



Estyn

Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Barriers to apprenticeship

Difficulties experienced by learners from black and minority ethnic groups and those with disabilities when entering apprenticeship programmes.

November 2014

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- ▲ special schools;
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- ▲ independent schools;
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- ▲ independent specialist colleges;
- ▲ adult community learning;
- ▲ local authority education services for children and young people;
- ▲ teacher education and training;
- ▲ Welsh for adults;
- ▲ work-based learning; and
- ▲ learning in the justice sector.

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Introduction

The Equality Act 2010 sets out the UK government's policy for ensuring that all people in the UK are fairly treated, are not subject to discrimination and have the same chances in life. The Welsh Government's Strategic Equalities Plan and objectives (2012-2016) sets out its objectives for the people in Wales in relation to the 2010 Act. These objectives include equal opportunities for all and the right of everyone to be treated well and not be subject to discrimination. The Minister for Education and Skills, in his annual remit letter to Estyn 2013-2014, asked Estyn to carry out a review into barriers to apprenticeship arising from any difficulties experienced by learners from black and minority ethnic groups and those with disabilities when entering apprenticeship programmes. The review also identifies gender-stereotyping issues in apprenticeship occupational sectors.

This report is the first in a series of two reviews, the second of which will focus on case studies of good practice that can be used to inform improvement.

This report identifies current issues affecting learners from black and minority ethnic (BME) communities and disabled learners who are following apprenticeships in Wales. The evidence base includes an analysis of data and questionnaires and the outcomes from various meetings undertaken by inspectors. The report also reflects the views of work-based learning (WBL) providers, learners and members of 14-19 local area networks about the barriers faced by learners from minority groups in accessing and participating in apprenticeships. The review highlights some examples of good practice by providers who are attempting to overcome these barriers.

The number of BME and disabled learners (based on those in learning who have self declared as having a disability) is small compared to other groups of learners, so any inferences made from the limited set of data available carry a caveat about reliability and validity. The policy decision to recognise and reflect the learner's own view of whether or not they have a disability, rather than 'identifying' them as disabled, also makes it difficult to analyse data in terms of types of disability. Much more data is available about gender stereotyping. The data used in this review has been sourced from the Welsh Government's Lifelong Learning in Wales report (LLWR) and the 2011 census.

An analysis of these data sets suggests that there may be an under-representation of learners from black and minority ethnic communities on apprenticeship programmes across Wales. However, it should be noted that caveats apply when making these comparisons. Further study is needed to determine if barriers are different or dealt with more effectively in large urban areas with a large 16 to 24-year-old BME population in comparison with rural areas of Wales.

Twenty of the 24 WBL contract holders in Wales responded to a questionnaire about barriers to their apprenticeship programmes (see Appendix 2). Inspectors visited nine of the 20 providers to gain additional information. As part of these visits, inspectors met a number of BME and disabled learners who are currently on apprenticeship programmes to discuss the barriers that they faced. There will be

further meetings with a sample of learners during the second year of this review in order to establish more features of best practice.

Inspectors also met local authority officers in six 14-19 local area networks¹ and staff in nine WBL providers situated in the areas of Wales with the greatest proportion of BME citizens.

A few employers also gave their views in 14-19 network meetings. However, Estyn will undertake further work with employers for the next stage of this review to identify their efforts to eliminate barriers for specific groups of learners.

The review also provides an overview of issues surrounding gender stereotyping and identifies learning areas where gender stereotyping is still evident. There are examples of specific action currently underway in a few learning areas to address this.

Inspectors also considered how well WBL providers have implemented aspects of the Welsh Government's Equality and Diversity policies.

¹ Each local authority area in Wales has a 14-19 learning network made up of representatives from local education and training sectors. This group implements the Welsh Government 14-19 strategy 'Learning Pathways' to improve education and training opportunities for 14 to 19-year-olds.

Main findings

- 1 Analysis of data on the take-up of apprenticeships by learners from black and minority ethnic communities suggests that there may be under-representation by these groups.
- 2 Providers are generally aware of the barriers that prevent learners from minority groups and those with disabilities from engaging in apprenticeship programmes. They regularly analyse the number and proportion of these learners to identify where they need to improve representation from BME and disabled groups.
- 3 Many providers put measures in place to support learners from these groups and to improve recruitment, for example by working closely with local schools that have a high BME pupil population.
- 4 Evidence from providers, employers and community groups suggests that the barriers that prevent learners for BME communities and those with disabilities from engaging in apprenticeship programmes include:
 - lack of awareness of apprenticeships by parents, employers and learners themselves;
 - few apprenticeship role models from the BME communities or from disabled groups;
 - difficulties in finding suitable work placements, especially where employers believe there will be a need to provide additional support for learners;
 - real or perceived discrimination;
 - language difficulties for students for whom English is an additional language and cultural differences;
 - available support for learners not being accessed or fully utilised;
 - parental anxiety that the young people may not be able to cope; and
 - insufficient co-ordination between schools, employers, WBL providers and local community organisations to promote apprenticeships.
- 5 Consistently, more females have undertaken apprenticeships than males during the past three years. However, there remains strong gender stereotyping in the types of apprenticeships chosen by young people.
- 6 Providers do work to address gender stereotyping issues. However, although a few providers measure the outcomes of this work, there is little evidence to demonstrate its impact in changing patterns in the take-up of apprenticeships.
- 7 The majority of providers have good arrangements to ensure continuing compliance with the Equality Act 2010, but are unable to demonstrate that this translates into any measurable improvement in reducing barriers or stereotyping.

Recommendations

In order to improve the take-up of apprenticeships, the Welsh Government should continue to:

- R1 use 'National Apprenticeship Week' to target the promotion of apprenticeships to parents and learners from BME communities and disabled learners, and to combat gender stereotyping;
- R2 commission, in partnership with WBL providers, schools, BME community groups, groups representing the disabled, Careers Wales and the National Training federation for Wales (NTfW), an all-Wales marketing campaign to raise awareness of and promote apprenticeships to marginalised groups and to combat gender stereo-typing. The target audience should include parents, teachers, learners and employers;
- R3 make sure that employers are aware of the support available to them when taking on apprentices with specific support or learning needs including those that require support for English language development;
- R4 review the current allocation of apprenticeship places to meet local demand, including encouraging public sector organisations to take on apprentices, with a focus on recruiting from BME communities and learners with a disability; and
- R5 work with WBL providers to further develop their equality and diversity policies and approaches, including sharing best practice.

Work-based learning providers should:

- R6 work more closely with schools, employers, community leaders and organisations representing BME and disabled learners to improve awareness of apprenticeships;
- R7 work more effectively with local education providers and other agencies to make sure that valuable experience and resources are shared to support apprentices from BME communities;
- R8 work with community leaders to identify community co-ordinators who will co-ordinate action to raise awareness of apprenticeships in the BME communities;
- R9 make use of role models to promote apprenticeships in the community; and
- R10 work with the Welsh Government and awarding bodies to develop more awareness of the support available for delivering some elements of a qualification for learners with disabilities.

Barriers to taking up an apprenticeship

- 8 Many of the issues that prevent learners from following an apprenticeship route are not specific to black and minority ethnic learners or to those with disabilities. For example, parents may lack information about opportunities for WBL or prefer their children to stay on in school or college and progress to higher education.
- 9 Pupils in schools are not always made aware of the apprenticeship learning route or given enough information about how to access this option and providers of apprenticeships report that some schools are reluctant to work with them to raise awareness of apprenticeships amongst pupils. However, there are a few examples of good practice in working together. For example, in one case, a learner from the BME community was invited to return to his secondary school to talk to pupils about his positive experience of following an apprenticeship.
- 10 A key barrier is the lack of available work placements to give young people a 'taster' of the world of work. This can apply to all learners, not just to those from the groups referred to in this report. However, there are sometimes additional difficulties when finding work placements for BME learners because employers may have a limited understanding of the cultural needs of BME learners or of the support available to them. Community groups have provided anecdotal evidence of individual young people from disadvantaged groups who have been unable to obtain work placements.
- 11 A few providers and community groups report that offering special incentives to employers to take on learners from the BME community or disabled learners would encourage a greater number of employers to offer work placements to more learners. Providers comment that government contracts do not specify that a minimum number of apprenticeships should be offered as a condition of the contract. Although the primary focus of the Welsh Government's Community Benefits Policy is on opportunities for disadvantaged individuals and groups through targeted recruitment and training, there is no statutory requirement to make a number of apprenticeship places available for BME learners or to people with a disability.
- 12 Around 25% of providers who responded to the survey questionnaire believe that language and cultural issues are barriers to members of minority groups who might wish to become apprentices. Although most members of the BME communities in Cardiff, Newport and Swansea are fluent English speakers, some learners still have literacy needs when they leave school and lack the mathematical skills required for an apprenticeship.² It is regarded as necessary for minority group learners, as well as other learners, to have reached proficiency in English at Level 1 at least before being accepted on to an apprenticeship. Learners with language needs are able to access part-time community learning classes in English for Speakers of Other Languages (ESOL). However, it is often difficult for BME learners to find time to keep up or improve their English language development once they start an

² The recent Wales census of population (2011) shows only 2% of households are non-English speaking. In the high BME population areas of Cardiff, Newport and Swansea, many BME citizens are now third or fourth generation.

apprenticeship because of the demands of the training and work. WBL providers seldom provide targeted language support as part of essential skills support to these learners.

- 13 The lack of effective partnership working between education and training providers and employers agencies means that valuable experience and resources are not used to support BME apprentices. Many ESOL tutors in adult community learning partnerships have the understanding and skills to work with learners from the minority ethnic community and to facilitate partnership working between learners, local providers and local employers.

How WBL providers identify and address issues for BME learners

- 14 All providers analyse data to identify gaps in representation. In the majority of cases, senior managers oversee this work and set up working groups with operational staff to put strategies into operation to improve rates of representation of minority groups. Providers regularly monitor the action plans from these groups to ensure that actions are completed that will bring about improvement. The main aim of providers in undertaking this work is to ensure that the achievement of all learners including those from specific target groups is of a high standard. The most effective providers compare their data on minority group learners to other demographic information, including the overall minority group population in their area. They also compare learner take-up of apprenticeships by each region, individual consortium member and programme type. The majority of providers use sector averages to set targets for minority group learner engagement. A few providers have put actions into place to target and support these learners. However, there is no overall strategic guidance on how they should be recruited or supported or any consistent measurement of the impact of actions taken. Evidence of success is thus mainly anecdotal.
- 15 In addition to their monitoring processes for the selected groups of learners, many providers work with existing learners and use the results of learner surveys to gain a better understanding of their support needs. In Cardiff, one training provider has recently engaged a learner champion to meet learners and to feed back their views. Issues raised are fed into the provider's support mechanisms to help drive improvement.
- 16 A few providers have also introduced local community support staff to work directly with schools and communities to raise the awareness of apprenticeships. Generally, these initiatives focus on the needs of all learners and are not targeted at the specific groups. However, in west Wales, one provider has appointed a learning support manager with experience of supporting learners from minority ethnic groups and with disabled learners. She has the specific experience to provide appropriate advice and guidance to prospective learners. However, the impact of this work is yet to be measured or shared.
- 17 One WBL provider's area encompasses large Gypsy and Traveller communities as well as Ghurkha communities. To ensure good engagement and support for these communities, every member of the provider's training staff has undertaken corporate equality and diversity training about Gypsy and Traveller communities and staff have achieved Level 2 qualifications in Equality and Diversity. The provider attends

network groups that promote work with BME groups to encourage take-up of apprenticeships. The provider has also established effective links with its local adult community learning programme where staff have provided ESOL teaching for learners prior to their entering an apprenticeship programme.

- 18 Another provider has introduced apprenticeship taster sessions in the local community and its representatives attend community events. This provider is a member of community focus groups, where representatives of minority groups attend to express their concerns. The provider also invites representatives from organisations that represent BME and disabled groups to maintain links with them. This keeps the provider up-to-date about barriers faced by these groups and issues are dealt with promptly.
- 19 In Wrexham, there are increasing numbers of people from minority ethnic groups working in local factories. In response to this, a local provider has worked with employers to produce materials in workers' first language. An example of this is a health and safety leaflet for staff undertaking a qualification in performance management. Another provider produced a CD on an introductory unit for a food manufacturing qualification translated, with the use of European Social Fund (ESF) funding, into six community languages.
- 20 However, in spite of these and similar initiatives, a minority of providers told Estyn that they are continuing to find it difficult to engage fully with BME communities because of cultural issues. For example, when one provider tried to recruit Muslim women into apprenticeships in the Cardiff Bay area, members of the local community would not allow the provider to talk to the women about entering training or work.

Good practice case study: Associated Community Training (ACT)

Cardiff has seen a rapid growth in local schools of English as an additional language (EAL) pupils from a variety of ethnic backgrounds and Roma communities. This has resulted in the need to employ more bilingual teaching assistants (TAs) who speak both English and one or more minority ethnic languages. Cardiff's Local Authority Ethnic Minority and Achievement Service team (EMTAS) approached ACT, a local work-based learning provider, to request the delivery of specific training to this group of TAs. They follow the same qualification framework as the other TAs on the programme but workshops and activities are adapted to meet their specific needs. In addition, the provider delivers workshops on the Supporting Teaching and Learning in Schools (STLS) qualification, which is designed for TAs who will work with pupils from ethnic minority communities. Cardiff local authority's EMTAS team delivers further training to these learners. This joint programme has now been running successfully for four years.

Attainment rates on this programme are consistently good. Many EMTAS learners who complete a Level 2 framework progress to successful completion of their Level 3 Framework. Since finishing their EMTAS training, four TAs have entered teacher training, with two finding employment as secondary school teachers.

Addressing issues for disabled learners

- 21 Providers generally identify and provide appropriate support for learners with both physical disabilities and learning difficulties including dyslexia. They have appropriate strategies to address the concerns of learners and their parents or carers about their readiness to enter employment. Many providers also have good links with local disability support services, which helps them to support the needs of individual learners.
- 22 Providers report that the parents of learners with a disability can sometimes be overly protective when their son or daughter is considering an apprenticeship and may underestimate the practical employment capabilities of their child. In order to overcome this, many providers provide advisory support to help allay parents' fears and to maximise the potential of these apprentices.
- 23 Some elements of the apprenticeship training programme do not appear flexible enough to perspective learners. For example, learners with a particular disability such as a hearing or speech impairment worry that, although they may be able to succeed at most of the elements of the qualification framework, they might not be able to complete their full framework because of their impairment.
- 24 To combat some of these barriers, providers sometimes highlight success stories in their promotional literature and at awards events in order to raise the awareness of employers about the potential ability of disabled learners in the workplace.
- 25 In one good example, a learner with a serious hearing impairment on a hospitality programme won 'Inspire'³ awards for participating in learning in the work place. The training officer built the learner's confidence up by providing one-to-one support and, as a result, the learner undertook a Level 2 qualification in professional cookery and has now progressed onto a Level 3 programme.
- 26 In another example, a learner undertaking a Level 2 customer service apprenticeship was registered blind. The provider and employer worked together to ensure that she received the practical help, support and guidance to enable her to complete her qualification. This included provision of a large screen and keyboard in the workplace. Her assessor would regularly discuss her performance with her and email a summary of their discussion and action plan to her. The learner was then able to enlarge this on her screen both at home and in the workplace. Any work she produced was enlarged to three words to a line. This learner progressed to a Level 3 qualification, which she has since successfully completed.
- 27 An apprentice on a retail apprenticeship suffers from a perceptual eye condition, which means that she is not able to read and write effectively. The condition had caused the learner considerable stress in her teenage years in school. The WBL assessor worked closely with her to help overcome these difficulties. Support strategies included providing appropriate coloured paper, enabling her to read more clearly, and reading documentation aloud to the learner to ensure comprehension. This learner has also fed back her experiences in overcoming her illness to other learners to help them.

³ The Niace Dysgu Cymru Inspire! Awards recognise the outstanding effort and commitment made by learners and tutors to support learners in pursuing their goals and realising their dreams.

- 28 However, in spite of these encouraging examples, providers continue to find it difficult to encourage employers to take on learners with disabilities.

Gender stereotyping

- 29 As figure 7 shows, the proportion of female learners in apprenticeships is substantially higher than for males in hair and beauty, with 92% female and 8% male learners. There is a similar picture in Health, Public Services and Care with 83% female and 17% male, and Business Administration and Law with 70% female and 30% male. In Construction, Planning and the Built Environment and Engineering and Manufacturing Technologies, the proportion of male learners is substantially higher than for females, with 99% and 91% respectively. Across all apprenticeships, 44% of learners are male and 56% are female.
- 30 All providers are aware of the continuing need to identify and address gender-stereotyping. A recent study of women's roles in the Welsh workforce, carried out by Chwarae Teg⁴, highlighted the fact that gender stereotyping remains a strong feature of British society. The results of their study confirmed that many people hold views about which jobs are suitable for men and which for women. For example, just under 80% of women surveyed in the study said that being a builder was a more suitable job for a man. Sector skills councils, WBL providers and organisations such as Chwarae Teg are working to change these entrenched attitudes. However, some people interviewed for the remit study believed that gender stereotyping should be addressed more effectively in all phases of education and training.
- 31 Many providers have made good use of role models that challenge gender stereotypes when marketing apprenticeships and in targeting sectors such as construction, engineering and hairdressing. A minority of providers have taken a more direct approach such as interchanging learners for a week on hairdressing courses, which are traditionally taken by female learners, and engineering courses, which are predominantly taken by male learners. This has helped to raise learners' awareness of what working in each sector involves. Learners are also able to identify skills that are transferable between the sectors. However, this practice only happens at local provider level and is not promoted nationally across Wales. There is no national evaluation of the effect of measures to combat gender stereotyping.

⁴ Chwarae Teg is a charity that promotes the economic development of women in Wales.

Good practice case study: working against gender-stereotyping

One provider has run Saturday clubs to encourage young women to take up engineering apprenticeships. One of the success stories of the Saturday clubs was a female student who won the Apprentice of Year Award 2012 at Flintshire Business awards. She achieved distinction grades in most of her work and is seen by the large manufacturing company that she works for as a good role model for encouraging other women to work in manufacturing. She now publicises her experiences to groups of school pupils as part of the work with the company. At the same provider, another female apprentice following a motor vehicle course has progressed to the UK finals of a national apprenticeship awards scheme. It is the first time for a female to do so in Wales.

- 32 Sector Skills Councils⁵, including those responsible for construction, engineering and land-based industries, continue to be proactive in addressing gender stereotyping. Women into Science and Engineering (WISE), is a UK-wide organisation that helps other organisations to encourage females to pursue science, technology, engineering and mathematics (STEM) careers with the aim of increasing the gender balance in the UK's workforce in these areas from 13% to 30% by 2020. Work is currently underway to measure the impact of this initiative to date.
- 33 Over the past 20 years, Chwarae Teg has actively worked with teaching staff in primary schools to raise awareness of gender stereotyping. In addition, the charity has successfully run a programme for schools about the role of women working in science and engineering.
- 34 However, despite the best efforts of local providers, local initiatives and national campaigns, there has been little impact on the number of females and males following non-traditional employment routes. There remains a strong cultural resistance to changing the gender stereotypes associated with traditional courses in education and training, particularly in hairdressing, construction and engineering.

Marketing apprenticeships

- 35 The majority of WBL providers currently have marketing strategies that include the promotion of apprenticeships to minority groups and disabled learners and approaches to addressing gender stereotyping. However, the effectiveness of this marketing is limited and it has little impact within some minority communities.
- 36 There are also few current role models from the BME community that providers can use to promote apprenticeships. Providers recognise the need to work with locally recognised BME representative bodies to help to get the apprenticeship message through to BME communities. They also recognise the need to take a similar approach for learners with a disability, involving relevant organisations representing these learners in a national marketing campaign.

⁵ Sector Skills Councils are employer led organisations for specific industries. Their remit includes supporting employers in developing and managing apprenticeship standards.

- 37 Providers generally report that they can see benefits in a national marketing campaign that:
- involves schools, careers services, WBL providers and local employers;
 - encourages and supports all schools to promote apprenticeships actively and works in partnership with careers services, WBL providers and representatives of local employers such as the Federation of Small Businesses (FSB);
 - demonstrates a parity of esteem between vocational and academic routes for all communities of learners;
 - highlights the employment benefits of following an apprenticeship route; and
 - compares and highlights the financial costs of academic and apprenticeship routes.

The implementation of the Welsh Government's Equality and Diversity Policy guidance by WBL providers

- 38 The majority of WBL providers in Wales have made good use of the Welsh Government's guidance on how to develop their own policies for Equality and Diversity. They have set up working groups to ensure continuing compliance with the guidance and with their policies. Good staff training is a regular feature of their activities.
- 39 A few providers have further improved their processes and procedures by undertaking best practice awards such as the:
- Investor in Diversity Award;
 - Equality Standard Gold Award; and
 - Committed to Equality (C2E) Award.

Good practice case study: positive promotion of equality and diversity

CITB – Construction Skills have developed a Strategic Equality Plan, which includes clear actions for inclusion, achievement, progression and enjoyment of learning. The plan is set against the main equality strands and supported by the provider's Fairness, Inclusion and Respect (FIR) Leadership group, which is led by a company director. It has also developed an Equality and Diversity Impact Measures (EDIMs) toolkit, which uses demographic and on-programme data to set targets and to monitor and evaluate learner inclusion, achievement and progress.

These initiatives have been recognised through the achievement of the Equality Standard Gold Award (Equality North East). In addition, the provider has achieved the Committed to Equality (C2E) award in Wales. The Equality standard Gold Award recognises organisations that plan and promote good equality and diversity practices in the work-place. C2E is a National Equality Standard, which enables organisations to reach their equality targets.

Appendix 1: Data analysis

Notes to tables and charts

Data sources:

Figure 1 is sourced from the 2011 Census and figure 2 is sourced from both the 2011 census and the Lifelong Learning Wales Record (LLWR). Figures 3-7 are sourced from LLWR.

Characteristics (ethnic origin, disability and gender):

Figures 1-4 show a breakdown of the data by ethnic origin. Figure 5 shows a breakdown by disability. Figures 6-7 show a breakdown by gender.

The five main ethnic origin categories used in the census are White, Mixed/multiple ethnic groups, Asian/Asian British, Black/African/Caribbean/Black British, and Other ethnic group. There are subcategories within each category, for example White: English/Welsh/Scottish/Northern Irish/British, White: Irish, White: Gypsy or Irish Traveller and White: Other white. Further information on ethnic origin in the census can be found at <http://www.ons.gov.uk/ons/guide-method/measuring-equality/equality/ethnic-nat-identity-religion/ethnic-group/index.html>.

There are 14 ethnic origin subcategories used in LLWR (plus two subcategories for 'Information refused' and 'not known'). The 14 ethnic origin categories can be aggregated to give five main ethnic origin categories, which broadly mirror the five main ethnic origin categories in the census. This is the approach that has been taken for the data shown in figure 2. Further information on the ethnic origin field in LLWR (the field name is LN17) can be found in the User Support Manual at <http://wales.gov.uk/topics/educationandskills/learningproviders/datacollection/llwr09/llwrmanuals/?lang=en>.

All of the LLWR data by ethnic origin, disability and gender relates to the self-assessed characteristics of the learner. For example, figure 5 shows the disability status of learner, as determined by the learner.

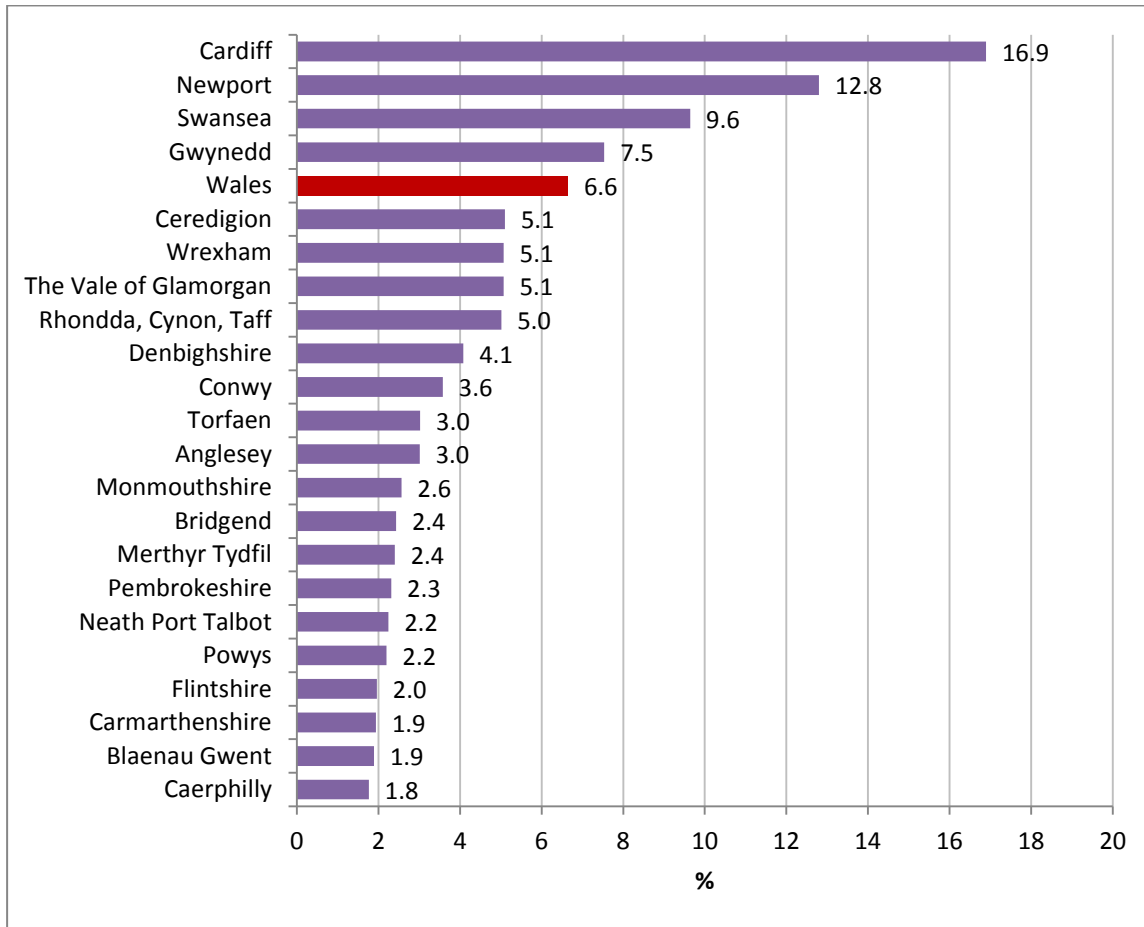
The LLWR data on disability reflects the numbers of learners with a disability and/or learning difficulty (based on self-assessment) that impacts on their ability to learn and/or use general facilities.

Counts of apprenticeships in LLWR:

The LLWR data on apprenticeships used in figures 2, 4, 6 and 7 relates to completed learning activities.

The LLWR data on apprenticeships used in figures 3 and 5 relates to counts of learning programmes 'in learning' during 2011-2012. This is the number of apprenticeships being undertaken either wholly or in part during the academic year (1 August 2011 to 31 July 2012).

Figure 1: Percentage of 16 to 24-year-olds that were of black or minority ethnic origin (BME), by local authority in Wales, 2011 (a) (b)



Source: 2011 Census, Office for National Statistics

(a) Includes Mixed / multiple ethnic groups, Asian / Asian British, Black/African/Caribbean/Black British, and Other ethnic group. Does not include White or any of its subcategories (White: English/Welsh/Scottish/Northern Irish/British, White: Irish, White: Gypsy or Irish Traveller, White: Other white).

(b) Students are counted at their term-time address.

Cardiff has a greater proportion of black and minority ethnic 16 to 24-year-olds than other local authorities in Wales, followed by Newport and Swansea. However, there is a caveat regarding the impact of the large student populations in and around Cardiff, Newport and Swansea, because students are counted at their term-time address in the census data.

Figure 2: Proportion of apprenticeships in 2011-2012 by ethnic origin, in comparison with the general population

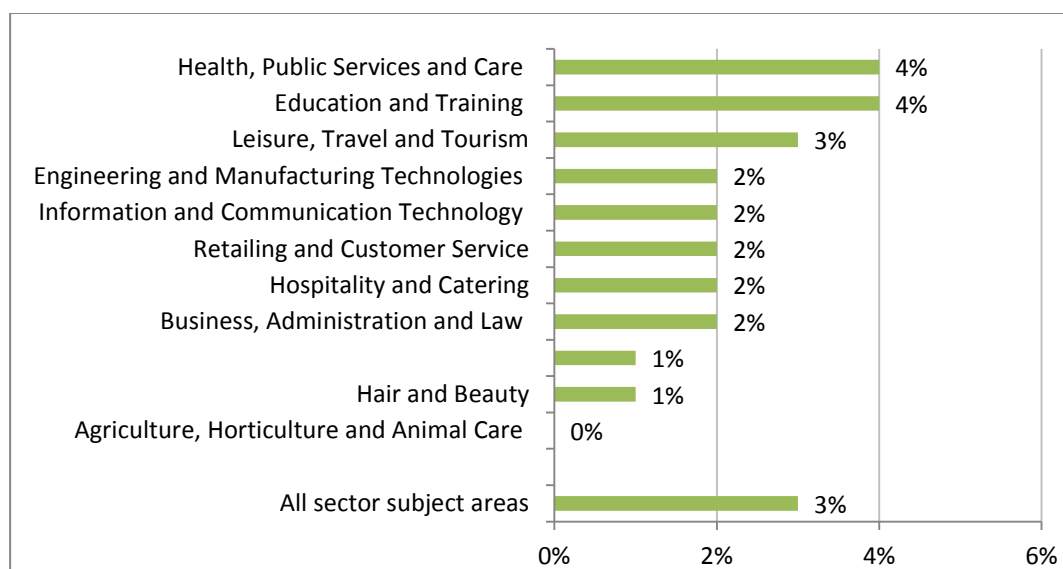
Main ethnic origin category	Apprenticeships in 2011/12 (LLWR) (a)	16 to 24 year old population in Wales (2011 Census)
White	97.0	93.4
Black	0.7	0.8
Asian	1.4	3.6
Mixed	0.6	1.6
Other ethnic background	0.3	0.7

Sources: Lifelong Learning Wales Record (LLWR), 2011 Census - Office for National Statistics

(a) Excludes unknown ethnic origin. Further information about the ethnic origin categories used here can be found in the Notes section at the front of this appendix.

In 2011-2012 only 3% of learners (all ages) undertaking apprenticeships were from BME groups, compared with the 16 to 24-year-old BME population for Wales of 6.6%. However, there are some caveats with making the comparisons between LLWR and the 2011 Census (see the notes section at the start of this appendix for further information).

Figure 3: Percentage of apprentices that were of black or minority ethnic origin, by sector subject area, 2011-2012 (a)

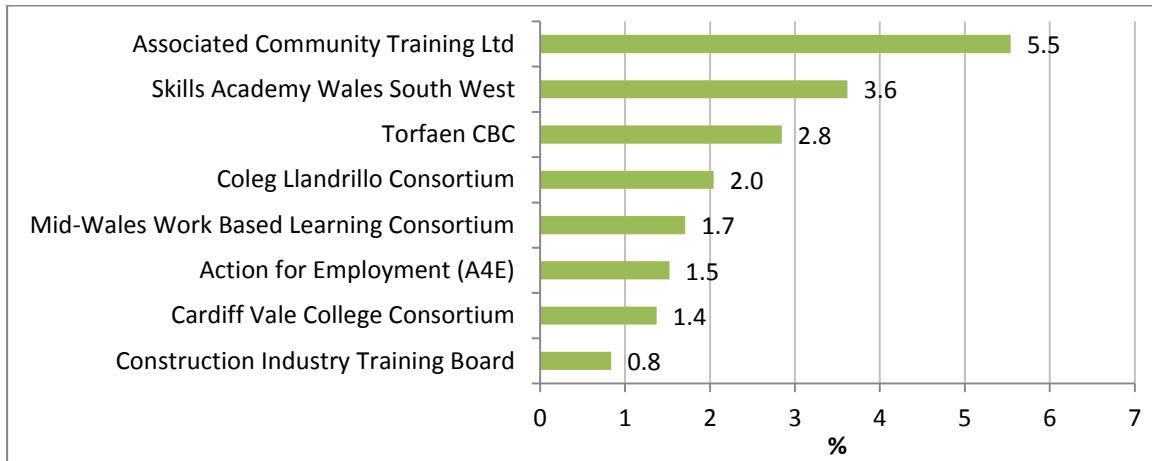


Source: Lifelong Learning Wales Record (LLWR), Welsh Government

(a) Black and minority ethnic origin includes black, Asian, mixed, and other ethnic groups.

These figures relate to those learners from BME communities ‘in learning’ on apprenticeship programmes during 2011-2012. The actual numbers, as shown in previous chart, differ as learners can be undertaking learning in a number of sectors. However, the overall percentage of BME learners in apprenticeships remains at 3% whichever set of data is used. The sectors with the greatest proportions of learners from the BME community are Health, Public Services and Care and Education and Training.

Figure 4: Percentage of apprentices that were of black or minority ethnic origin, 2011-2012



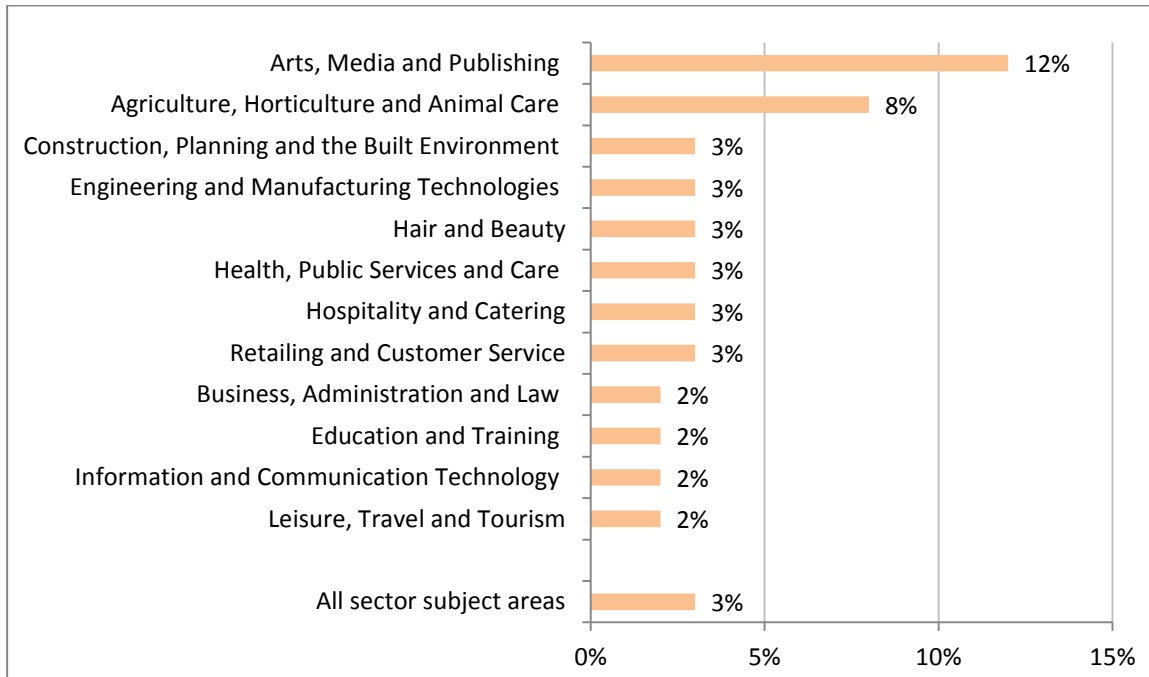
Source: Lifelong Learning Wales Record (LLWR), Welsh Government

This chart includes BME data for providers visited in this thematic report (providers from the areas of highest BME population in Wales).

As shown in figure 2, there are a lower proportion of BME learners on apprenticeship programmes than the 16 to 24-year-old BME population from the 2011 Census.

Note: No ethnic origin data is available for Babcock Training, which is the second provider in Newport alongside A4E, or for Gower College, which operates in the Swansea area.

Figure 5: Percentage of apprentices that were disabled – apprenticeship learning programmes "in learning", 2011-2012 (a)



Source: Lifelong Learning Wales Record (LLWR), Welsh Government

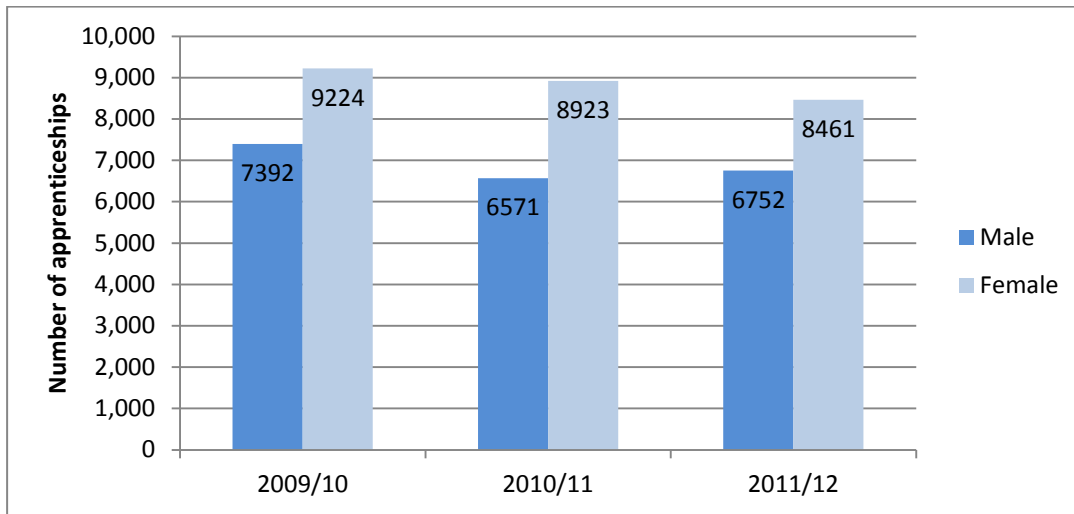
(a) The data on disability relates to the numbers of learners with a disability and/or learning difficulty (based on self-assessment) that impacts on their ability to learn and/or use general facilities.

The figures for learners who have classified themselves as disabled 'in learning' mirror those for learners from the BME community, at 3%. However, the higher percentage of disabled learners following apprenticeships in Agriculture, Horticulture and Animal Care and Arts, Media and Publishing must be taken overall within the context of the small numbers of all learners in these sectors.

Note on data

In 2010, the Welsh Government issued guidance on how learners should self-identify as having a disability. Providers record disability in LLWR on the basis of learners' self-assessment. This makes it difficult to draw conclusions about disability issues from the data. The latest verified information from LLWR shows that learners who self-identify as having a disability account for 3% of apprenticeships in 2011-2012. However, differences in the way the data is collected make it difficult to make overall judgements on the numbers of learners with a disability who are on apprenticeships or to relate this to incidence in the population overall. The Welsh Government provides clear guidelines for the data it collects but there is no guarantee that providers apply all the guidance in the same way when submitting their data. Census questions and employment figures are also collected by providers using different criteria, so it is impossible to make direct comparisons.

Figure 6: Number of apprenticeships in Wales, by gender, 2009-2010 to 2011-2012 (a)

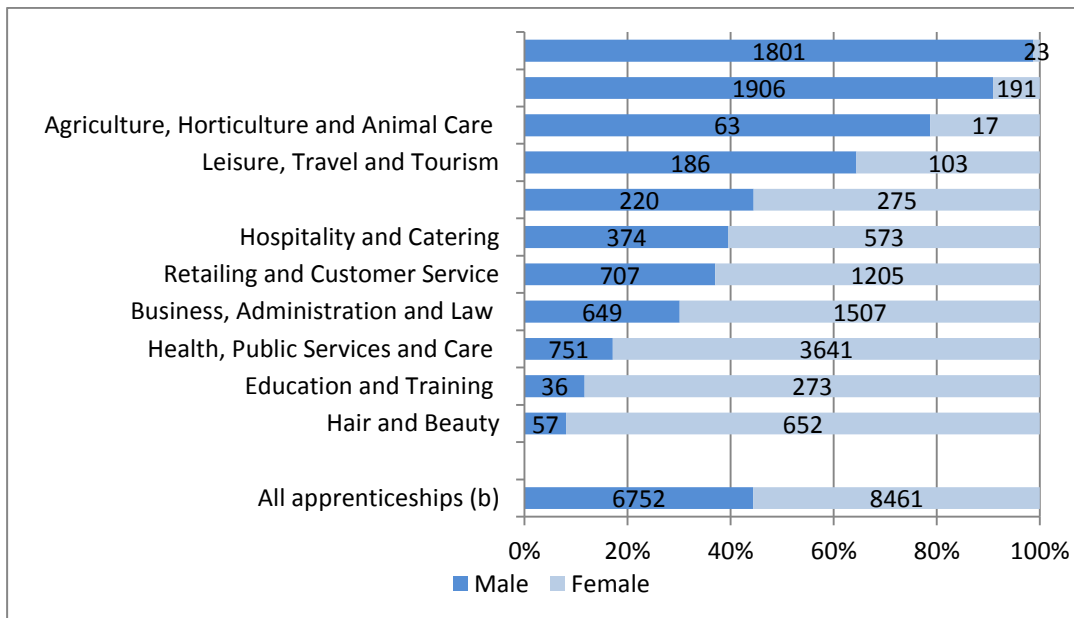


Source: Lifelong Learning Wales Record (LLWR), Welsh Government

(a) Apprentices without a gender category recorded in LLWR are excluded from this chart.

A higher number of females complete apprenticeships in Wales than males. In the most recent three years of data, males have accounted for between 42% and 44% of learners on apprenticeships.

Figure 7: Number of apprenticeships, by sector subject area, 2011-2012 (a)



Source: Lifelong Learning Wales Record (LLWR), Welsh Government

(a) In 2011-2012, there was no gender breakdown available for the 334 apprenticeships in Gower College Swansea, so these are not shown in the chart.

(b) Arts, Media and Publishing is not shown in the chart due to small numbers, but is included in the total for all apprenticeships.

Appendix 2: Barriers to apprenticeships – questionnaire for providers

1 What steps have you taken to implement the Welsh Government's guidance on WBL, Equality and Diversity policies?

2 What changes have you made, if any, to your existing Equality and Diversity policies as a result of the WG guidance?

3 How many DDA disabled learners are currently participating in Apprenticeship programmes ? Please state numbers by individual sector and gender.

4 What do you believe are the barriers facing black, ethnic minority (BME) and the disabled in accessing Apprenticeships (real and / or perceived)?

5 What do you think should be done to address these and do you have strategies in place to take these forward? If so please provide the detail.

6 Do you feel that you understand the needs of BME and disabled groups in order to provide them with the support that they need? If so, how have you arrived at this understanding? If not, what action do you think you need to undertake to better understand their needs and to improve their engagement in apprenticeship programmes?

7 Please detail any examples of best practice, which can be shared across the sector, to address barriers to Apprenticeships for BME groups and the disabled.

8 What are your suggestions for marketing apprenticeships to BME and disabled groups?

9 Which of your sectors is continuing to show gender stereo- typing? Please quantify and detail any action that you are taking to address this issue.

10 Any other comments that you would like to make?

Appendix 3 The remit author and survey team

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