culture in order to make it more conducive to a diverse apprentice workforce;

- SSCs and their employers ensuring that Sector Skills Agreements contain explicit commitments to increase diversity in Apprenticeships.

Management information

The Task Force has supported improvements in the collection and presentation of management information so as to inform policy development and marketing. LSC has, from a low base line, improved the quality of its management information on Apprenticeships. Further work is planned on improving the data on employers involved in Apprenticeships, auditing pay rates for apprentices and ensuring that the destinations of young people who have completed their Apprenticeships are better recorded. The Task Force welcomes these proposals, but would urge that they are expedited.

In addition to issues around the quality of management information the Task Force feels there is scope to improve its accessibility. More work needs to be done on analysing and presenting the data on Apprenticeships so that it is available to delivery partners in a consistent and useable format. To ensure that this is an efficient and effective process, LSC and its partners should agree a coherent management information strategy.

Recommendation

LSC, in liaison with other delivery partners, should identify and prioritise the information that needs to be collected and analysed so as to improve the operational management of the programme. It should also establish timely and effective processes to gather and share the data.
8 The challenge to employers

100 Our recommendations have been mostly directed to the Government and its agencies. However, Apprenticeships are a partnership between Government, employers, and young people. Employers can expect Government to provide the funding and infrastructure for a successful programme, and young people to provide commitment to the programme in return for employment and the prospects of qualifications and careers progression. Employers, in turn, should continue to recognise that they gain from Apprenticeships and that they need to share the financial and administrative burdens involved.

101 The Task Force is an employer-led body and as such is well placed to issue a challenge to employers to play their full part in fulfilling the vision we outlined in Section 5. They also need, through their representative bodies, to participate actively in the policy debate around the skills agenda.

102 It has been recognised that employers and their SSCs have to play a central role in the design of Apprenticeships frameworks, and that there needs to be greater flexibility in the way the requirements of the programme are met. In return, it is incumbent on employers to acknowledge that, as a government-funded programme Apprenticeships are not meant only to meet the immediate skill needs of individual employers. They also need to provide a broad work-based learning foundation that aims to meet the long-term skill needs of the economy as a whole, as well as the career aspirations of young people.

103 DfES’s ambition is to achieve significant improvements in completion rates. Employers need to play their part by ensuring that their apprentices complete the full framework. Apprentices should not be encouraged to leave the programme once they have covered the particular elements that meet the employer’s immediate requirements.

104 We have identified a range of innovative approaches to delivery that offer considerable advantages to employers by removing much of the administrative burdens involved in Apprenticeships. The onus has to be on employers to cooperate with their SSCs, other employers and delivery partners to ensure that ‘sector-friendly’ approaches are adopted to raise participation and achievement.

105 Employers need to review their recruitment practices and support arrangements to ensure they are taking full advantage of the wealth of talent that is available to them. This will involve challenging existing distortions in participation based on gender, ethnicity and disability.

106 If employers respond to this challenge, Apprenticeships will take their rightful place as a primary means of meeting the skill needs of our economy and the career aspirations of our employees.
9 Continuing the champion role

107 As described elsewhere, the Task Force is a group of senior business leaders complemented by a number of key stakeholders and technical experts. The Task Force provides an independent focus, which is outside government and can challenge its thinking when necessary. This has created a powerful route of influence that has been welcomed widely by partners with an interest in Apprenticeships.

108 The strength of the Task Force has been its ability to engage with employers and stimulate dialogue. The business-to-business relationship has been epitomised by the development of business cases demonstrating real benefits of engaging apprentices. In addition, it has been crucial to have employer representatives on the Task Force who are seen in their sectors as ‘Champions’. This provides far more legitimacy to making the case for Apprenticeships. Particularly, where their commitment has been underlined by pledges that will increase recruitment from 5,000 apprentices now, to 10,000 by 2008.

109 Our member organisations have made a valuable contribution to employer engagement. Our work with employers in the hospitality and construction sectors is likely to result in approximately 1200 Apprenticeships. An important factor in translating their interest into vacancies has been the support we gave them on delivery issues and developing new approaches that reduce the bureaucratic burden on employers. We also assisted LSC with the launch of the new Apprenticeships brand and national Apprenticeships Awards. The celebration of excellence in Apprenticeships, which ensures they are well regarded, should be continued.

110 This final report represents the completion of the Task Force’s remit. Members have indicated to sponsors their readiness to continue promoting greater employer involvement in Apprenticeships. The main focus of a successor group would be on engaging more employers in LSC’s priority sectors and supporting their businesses in the delivery of Apprenticeships. Any successor body would involve continued partnerships with key stakeholders (LSC, SSDA, TUC, CBI, BCC, ALP, SSCs). This group should continue to give employers a powerful voice in the drive to establish a world-class Apprenticeships programme.
Annex A
Apprenticeships Task Force Terms of Reference

Overall Aims
- To increase the opportunities available for young people to participate in high quality Apprenticeship programmes with a range of employers; and
- to recommend effective and innovative ways of ensuring that Apprenticeships and Entry to Employment programmes respond to the changing needs of employers and young people.

Key Objectives
- To generate greater employer engagement in Apprenticeships;
- to increase the diversity of employers offering Apprenticeships, with a particular focus on engaging small firms, and firms in non-traditional Apprenticeship sectors;
- to provide strategic oversight of the Apprenticeships system, and advise the Government and the Learning and Skills Council (LSC) on forward strategy; and
- to recommend policy proposals to make Apprenticeships more effective and support progress towards meeting the Government’s targets in this area.

Membership
- Chaired by a major UK employer;
- membership to include figures from highest levels of UK industry (both employers and unions), experts from Further Education, training providers and Higher Education, as well as LSC and SSC/SSDA representatives; and
- balance of membership at least 2/3 employers, including small and medium-sized Enterprises).

Structure
- Reporting directly to the Secretary of State for Education and Skills, the Chancellor and the Chairman of the LSC;
- supported by an independent secretariat made up of staff recruited from government, business and the education/training sector; and
- Task Force to be reviewed after two years, as part of a wider process of assessing progress against 2004 target and deciding future strategy.

Key issues to consider
- small and medium-sized enterprises’ engagement with Apprenticeships;
- specific problems faced by some sectors in the delivery of Apprenticeships;
- the effectiveness of the Apprenticeships framework: key skills, NVQs, technical certificates etc; and
- policy approaches to raising completion rates and promoting diversity in Apprenticeships.

Annex B
Apprenticeships Task Force Membership

Sir Roy Gardner
Chief Executive, Centrica plc (Chairman)

Ian Ferguson CBE
Chairman, Data Connection Limited (Deputy Chairman)

Sly Bailey
Chief Executive, Trinity Mirror plc (Feb 03 - Jan 04)*

Sir John Cassels CB
Special Adviser

Clare Chapman
Group Personnel Director, Tesco plc

Sir George Cox
Director General, Institute of Directors (Feb 03 - Aug 04)

Iain Conn
Group Executive Officer, BP plc (from Apr 04)

Pierre Danon
Chief Executive Officer, BT Retail (Feb 03 - Apr 05)

Maggie Galliers
Principal, Leicester College

Anthony Goldstone OBE, DL
Retired Chair, Greater Manchester LSC

Peter Houghton
Director, National Leadership Network for Health and Social Care, Department of Health (from July 04)

Graham Hoyle
Chief Executive, Association of Learning Providers (July 04)

Sir Digby Jones
Director General, CBI

Sir Robert Kerslake
Chief Executive, Sheffield City Council

George Kessler CBE
Managing Director, Kesslers International Limited

Allan Leighton
Chairman, Royal Mail Group plc

Sir Francis Mackay
Chairman, Compass Group plc

Bill Midgley
President, British Chambers of Commerce (from June 04)

Dr Isabella Moore CBE
Director, National Centre for Languages

Frances O’Grady
Deputy General Secretary, TUC

Dick Olver
Deputy Group Chief Executive, BP plc (Feb 03 - Apr 04)

Roger Robinson
Chairman, BAE Systems plc (alternate for Mike Turner from Apr 04)

Dave Rogers
Executive Director for Construction Services, Carillion plc

Margaret Salmon
Chair, Sector Skills Development Agency

Surinder Sharma
Equality and Human Rights Director, NHS

David Sherlock
Chief Inspector, Adult Learning Inspectorate

Sir Martin Sorrell
Group Chief Executive, WPP plc

Michael J Stephenson MBE
Managing Director, Helena BioSciences Europe Limited

Miles Templeman
Director General, Institute of Directors (from Aug 04)

Mike Turner CBE
Chief Executive, BAE Systems plc

Anne Weinstock CBE
Director, Supporting Children and Young People Group, Department for Education and Skills

Sir Ronald de Witt
Chief Executive, North West London Strategic Health Authority (July 03 - July 04)

Sir Robin Young KCB
Permanent Secretary, Department of Trade and Industry (Feb 03 - Apr 05)

* dates indicate the period of membership, if not current from February 2003.
Annex C

Apprenticeships Task Force Activities

Task Force meetings

The Task Force met for the first time in April 2003 and subsequently seven times with the final meeting in May 2005.

Task Force visits

Local LSC fact-finding visits to meet employers, apprentices and other stakeholders: Tyne and Wear and Durham LSCs (Swan Hunter and Nissan sites) [August 2003]; Birmingham and Solihull LSC (BMW and MG Rover) [September 2003]; Sussex LSC (NHS) [November 2003].

Sector visits: Retail review visit to the Tesco plc Apprenticeship pilot programme Uttoxeter [November 2003]; Construction review visit to Carillion’s Heathrow Terminal 5 training centre and a Taylor Woodrow housing development site in London [November 2003].

Rural visits: The Task Force’s Regional and Rural Working Group visited a number of LSCs to meet employers, providers and other stakeholders: Devon and Cornwall [June 2004]; Norfolk, Northumberland, Shropshire and Cumbria [July 2004]; and North Yorkshire [September 2004].

Principal Task Force engagements

October 2003  Ian Ferguson spoke at Careers Research and Advisory Centre (CRAC) conference in Manchester (‘reforms to 14-19 curriculum’).

October 2003  George Kessler spoke at Learning for Work Conference in London (DfES Key Skills event).

November 2003  Anthony Goldstone spoke at the Learning for Work Conference in Harrogate (DfES Key Skills event).

November 2003  Rod Kenyon (Head of Task Force secretariat) spoke at LSC National Contracts Service annual conference in Coventry (MAs and large employers).

December 2003  Mike Turner and Ian Ferguson spoke at CRAC conference in London (Skills Strategy).


March 2004 Sir Francis Mackay spoke at LSC National Contract Service MA of the Year Awards.

May 2004 Gordon Brown, Charles Clarke and Ivan Lewis launched the re-branded Apprenticeships Scheme at Selfridges, London. Clare Chapman and Ian Ferguson both spoke at the launch.

May 2004 Sir Digby Jones chaired LSC Apprenticeships Awards panel for employers and Ian Ferguson chaired the panel for personal achievement. Other judges were Dr Isabella Moore, George Cox, Sir Robin Young, Sir John Cassels, Frances O’Grady and Anne Weinstock.

June 2004 Sir Roy Gardner delivered the keynote employer speech at the national LSC MA of the Year Awards, in London.

June 2004 Sir Francis Mackay spoke about Apprenticeships and the work of the Task Force at the British Hospitality Association Council meeting.

July 2004 Rod Kenyon, Frances O’Grady and Ian Ferguson spoke at the Centre for Public Policy Seminar (CPPS), ‘Putting the Prestige back into Apprenticeships’, at the Commonwealth Club.

July 2004 Sir Digby Jones spoke at the DES Skills Strategy One Year On National Event. Dr Isabella Moore chaired a workshop at the event, and Roger Robinson and representatives of BT Retail and TUC also spoke.

September 2004 Ian Ferguson spoke at ‘Expanding Apprenticeships: Towards a World Class Workforce’ event at Earls Court, London. Rod Kenyon chaired the event.


November 2004 Ian Ferguson spoke at ‘Implementing Reform of 14-19 Education’ seminar in London.

November 2004 Sir Robin Young hosted the Nationwide Civil Service Apprenticeships Network event in London.

November 2004 George Kessler spoke at the London Central LSC Business Alumni Dinner.
April 2005  Compass Group hosted a second Apprenticeships Hospitality Sector Breakfast Seminar with British Hospitality Association, People First and LSC in London.

April 2005  Maggie Galliers spoke at the Capita ES National Conference for Further Education college principals in Kenilworth.

May 2005  Ian Ferguson gave a presentation on Apprenticeships at the CPPS Seminar: 'Taking Forward the 14-19 White Paper'.

May 2005  Ian Ferguson chaired the LSC Apprenticeships Awards panel. Other judges were Rod Kenyon and Bill Midgley.


Task Force media coverage

Articles

Mail on Sunday featured members who spent time training with apprentices on site: Pierre Danon (October 2004), Sir Francis Mackay (November 2004) Clare Chapman (December 2004) and Roger Robinson (February 2005).

The Daily Telegraph (21 June 2005) featured an article by Roger Robinson on Carillion’s model to deliver Apprenticeships in their supply chain.


Interviews

Rod Kenyon BBC Radio 4 (‘Nice Work’ programme) (June 2003).

Mike Turner Daily Telegraph (LSC MA awards scheme) (October 2003).

Quotes

Sir Roy Gardner The Times (Apprenticeships) (March 2004).

Sir Roy Gardner Daily Telegraph (‘Training schemes get results’) (April 2004).


Business cases

Case study of Task Force member British Gas, Business Voice [CBI] (July 2004).

Case study of Task Force member BT plc, HR Director (January 2005).

As part of the second phase of their marketing campaign LSC used Task Force members’ business cases to illustrate the benefits of Apprenticeships in advertisements in the national press, for example BT plc and British Gas (October 2004).
## Annex D
Companies that participated in IER Business Case Research

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## Annex E
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Modern Apprenticeships in the Retail Sector: Stresses, Strains and Support, National Foundation for Education Research, 2004

Annex F
Footnotes

1 The name was changed from 'National Modern Apprenticeships Task Force ' following the re-branding of Modern Apprenticeships in May 2004.

2 Entry to Employment (E2E) was launched in August 2003. It is an entry level and level 1 work-based programme for those young people not yet ready or able to enter an Apprenticeship or other formal level 2 provision.


4 www.grouptraining.co.au

5 The review draws on studies by DfEE, Scottish Executive, LSC and NFER (are listed in the bibliography).


9 Free to choose: Tackling gender barriers to better jobs. EOC, 2005 (pp 8-9).

10 Listening to the work-based learner. SEMTA and Centre for Lifelong Learning, University of Warwick, 2003, p23.

Annex G
Glossary

**Apprenticeship**
Work-based learning programme to acquire key skills, a technical certificate (compulsory only at Advanced level) and National Vocational Qualifications at level 2 and in Advanced Apprenticeships at level 3, for 16 to 24 year olds.

**Apprenticeships for Adults**
Apprenticeship for 25+ year olds currently being piloted.

**ALI**
Adult Learning Inspectorate, which inspects and reports on the quality of education and training for adults and young people funded by public money.

**ALP**
Association of Learning Providers

**AMA**
Advanced Modern Apprenticeship, requiring NVQ at level 3, and was re-branded to Advanced Apprenticeships in May 2004

**BCC**
British Chambers of Commerce

**Blueprint**
The main partners involved in Apprenticeships – SSCs and their employers, LSC, DfES, and QCA – have agreed a specification for the essential content of Apprenticeships and those areas where flexibility is possible.

**BME**
Black and Minority Ethnic

**Business Alumni (LSC)**
A network of leading organisations raising the profile of skills through work with London Central LSC

**Business Link**
A comprehensive information resource for small and medium sized businesses, linked to local advice centres across England and relevant government websites, managed by DTI

**CBI**
Confederation of British Industry

**CITB-Construction Skills**
SSC for the construction sector

**Connexions**
National organisation providing confidential advice, support and information for 13 – 19 year olds

**DfES**
Department for Education and Skills

**DTI**
Department of Trade and Industry

**DWP**
Department for Work and Pensions

**Entry to Employment**
E2E is an entry level and level 1 work-based programme aiming to prepare young people for employment

**EEF**
Employers’ Association for manufacturing, engineering and technology-based businesses

**EOC**
Equal Opportunities Commission

**ESF**
European Social Fund

**e-skills UK**
SSC for the Information and Communication Technology sector

**Footprint**
The industry sectors covered by an individual SSC

**FMA**
Foundation Modern Apprenticeship, requiring NVQ at level 2, and was re-branded to Apprenticeships in May 2004

**Framework**
Defined mode of study for work-based training and/or education, such as Apprenticeships

**GCSE**
General Certificate of Secondary Education

**GFI**
General Formal Investigation

**GTA**
Group Training Association, organisations established collectively by employers and governed by them

**HEFCE**
Higher Education Funding Council for England, promotes and funds high-quality, cost-effective teaching and research

**IER**
Institute for Employment Research, University of Warwick

**Initial Assessment**
The process of determining for a given individual, before or on entry to training, what qualification aims will be appropriate and what particular training interventions will be needed in order to achieve them

**Key Skills**
Generic Skills of: communication; application of number; information technology; working with others; improving own learning and performance; and problem solving (the minimum requirements for Apprenticeships involve only communication and application of number)

**ICT**
Information and Communication Technology

**LLSC**
Local Learning and Skills Council

**LSC**
Learning and Skills Council, the funding and planning body for post-16 training

**LSDA**
Learning and Skills Development Agency tasked with improving quality in the learning and skills sector

**Made in London**
Partnership of business organisations which promote the interests of London’s manufacturing sector

**Ministerial Steering Group**
Made up of key stakeholders and oversees the Apprenticeships Programme Board which is responsible for implementing the Apprenticeships delivery plan.

**Modern Apprenticeship**
A set of requirements drawn up by an NTO which need to be fulfilled for the recognition of training as a Modern Apprenticeship in the sector concerned (preceded Apprenticeships framework)

**NETP**
Proposed National Employment Training Programme to provide, in the workplace, free training in basic skills and level 2, linked to a full range of business support services, including a national network of brokers.

**NES**
National Employers Service, LSC

**NMATF**
National Modern Apprenticeship Task Force, former name of the Apprenticeships Task Force

**NVQ**
National Vocational Qualification, testing practical competence on-the-job

**Ofsted**
Office for Standards in Education, responsible for inspecting education in schools and colleges

**People 1st**
SSC for hospitality and tourism sector

**PSA**
Public Service Agreement (Government target). By 2004, at least 28% of young people to start a Modern Apprenticeship by age 22

**QCA**
Qualifications and Curriculum Authority, the regulatory body for public examinations and publicly funded qualifications
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>RDA</td>
<td>Regional Development Agency</td>
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<tr>
<td>RSP</td>
<td>Regional Skills Partnerships, proposed by the Skills White Paper (2003), aimed at integrating the work of key agencies in each region</td>
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<td>SEMTA</td>
<td>SSC for Science, Engineering and Manufacturing Technology</td>
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<td>SQS</td>
<td>Sector Qualifications Strategy, being developed by SSCs and QCA to develop fit for purpose industry qualifications</td>
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<td>Skills Academy</td>
<td>Proposed sector-based centres of national excellence for 16-19 year olds and adults, set up and funded by employers, with an initial network of 12 by 2007/8</td>
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<td>Skills Alliance</td>
<td>The national Skills Alliance oversees the implementation of the Skills Strategy (2003). It brings together the Government Departments, representative bodies, and social and economic partners with a major interest in skills.</td>
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<td>Skills Strategy</td>
<td>Government’s strategy for improving employability and skills levels for all of society, outlined in two White Papers in 2003 and 2005</td>
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<td>Skillsmart</td>
<td>SSC for the retail sector</td>
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<td>Specialised Diploma</td>
<td>Proposed specialised qualifications at level 1 to 3, covering 14 key occupational sectors</td>
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<td>SSA</td>
<td>Sector Skills Agreement</td>
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<td>SSC</td>
<td>Sector Skills Council, independent, employer-led and sector-based organisations tasked to address the UK skills and productivity needs</td>
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<td>SSDA</td>
<td>Sector Skills Development Agency, which funds, supports and champions the new UK-wide network of SSCs</td>
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<td>Success for All</td>
<td>Government’s strategy for improving the responsiveness of provision to a wider range of learners</td>
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<td>Technical Certificate</td>
<td>A qualification testing specialised occupational knowledge, directed – unlike NVQs – at off-the-job rather than on-the-job training</td>
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<td>TUC</td>
<td>Trades Union Congress</td>
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<tr>
<td>Young Apprenticeship</td>
<td>Two-Year Programme for 14 to 16 year olds involving 2 days a week on-the-job training with learning at school</td>
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