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Youth Workforce Development Apprenticeships Issues and Options

Part of the Skills for Business network of 25 employer-led Sector Skills Councils





Introduction

As part of the Youth Workforce Strategy outlined in 'Aiming High, the 10 Year Strategy for Positive Activities for Young People' (2007) DCSF has commissioned this research, which is part of a range of projects being undertaken by and with the full support of both CWDC and Lifelong Learning UK. The youth workforce is defined as those organisations that work with 13-19 year olds, providing positive activities, information, advice and guidance and targeted support. As part of this programme of work DCSF have asked LLUK to consider options to increase the take up of existing apprenticeships. Future work might also include action to determine whether there is a need to take work forward on a new youth workforce apprenticeship. The funding is to explore work in England only but LLUK will need to be mindful of ensuring a UK-wide approach where appropriate.

What are Apprenticeships?

An Apprenticeship is a form of vocational training based on a mixture of work-based and theoretical learning. For the LSC to count training as an Apprenticeship and to be able to provide the relevant funds, an Apprentice must have spent a period of time as an employee during the Apprenticeship, and have employed status at the time of completion.

There are four core participants in any government-funded Apprenticeship:

- The employer offers a place, is the primary provider of learning in the workplace, pays the Apprentice a wage, and supports their learning time requirements.
- The Apprentice is expected to contribute to the productivity of the employer and to undertake the requisite learning.
- The training provider (which might be a further education college, group training association or other work-based-learning provider) provides off-the-job tuition and often takes on much of the bureaucratic workload associated with the Apprenticeship on behalf of the employer.
- The Government – via the Learning and Skills Council (LSC) – provides funds to cover the training costs of the Apprenticeship, although typically not the wage costs of training time, these are expected to be covered by the employer.¹

DIUS/DCSF have just produced a Government Strategy for the future of Apprenticeships in England, which aims to encourage a substantial increase in the take up of apprenticeships. Youth Work has been identified as an area with potential for significant growth in apprentice numbers.

Apprenticeship Frameworks and their design are the responsibility of the Sector Skills Councils (SSC) that are relevant to the occupational workforce. The Government Strategy aims to simplify framework approval and enable the recognition some apprenticeship schemes run by employers which do not currently meet the

¹DIUS World-class Apprenticeships: Unlocking Talent, Building Skills for All, 2008



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requirements of SSC Apprenticeship Frameworks. The structures explained below may become more flexible in the near future.

Elements of Apprenticeships

Apprenticeships are work-based programmes that enable learners to be in employment, earn a wage and receive structured training in their chosen occupation. They are open to young people aged 16-25, with some limited availability for over 25s.

Frameworks set out the requirements for the academic and vocational training content of the apprenticeship; while an Apprenticeship is not a qualification in itself it contains the following separately certified elements.

- A knowledge-based element (the theoretical knowledge underpinning a job in a certain occupation and industry, typically certified via a Technical Certificate or similar).
- A competence-based element. This is deemed as the ability to discharge the functions of a certain occupation, certified via work-based assessed national vocational qualifications (NVQ).
- Transferable or 'key skills' (such as communication and application of number)
- A module on employment rights and responsibilities.

Apprenticeship Levels

Currently there are two levels of apprenticeships:

- Apprenticeships, which lie at Level 2 of the National Qualifications Framework (NQF) minimal duration is normally 1 year
- and
- Advanced Apprenticeships, at Level 3 of the NQF, duration normally 2 years

The duration of either level may be extended or reduced if apprentices have recognised difficulties or have substantial previous experience or equivalent qualifications.

Apprenticeships are open to young people aged 16-25:

Apprenticeships are funded differently for 16-18 year old and 19-25 year olds and while the frameworks apply across both age ranges it is recognised that in some parts of the workforce employers will require apprentices with more maturity than might be expected from 16-18 year olds.

Adult apprenticeships are also available, and the Apprenticeship Strategy encourages the use of apprenticeships for those who have been out of the workforce for sometime, or who wish to change careers. The frameworks can be used for employees of any age but are not funded by the LSC for those over 25.

There are no national minimum entry requirements for youth work apprenticeships, but candidates are normally expected to demonstrate the ability to achieve level one key skills in communication.



Evidence of practical work in the field is only recommended for an apprenticeship and expected for entry at advance apprenticeship level.

Funding

Funding for apprenticeship is divided into two areas; working & learning hours and training costs.

Employers are expected to fund the salary and training hours of the apprentice. Employers are responsible for setting the rate of pay for their apprentices, generally apprentices are exempt from the legislation governing the national minimum wage (the exception being apprentices over 19 who have completed one year of their Apprenticeship). The LSC does have a requirement that apprentices be paid a minimum wage of £80 per week for a 30 -35 hour week² (£2.85 per hour).

Training costs for apprenticeships are funded by the LSC and by the employer. The training costs for apprentices from the age of 16-19 are fully funded by the LSC

Apprenticeships post-19 are funded by LSC and the employer. The rate of employer contributions is increasing year on year to a maximum of 50% in 2010/11. Employer contributions for 08/09 currently stand at 42.5%³

Apprenticeships in the Youth Workforce

The following approved Apprenticeship Frameworks have been identified as providing routes into the Youth Workforce, the numbers represent the codes allocated for tracking the apprenticeships:

- 340 Youth Work Apprenticeship (LLUK)
- 340 Youth Work Advanced Apprenticeship (LLUK)
- 104 Children's Care, Learning & Development (Skills for Care and Development)
- 290 Advanced Apprenticeship in Community Justice (Skills for Justice)
- 236 Apprenticeship in Health & Social Care (Skills for Health)
- 236 Advanced Apprenticeship in Health & Social Care (Skills for Health)
- 231 Advanced Apprenticeship in Active Leisure and Learning (Skills Active)

There are no apprenticeships in Learning, Development and Support Services (LDSS), which are the NOS for the youth support sector (Connexions, Education Welfare and Learning Mentors). This seems to be because employers feel that the confidential nature of the work and the need for maturity does not make apprenticeships an appropriate route for those interested in joining the targeted area of youth support.

² Apprenticeships...A Great Idea for Business Employer's Guide 2007

³ LSC, Requirements for Funding Work-based Learning for Young People and Adults 2007/08

Current levels of take up

Figures taken from the LSC returns data reported at the end of 06/07 period show the following data^{4,5}

Id code	Apprenticeship			Advanced Apprenticeship			All
	Starters in 06/07	successful	leavers	Starters in 06/07	successful	leavers	Successful %
Youth Work	0	0	0	18	0	12	0
Children's Care, Learning & Development	7940	4645	7688	5267	2516	4607	59
Community Justice	0	0	0	7	7	23	30
Health & Social Care	5,343	3105	5563	2,040	1034	2032	55
Active Leisure and Learning	2885	1976	3150	900	324	687	60

Data interpretation

Data for the current year is unavailable at time of writing as returns are compiled quarterly by academic year.

The data for the apprenticeships in Children's Care, Learning & Development are applicable to a much wider range of work than simply young people's work, as CCLD covers early years workers too. The figures therefore give a false representation of how many apprentices are aiming for involvement in the youth workforce. They do however give an indication of the popularity of working in these areas.

'Starters' show the number of new starters on the relevant level of apprenticeship during the year 06/07.

'Successful' data is number of apprentices successfully completing the framework 'leavers' are reported leavers from the programmes.

⁴ WBL Cumulative Starts by Sector Framework (A26) up to Period 12 for 2006/07

⁵ WBL Leavers, Success Rates and Average Length of Stay in Weeks by Sector Framework (A26) up to Period 15 for 2006/07



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'Successful %' is the percentage of those on programme who have successfully completed either apprenticeship or advanced apprenticeship

It needs to be noted that the programme is of roll on- roll off type and that programmes are a minimum of a year in length.

Demand for apprenticeships

It is difficult to quantify the demand for apprenticeships across the youth workforce as there is no one single point of reference that is used by both young people and employers. The lack of awareness of the existence of youth workforce apprenticeships and their administration seems to be a starting point for the difficulties surrounding apprenticeships.

Employment and enrolment figures for the sector are also difficult to determine as the relevant areas are usually incorporated into larger area of works and can therefore not be relied upon.

The recent market testing for LLUK did report that there was a need for level 2 & 3 youth work skills in the North West, East of England and Yorkshire and Humberside.⁶

Current issues for Youth Workforce Apprenticeships

Research undertaken has identified a number of common issues affecting the implementation of apprenticeship frameworks in the youth workforce.

Employer issues

Take up by employers and training providers has largely been less than anticipated, despite initial enthusiasm from employers in the planning stages. Employers have highlighted the following barriers:

- Cost of employing apprentices is hard to find within tight budgets. There appears to be reluctance amongst some youth sector employers to commit their own organisation's resources to apprenticeship salaries, with employers looking unsuccessfully for funding for posts from LSC and other sources
- Some apprenticeship frameworks are seen as unwieldy and overcomplicated, with overlapping qualifications for NVQs and Technical Certificates bringing extra costs and additional pressure on apprentices.
- Many employers feel that 16-19 year olds lack the required maturity to work effectively with their peers, and would prefer apprenticeships aimed at adults over 25 years.
- In some parts of the youth workforce, (e.g. youth work) traditional employment patterns mean that Youth Support roles are undertaken on a part-time basis. A shift in management thinking is required to enable youth work employers to see how they could create full-time apprenticeship roles'

⁶ A SECTOR SKILLS AGREEMENT FOR THE LIFELONG LEARNING SECTOR JULY 2007



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- Some employers have expressed concerns that offering apprenticeships would raise expectations about the availability of permanent jobs in the youth workforce which could not be sustained.
- Detailed national Information of how to set up and manage apprenticeships, suitable training providers and funding is either limited or non-existent.

Funding

Funding arrangements for apprenticeships are highlighted as barriers by both employers and training providers:

- Employers are concerned about the costs to them of employing apprenticeships and managing schemes
- Funding guidelines are complex and hard to navigate if not already experienced with apprenticeships
- Availability of LSC funding is dependent on local and regional priorities. Youth work has not been generally perceived as a high priority for funding. LSC regions have stated that if they are approached regarding an apprenticeship in any field they are likely to be supportive, as they need to radically increase take up of apprenticeships, so it appears that this is perception rather than fact
- Requirements for high completion rates and funding clawback makes training providers nervous about starting new apprenticeships in untried areas.
- voluntary sector training providers have difficulty with being be paid retrospectively (which is what the LSC does). Therefore, voluntary sector training providers do not register directly as a LSC registered training provider but have to make partnership arrangements with local colleges. Again this limits number of opportunities made available.

Young People

Young people are enthusiastic about apprentice-type routes to qualification, and where apprenticeship schemes are introduced there is usually considerable interest from local young people. However, there is often a high drop-out rate because:

- Young people have difficulty making the transition to regular paid employment and training: apprenticeship managers often find they play a 'youth support' role with apprentices in the initial months of a scheme
- Many apprenticeships frameworks are highly specialised and some young people may discover that they do not want to progress into the specific area of the workforce covered. Drop-outs are not confined to apprenticeships, all education routes suffer from similar problems.
- Detailed information for careers guidance for youth workforce apprenticeships varies by occupational area. Some areas such as children's care have good material while others such as youth work have little material which has not been widely distributed.
- Some parts of the youth workforce have not yet built a 'critical mass' of qualified and experienced work-based assessors to enable apprentices to



complete NVQs, and this leads to delays in assessing work, lack of confidence in the assessment process and can lead to young people dropping out of the programme, or reaching the end of their time without achieving the required qualifications.

- Low pay is an issue for apprentices. Apprenticeships for those under the age of 19 are not covered by the national minimum wage, there is an expectation by LSC for apprentices to be paid £80 per week minimum (£1.11 per hour less than minimum wage for 16-18 year olds). Individual employers set the pay of the apprentices and as such the rates of pay vary
- Some SSCs and employers suggest that training providers require apprentices to attend college for separate key skills tuition, usually through Skills for Life qualifications. For some apprentices and employers this is frustrating and unnecessary, and duplicates their existing qualifications and skills
- Some employers take young people as apprentices with no existing qualifications and with complex difficulties in their lives. Often these young people are unable to keep up with the demands of the programme and are more likely to drop out. There is a need for clear progression routes into apprenticeships for such young people, using E2E, Young Apprenticeships and other specialised pre-apprenticeship opportunities, to enable young people to experience and understand work environments before embarking on an apprenticeship
- There may be an issues about the take up of apprenticeships by young people who are not suited to the apprenticeship framework. Again poor information about the expectations of the level of qualifications and technical competences incorporated in the apprenticeship can result in recruitment of unsuitable candidates

Options for improvement

Apprenticeships are popular with young people but less popular with employers. Many of these concerns could be addressed by learning from what works in current apprenticeships and other work based approaches to providing pathways to progression in the youth and children's workforce, such as health and social care. The following areas of concern need to be considered.

Information and Guidance

There is a lack of information about many aspects of the youth workforce, which makes it difficult for young people to make informed choices about potential careers working with young people and for prospective employers to create opportunities for employment.

Possible improvements might include the production and dissemination of interesting and informative materials directly for young people and for use by careers advice and guidance staff. This could be supported by the production of materials for employers to inform how to set up and manage youth workforce apprenticeships. (This pre-



empties the work detailed in the new strategy for world-class apprenticeships). There could also be a national promotional campaign to increase young people's understanding of the options available in the youth workforce.

Framework revision

Employers and trainers who are currently running youth workforce apprenticeships have expressed strong views that the current frameworks are onerous. It is stated that there is excessive duplication of assessment of skills and knowledge.

The current requirements for separate qualifications for job specific skills (NVQs), knowledge (Technical Certificates) and transferable skills (Key Skills) are burdensome on apprentices, trainers and employers, these alongside the often complex requirements of the workplace are factors in the low take up and achievement in some of the occupational areas. The duplication occurs with qualifications duplicating the elements. This is an awarding body issue not a framework issue

Suggested improvements include a review of existing frameworks, removal of the duplication of the qualifications elements and excessive assessment requirements within apprenticeships in order to make them more achievable for employers, trainers and participants.

Generic Apprenticeship

There is general support for the creation of a generic youth workforce apprenticeship from the employers surveyed. Such a scheme would enable young people to undertake a Level 2 qualification, possibly linked to the proposed 14-19 Diploma, and enable them to undertake work placements in several different settings in the youth workforce. Young people could then progress to more specialised Advanced Apprenticeships in specific areas having had a broader introduction and made informed choices about where their strengths and interest lie. This option would also allow movement of apprenticeships to other employers should opportunities for further employment be limited. Options for this are further explored in appendix 1.

Age range concerns

Employers have indicated that there is an issue of the expected maturity of apprentices in the youth workforce. It is felt that there are issues with expecting apprentices who are still young themselves to have enough maturity for working with those who are also young or slightly older than themselves. Employers in several settings (youth work, schools workforce, youth justice) have indicated that adult apprenticeships would help them to recruit adults in communities who lack professional qualifications but want to find paid employment working with young people. This would fit with the wider agenda following the Leitch Report (2006).

Improvement suggested by stakeholders include the development of funded apprenticeships for those aged over 25, particularly as a way of changing career



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paths and for those returning to the workforce after employment breaks. This would encourage employers to provide apprenticeship places as a way of supporting paid and voluntary staff to move into full-time paid employment. In addition a review of the levels of funded training for apprenticeships for those over the age of 19 for the youth workforce to ensure the infrastructure is in place to support the changes.

Employment issues

Employers can be reluctant to create apprentice posts in their workforce because they may not fit the expected employment patterns. Employment patterns in youth work are different to many other workforces which host apprentices. E.g. Youth work patterns, at the levels at which apprentices would be expected to work, are normally on a sessional and often seasonal basis, usually in the evenings, in youth projects of limited duration. Full-time Youth Support posts are rare. Guidance for employers outlining expectations, examples of working patterns and working hours may alleviate employer concerns

Pilot apprenticeship schemes have highlighted far greater management and support needs of apprentices than anticipated. A suggested support tool would be the production of guidance for employers and managers of apprentices.

Further support could be enabled through the formation of networks of providers and employers, in a similar fashion to that of the Scottish Enterprise Networks that perform similar function. The Regional Youth Units could be tasked with creation and support of such forums.

LSC funding requirements usually mean that the full costs of training are only made available for those who successfully complete programmes, leaving employers and training providers out of pocket. At present the financial risks of establishing apprenticeship schemes outweigh the potential benefits of bringing new young workers into the workforce, and many employers are unwilling to take this risk.

Changes for 07/08 provision of WBL have now moved to monthly reconciliation for all aspects of the training which should alleviate this issue.

Recommended Options

1. Review of framework & qualifications for the most cumbersome apprenticeships (SSC's, LSC & employer consultation)

There is precedent for amending the framework to remove one of the qualifications embedded in the apprenticeship. Any change would have to be on the basis that there is sufficient technical and vocational experience and knowledge built into the surviving qualification.

2. Creation of an apprenticeships development information point for employers to enable ease of access to advice and guidance in set up and management of apprenticeship (SSC, LSC)

Currently information needed to set up apprenticeships is spread across a number of agencies. Details of funding, hosts and providers of training are not easily accessed and information such as the funding documents are hard to follow if an organisation has had no previous experience with WBL funding.

A single point of reference that can give comprehensive advice to all areas that can be advertised widely would enable a joined up service all information gathered and used would also be useful as a first step to the requirements that the NAS will be assembling and distributing and would enable the sector⁷

3. Creation of support material for employers that is easy to follow, including financial information and the inclusion of case studies of successfully run apprenticeship schemes (CWN, SSCs and LSC)

Support material which can assist employers find training providers and simplify funding arrangements would de-mystify the creation of apprenticeships. Real life examples of how apprenticeships were created and managed and financial information would promote confidence in apprenticeships which seems to be lacking. Again World class apprenticeships includes a indication that 'field forces' will be assembled to assist with the creation of apprenticeships and their management. Such material produced can be updated when necessary by the new agencies.

4. Creation of a support network of employers and training providers who would be willing to assist other employers to set up apprenticeship schemes

It would be of benefit for new providers to have a point of reference and a source of good practice to turn to. A support network hosted by regional bodies such as the regional youth units could assist with both information and practical assistance. Clusters may be able to exert more influence on training providers and funding sources to maintain placements and opportunities.

⁷ World-class Apprenticeships: Unlocking Talent, Building Skills for All. The Government's strategy for the future of Apprenticeships in England DIUS January 2008



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Further support in the form of a hosted forum and a series of workshops to promote good practice would be ways to promote practical assistance. A buddy or mentoring relationship could be fostered between providers of apprenticeships.

5. Creation of inspirational careers material for students, careers services and for employers. (DCSF,LSC, SSCs)

Lack of careers material has been identified as a major issue in the poor uptake of some of the apprenticeships, inspirational materials would raise the awareness of young people, careers services and employers. It can also be informative about the expectations of the programme and the differing entry pathways into employment.

6. Promotion of the level one qualification in youth work or e2e as a stepping stone into work, this would support students who have not been as successful in earlier learning or for those not experienced with youth work, (SSC, LSC, Employers)

This again provides a basis for activity outlined in world-class apprenticeships, where the suitability of candidates for apprenticeships is to be measured before entry onto apprenticeship programmes. A stepping-stone would also provide a qualification that would be valid while an apprenticeship candidate gains experience that would allow an informed choice of any future pathways to progression to be made.

7. LSC review of the priority of youth workforce apprenticeships, this would raise the possibility of apprenticeship being funded. (SSC, LSC, RDA)

The funding for apprenticeships in all disciplines is subject to LSC regional priorities, it would be of benefit to have the youth workforce apprenticeships categorised as a higher priority.

This may not be a much of an issue or difficult to achieve as LSC's have stated that they would be willing to fund apprenticeships in youth work if they were created.

8. Review funding of training of adult apprenticeships

At present students post 19 have to have both salary and training costs paid by the employer, as this sector needs specialised skills and the maturity of apprenticeships is a necessary part of the job it discriminates against older candidates who may be more suited to the field.

World class apprenticeships states the intention to pilot a number of apprenticeships where the age ceiling for appropriate apprenticeships would be raised, having youth workforce apprenticeships included in this pilot would be beneficial.

World-class apprenticeships also states that there will be additional funding for those over 25. This would also be welcomed.



Appendix 1: Options for Creating a Generic Youth Workforce Apprenticeship Framework

Use an existing apprenticeship framework as the starting point: Health & Social Care (Skills for Health) and Children's Care, Learning & Development (CWDC/Skills for Care) are applicable in a number of work settings, and could provide opportunities for an apprentice to work in different placement situations during the apprenticeship: however, neither of them focus explicitly on the youth workforce, so may not be attractive to some groups of young people, notably young men.

Establish a new Youth Workforce Apprenticeship at Level 2, drawing on elements of existing schemes and National Occupational Standards, and with recognised by all relevant SSC's as an appropriate qualification in their sector. This would require a working group of stakeholders from across the youth sector and a submission to QCA. While this could be a relatively lengthy process, it would ensure a relevant qualification with buy-in across the youth sector.

Rather than provide a full-scale apprenticeship, develop a work based learning route through a relevant 14-19 Diploma, to enable young people to experience work in the youth sector while achieving a relevant and recognised qualification. This could be attractive to young people who are already involved in youth projects as volunteers, peer educators or leaders. However, at present the 14-19 Diplomas under development do not have a specific youth workforce focus, and may be too generic to be appropriate. It may be possible to build in a 'youth workforce' route within a Diploma strand.

Alongside all or any of these is the need for an effective promotional strategy for new and existing youth workforce apprenticeships, aimed at both young people and other potential participants, and at employers and training providers. This could be co-ordinated by CWN with participation from the other relevant SSC's and professional bodies.

Appendix 2: Summary

World-class Apprenticeships: Unlocking Talent, Building Skills for All. The Government's strategy for the future of Apprenticeships in England

The Government has introduced a requirement that by 2015 all young people will be in education or training until the age of 18. This requirement will be extremely difficult to achieve without significant expansion of the Apprenticeship programme. The aim is for Apprenticeships to be a mainstream option for 16 to 18 year olds, and that by 2013 every suitable qualified young person who wants to take up an Apprenticeship place will be able to do so.

Lord Leitch has expressed aspirations for 400,000 Apprentices in England by 2020. To meet the objectives set by Lord Leitch there needs to be significant growth in Apprenticeships for those aged 25 or over.

The Government commissioned a review of all aspects of the Apprenticeship programme in England. The objective of the review was to assess whether the programme and delivery systems in their current form are likely to deliver the Government's targets for growth in Apprenticeship numbers and to assess whether our approach to counting Apprenticeships captured the critical data that matters to people. This report sets out the conclusions of that review and sets out plans for expanding and strengthening what is available.

Counting Apprenticeships

- Focus to be on the two most important instructive metrics: the number of people starting an Apprenticeship in the year ('start') and the percentage of those who complete that Apprenticeship ('completion rate').

Need for Apprenticeships

- There is clear evidence that many more people would like to take up an Apprenticeship than currently are able to and that the economy needs the skills and knowledge conferred by Apprentices.
- There are clear social benefits to a successful Apprenticeship programme. It provides choice for learners, is an important option for those who learn more successfully in work-based learning environment and provides the option of earning an income whilst learning.

The review identified a number of potential barriers to further growth in the Apprenticeship field. These are:

- The quality of Apprenticeships; the experience of the learner and standard of delivery can be too variable.
- The planning and delivery system; current systems are distracted by competing policy priorities.
- The supply of employer places; not enough places to meet demand.
- The status of Apprenticeships; the highest-performing learners are dissuaded from vocational and work-based routes.
- Inequality of access to Apprenticeships; serious diversity problems.



The proposals set out in this document are drawn from best practice from across the World. Some of the key general lessons are set out.

Strengthening Apprenticeships

- Defining the Apprenticeship experience and removing the ambiguity in the legal status of Apprentices.
- National completion certificates will be issued to Apprentices at the end of the programme.
- Increasing the quality of the Apprenticeship experience (being quality assured to create a high standard).
- Integrate Apprenticeships with the rest of learning.
- Protect the Apprenticeship brand.

A new delivery system

- Introducing a separately branded, customer-facing National Apprenticeship Service (NAS) which will have end-to-end accountability for the Apprenticeship programme.
- Creating a dedicated field force to support employers and Apprentices through an Apprenticeship.
- Significant staffing at regional and sub-regional level to manage relationships with other stakeholders.
- A director of Apprenticeship programme will be appointed.

Boosting employer supply

- Greater range and flexibility for Apprenticeships.
- All Apprentice experience will be recognised as 'an Apprenticeship'. Apprenticeship training that does not rely on public funds will still be recorded and recognised.
- Direct incentive payments will be introduced for some businesses to encourage growth in Apprenticeship places.
- Responsive to demand-additional funding for those aged 25 or over, flexibility in adult learning budgets, funds to cater for unanticipated demand.
- Support for more employer 'ownership' of Apprenticeships.
- Public sector targets and duties will be introduced.
- Promote Apprenticeships in strategic projects. The Government will complete a systematic investigation of the potential to provide Apprenticeship places through large strategic government projects such as the Olympic and Paralympic games.

Cultural change

- Information regarding Apprenticeships more readily available.
- Raising the profile of the Apprenticeship programme via high-profile celebratory events.
- Mapping Apprenticeship frameworks to Universities and Colleges Admission Service.

Equality and diversity

- Inequality will be addressed.



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- Positive action will be taken for under represented learners-increased funding, 'super-mentors' appointed, contractual wage regulations enforced.



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Appendix 3: List of contacts

SSCs and regulatory bodies

Skills for Justice
Skills for Health
TDA
CWN
Skills Active
CWDC
LLUK
Learning Skills Council

National and Regional Youth Infrastructure Organisations

National Youth Agency
NCVYS
Partnership for Young London
Yorkshire & Humber Regional Youth Work Unit
NE Regional Youth Work Unit
NW Regional Youth Work Unit
Voluntary Youth Service Devon
Clubs for Young People
Arts Council England/ENRYAN
Youth Clubs Hampshire and Isle of Wight
Cornwall Rural Community Council
Equality South West
Live Music Now!

Trade Unions

CYWU/Unite
Unison

Local authorities

Torbay Children's Services: IYS, Youth Service, YOT
Gloucestershire County Council: Youth Service, Youth Drugs and Alcohol Team and YOT
Swindon Borough Council: Integrated Children's Services
Bath & NE Somerset Council: Youth Service
Bristol City Council; Youth and Play Service
Devon Youth Service
Cornwall Integrated Youth Support Service
Somerset County Youth Service
North Somerset Youth Service
Dorset Youth Service
Bournemouth Youth Service
Wiltshire Youth Development Service
Plymouth City Council
Manchester City Council
Walsall Borough Council
South Gloucestershire Council
London Borough of Newham
Nottingham City Council

Other large scale youth workforce employers

Prospects In Gloucestershire
Connexions Blackburn & Darwen
Connexions Cornwall & Devon
Connexions West of England
Connexions Coventry & Warwickshire
Wiltshire Constabulary



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***VCS and faith based organisations:
local, national and regional***

Princes Trust
National Trust
Bath YMCA
YMCA South Devon
Diocese of Bath & Wells
Diocese of Bristol
Spectrum Youth Training Programme
Young Gloucestershire
YWCA
Young Bristol
Barnardos
UK Youth
Young Devon
Somerset Rural Youth Project
British Red Cross
Guinness Trust
Somerset Race Equality Council
MIND
Swindon Mentoring and Self Help
Project
BREAD Youth Project, Bristol
Terence Higgins Trust
SW Young Farmers Club County Co-
ordinators

Reference Reports

Rusbridge et al (2007) Report on pilot Youth Work Apprenticeship Scheme in Tower Hamlets, Tower Hamlets College

NYA web-site: report on Youth Work Apprenticeships seminar, May 2007

***Training providers and Validations
and Awarding Bodies***

Bath University
NYA Education & Training Standards
Committee (representatives from LA
&VCS employers, trade unions, HEIs,
Awarding Bodies and others with an
interest in youth work training and
qualifications)
Swindon College
City of Bristol College
Norton & Radstock College
University of Gloucestershire
University of Durham
ABC Awards
ASDAN
City & Guilds
University College of St Mark & St
John
Tower Hamlets College

Young People Led Organisations

UK Youth Parliament
British Youth Council