



**READING**  
16-18 YEAR OLD  
APPRENTICESHIP  
PROFILE  
September 2009



Leading learning and skills



# Local authority apprenticeship profile

Reading

## Contents

1	Key messages.....	1
2	Policy context .....	3
3	Apprenticeship participation.....	7
4	Apprenticeship learner characteristics.....	14
5	Apprenticeship employment and sector of study.....	19
6	Apprenticeship provision pattern .....	30
7	Reading – economic and labour market profile .....	40

Appendix A: South East providers of apprenticeships 2008/09

# 1 Key messages<sup>1</sup>

## Apprenticeship participation

- Currently, there are 422 young people in-year undertaking apprenticeships in Reading; this number needs to rise to 900 by 2019/20 in order to meet government participation targets.
- In relation to other types of learning, apprenticeships are relatively small with only 8 per cent of 16-18 year olds taking up this form of learning. However, they are only marginally smaller than for the South East as a whole (9 per cent).
- In Reading, a smaller proportion of young people are in further education than regionally (27 per cent compared to 36 per cent) and a slightly larger proportion are in school sixth forms (22 per cent compared to 19 per cent).
- The trajectory to meet the target indicates that, in total, a 113 per cent increase is needed from 2007/08 figures to the 2019/20 target, which translates to a year-on-year increase of 6.5 per cent (on previous year's figures) in participation.
- There are significantly more Apprenticeships at Level 2 than at Level 3 (Advanced) being taken up in Reading (64.5 per cent compared to 35.5 per cent); this is a much lower share of apprenticeships at Level 2 than regionally and nationally.
- Locally, Level 2 apprenticeships are preferred within Construction; Hairdressing; and Vehicle Maintenance. Conversely, Level 3 appears to be the common level of study within Electrotechnical and IT services and development apprenticeships. Children's care learning and development has a more even distribution of study.

## Apprenticeship learner characteristics

- The majority of apprentices resident in the local authority are above 19 years old, accounting for 53.2 per cent of learners.
- The gender balance for apprenticeships is more even than the regional and national profiles – surprisingly slightly more female learners – with 53.3 per cent of learners being female and 46.7 per cent being male.
- However, an analysis of gender by framework of study reveals that there are significant gender imbalances with strongly stereotypical gender take up, with a majority of female learners taking for example hairdressing and childcare frameworks. Conversely, mostly male apprentices are taking wider construction; electrotechnical; engineering; vehicle maintenance; and IT services and development frameworks.
- Apprenticeship learners in Reading are to a larger extent white than the 16-19 population (85.8 per cent compared to 80.9 per cent). Particularly apprentices of Asian and mixed/other ethnicity are underrepresented (2.8 per cent of learners compared to 6.9 per cent of the population are Asian; 3.6 per cent of learners compared to 7.9 per cent of the population are of mixed/other ethnicity). Apprentices in Reading are also much more likely than FE learners to be white (85.8 per cent compared to 69.6 per cent). All learners of other ethnicity are underrepresented among apprentices compared to FE learners.
- There are fewer apprentices than FE learners who have a learning difficulty and/or disability (14 per cent compared to 19.6 per cent).

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<sup>1</sup> Unless otherwise indicated, all comments within the key messages refer to apprentices **resident within** Reading.

- Apprentices (16-18) in Reading come from all the local authority's wards, with no strong concentrations being apparent.
- Tilehurst and Peppard wards have the highest share of apprentices at 17 per cent and 13 per cent respectively. The lowest share of apprenticeships in relation to the 16-18 year old population can be found in the Redland and Thames at 2 per cent and 3 per cent respectively.

## Apprenticeships sectoral analysis

- In Reading, over 200 employers take on apprentices, and most take on only one apprentice. Only around 14 employers located in Reading took on five or more apprentices in 2007/08. The prevalence of employers with a single apprentice highlights the importance of SMEs for apprenticeship provision.
- Reading FC is the largest employer of apprentices in the area, taking on 19 apprentices aged 16-18. Interestingly, some of the largest employers of apprentices in the local area do not appear as the largest employers of resident apprentices, suggesting they recruit from outside the local area.
- Only 42 per cent of apprentices resident in Reading also work in Reading. The majority of the remainder of apprentices mainly work in Wokingham (12 per cent), West Berkshire (10 per cent) and Oxfordshire (4 per cent), however, the employment location of 25 per cent of apprentices is unknown (no location recorded, or location incorrectly recorded, on the ILR).
- In Reading, there is a relatively even balance in the uptake of non-technical and technical apprenticeships, with a slight bias towards non-technical apprenticeships. Proportionally, the technical frameworks are stronger at Level 3, especially electrotechnical and IT services and development, indicating that Level 3 may be seen as the appropriate apprenticeship level for employers in sectors with employees in these occupations.
- The largest sectors of study being Child development and well-being; Service Enterprises; and Transportation operations and maintenance. There is a high level of employment locally in the public sector and the distribution, hotels and restaurant sector (which includes the motor industry) at 23 per cent and 21.1 per cent respectively, whilst service enterprises accounts only for 53.3 per cent of employment, indicating that the base for apprenticeship take up may not be very strong in this sector (this is however, along with the motor industry, sectors with a strong apprenticeship tradition, which probably explains the already high levels of take up).

## Apprenticeship provision patterns

- Chiltern Training in Reading is the largest provider of apprenticeships to young people resident in the local authority, with nearly 25 per cent of apprentices resident in the area attached to the provider. It is also the only locally based provider with which apprentices resident in Reading are engaged; this means that over three-quarters of all resident apprentices are engaged with a provider whose head offices are based outside the local authority.
- There are two providers of apprenticeships located in Reading, one of which has over 300 learners.
- Apprenticeship framework success rates for the two providers are varying, with Chiltern Training having an average success rates at only 49.5 per cent, whilst Thames Water Utilities has relatively good success rates at 63.6 per cent.
- Chiltern Training Limited has a compact catchment area, recruiting mainly from Reading and the nearby area. In contrast, the few people engaged with Thames Water Utilities come from many parts of the South East region, as well as London.

## 2 Policy context

Apprenticeships provide work-based training to young people and adults who want to learn new skills and gain qualifications while working and have been an integral part of the UK educational system, in various forms, for a significant period of time. The contemporary apprenticeship system is aimed at addressing the shortage of intermediate vocational skills that exists in the UK compared to a number of European countries.

An Apprenticeship (Level 2) and Advanced Apprenticeship (Level 3) **framework** consists of four parts:

- National Vocational Qualification (NVQ);
- Technical Certificate e.g. BTEC National Diploma;
- Key Skills qualifications; and
- Employment Rights and Responsibilities.

### *Recent apprenticeship policy and legislation*

The commitment by government to significantly expand the Apprenticeship programme was expressed in its Apprenticeship strategy, *World-class Apprenticeships: Unlocking Talent, Building Skills for All*, published by the Department for Innovation, Universities and Skills (DIUS) in January 2008.

The strategy recognises that Apprenticeships will be crucial in supporting the raising of the compulsory participation age in education and training to 18 by 2015, and sets out an **entitlement** for all suitably qualified young people to an Apprenticeship place by 2013. To be able to deliver on this entitlement, the number of apprenticeship places will have to increase significantly. The strategy sets out the ambition to make Apprenticeships a mainstream option for post-16 learners and the aim is that by the end of the academic year 2019/2020, one in five young people will take up an apprenticeship.

In addition, Apprenticeship standards are being strengthened through the creation of a standard Apprenticeship blueprint; a drive for improved quality, and integrating Apprenticeships into the Qualifications and Credit Framework (QCF). A new delivery system is also being set up, with the customer-facing National Apprenticeship Service (NAS) having responsibility for the programme.

In February 2009, the Apprenticeships, Skills, Children and Learning Bill was published. The bill is a major stepping stone in achieving the targets laid out in the Apprenticeship strategy, putting apprenticeships – as well as the majority of proposals in the strategy – on a statutory basis. In addition, the bill requires schools to include information on apprenticeships in all impartial careers advice.

The bill also sets out the transfer of the responsibility for commissioning and funding all education for 16-19 year olds, including apprenticeships, from the LSC to local authorities. Local authorities will pass on to the new Skills Funding Agency (SFA) – who will oversee NAS – the number of apprenticeship places required and it will then fall on NAS to secure the appropriate number of places.

Early in 2009, government announced an expansion of apprenticeships by funding an additional 35,000 places, and in particular using the power and size of the public sector to support the expansion. In February, DIUS announced that 21,000 of these places would be created in the public sector: 5,000 in the NHS and social care; 2,500 in FE colleges and universities; 7,500 in local government; 4,500 in schools and children's services; 1,000 more places in MOD civilian apprenticeships; and more than 600 apprentices in other Government departments. There will also be a requirement on contractors for the Building Schools for the Future programme to have apprenticeship training programmes in place.

## Targets and barriers to success

The key government targets relating to apprentices include:

- **130,000 apprenticeship completions** a year in England by 2013;
- **400,000 apprentices in learning** in England by 2020, which is estimated to equate 190,000 completions and 250,000 starts by 2020; and
- **One in five young people** to be undertaking an apprenticeship by the end of the academic year 2019/2020.

The success of the apprenticeship work-based learning system is governed by three factors: demand for places from learners; demand for trainees and places by employers; and the appropriateness of the provider and funding mechanisms that allow these two to be matched. A number of broad thematic challenges to increasing the number of apprentices can be identified in the literature, namely:

- a lack of clarity in the conflicting drive to increase numbers in apprenticeships, diplomas, and higher education;
- quality and relevance of apprenticeship frameworks, and the associated delivery infrastructure;
- provider quality and capacity; and
- employer demand and barriers to engagement.

## Key organisations

### National Apprenticeship Service (NAS)

The government Apprenticeship strategy, *World-Class Apprenticeships: Unlocking talent, building skills for all*, set out the creation of a National Apprenticeship Service (NAS) from April 2009. NAS will have end-to-end responsibility for the delivery of Apprenticeships, including targets, funding and the national vacancy matching service for employers (on-line Apprenticeship vacancies) and potential apprentices. NAS will also have ownership of the Apprenticeships blueprint.

Furthermore, NAS' ambition will also be to boost employer take-up by repositioning apprenticeships with employers; improve the information on apprenticeships within careers advice and increase take up across the ability range; tackle issues of under representation by various groups in apprenticeships; and to develop provider and employer training capacity to support the expansion of the programme.

NAS was officially launched in April 2009 and its NAS Prospectus<sup>2</sup> was published in May 2009. This set out the following priorities for 2009-2010:

- To expand the number of Apprenticeship places offered by employers, including those in the public sector;
- To increase the number, quality and background of people applying for Apprenticeships, and in particular supporting 16 – 18 year olds;
- To make it easier for employers and individuals to search and apply for vacancies through the online Apprenticeship Vacancies system;
- To develop and implement Service Quality Standards to all key stakeholder groups;
- To ensure that the funding for Apprenticeship places is available, responsive to need and delivers value for money;
- To develop high-quality data and management information, supported by ongoing research in Apprenticeship delivery;

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<sup>2</sup> Available from [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

- To deliver a Marketing and Communication Strategy that ensures that stakeholders are aware of the benefits of Apprenticeships;
- To recruit, develop and support all staff within NAS;
- To develop a policy analysis programme which focuses on the immediate and longer-term needs to improve the quality of Apprenticeships.

NAS will operate at a national, regional and sub-regional level, and will work closely with local authorities, especially on the commissioning of apprenticeships for 16-18 year olds.

At a regional level, NAS will have two Directorates:

- Employer Services, which will promote apprenticeships and the on-line Apprentice vacancies system to employers; assist employers and offer expertise on apprenticeships; and ensure the full apprenticeship engagement service from enquiry to completed apprenticeship works for the employer. The field force will also be responsible for growth strategies for their area.
- Learner Services, which will support organisations that work with learners to promote Apprenticeships and the on-line system to young people and their parents; strengthen the Apprenticeship experience and improve attitudes to vocational training; solve problems that arise with the system; and provide key management information and data on Apprenticeship recruitment.

## Sector bodies

Sector Skills Councils (SSCs) and Standard Setting Bodies (SSBs) have a key role in supporting apprenticeship expansion and development. In particular, these bodies have a key responsibility for the frameworks offered, in terms of content and standard.

SSCs/SSBs have responsibility for developing new frameworks; set and monitor framework standards; issue frameworks and maintain their currency; and ensure that there is coherence in the range of Apprenticeship frameworks within their sector.

## Operational Policy

### *Identifying and Managing Underperformance*

The Further Education Reform White Paper, *Further Education: Raising Skills, Improving Life Chances* (2006) made the commitment to eliminate inadequate or unsatisfactory provision in the post 16 sector by September 2008. This led to the implementation of new procedures used for the first time to commission provision for 2008-2009, these reviewed three aspects of provider performance, inspection outcomes, financial health monitoring and, analysis of success rates against minimum levels of performance to inform commissioning decisions.<sup>3</sup>

A contract for new starts is not issued to a provider with a grade 4 inspection outcome. This is applied at provider level where they had been judged overall inadequate or at curriculum level for the inadequate area(s). The learners' best interests will determine whether existing learners should be transferred to a different provider.

Minimum levels of Performance apply to success rates<sup>4</sup> for full Apprenticeship frameworks (Apprenticeship and Advanced Apprenticeship) delivered by FE colleges and training providers. When introduced the minimum level of performance for both Apprenticeships and Advanced Apprenticeships was 40% at sector framework level.

<sup>3</sup> LSC Identifying and Managing Underperformance January 2007

(Sum of apprenticeship frameworks achieved)

<sup>4</sup> Overall success rate % =  $\frac{\text{Sum of learners who were expected to achieve excluding continuers} + \text{sum of those who completed early}}{\text{Sum of learners who were expected to achieve excluding continuers} + \text{sum of those who completed early}}$

The minimum level of performance was raised for 2009-2010 contracting decisions to 50%, applied at sector framework level. However, commissioning decisions were based on the success rate at sector subject area (SSA) and framework level on the combined framework success rate (i.e. the aggregated Apprenticeship and Advanced Apprenticeship performance. Commissioning decisions were made on the following basis:

- SSA above 50%: all frameworks within SSA retained. Provider self assessment action plan required to address poor performance. No growth in poorly performing frameworks.
- SSA 45 – 49.9%: all frameworks within SSA retained. Contractually binding performance indicators for frameworks below 50% No growth in poorly performing frameworks.
- SSA below 45%: all frameworks below 45% withdrawn/wound down. Provider unable to regain them through OCT. Frameworks above 50% retained, negotiated growth.

### *Scope of Provision*

Apprenticeships are delivered by:

- independent private training providers,
- employers,
- general further education colleges, and
- sixth form colleges.

In 2007-2008 there were 138 separate Apprenticeship contracts managed in the SE region, in 2008-2009 are 148. While there has been an overall increase of 10 in the number of contracts, the extent of change to the list is much greater than this, for example contracts were let with 28 new providers for 2008-2009.<sup>5</sup>

These changes occurred for a variety of reasons, for example:

- implementation of the LSC's MLP policy for 2007-2008 contract year
- provider insolvency
- provider decision to withdraw from Apprenticeship delivery
- contract management transferred to another region
- use of open and competitive tendering to expand the provider base
- negotiated commissioning with providers who already held an LSC contract.

### *Single Contract*

Single contracting arrangements have been introduced during 2008-2009 for the nine largest pan-regional Apprenticeship providers<sup>6</sup>. This means that all funding, budgetary and contractual discussions and decisions for Apprenticeships will be taken by the identified lead region for these providers. This pilot activity is planned to be rolled out during 2009-2010 for all Apprenticeship providers.

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<sup>5</sup> See appendix A for a full listing of Apprenticeship providers for 2008-2009

<sup>6</sup> CITB, Economic Solutions, JHP, JTL, NACRO, Protocol Skills, Rathbone Training, VT Training and YMCA.

### 3 Apprenticeship participation

#### Participation in other post-16 learning

##### Relevance

The forms of post-16 education and training that young people in a local authority engage with indicate preference, but can also reflect the availability on offer and access to training. With a finite pool of young people, if apprenticeship learning is increased, there may be a fall in other types of learning, impacting on budgets and physical space requirements of institutions. Although an increase in the take up of apprenticeships could affect the take up of other types of learning, it could also mean capturing young people who are currently out of learning, but for example are in employment without training, in a job that could support an apprenticeship framework.

##### How can I use it?

The numbers for participation in the different types of post-16 learning can be used to monitor and adjust for any impact of increase in the uptake of apprenticeships on other learning (such as budget and space requirements).

##### Key points

- In Reading, a smaller proportion of young people are in further education than regionally (27 per cent compared to 36 per cent) and a slightly larger proportion are in school sixth forms (22 per cent compared to 19 per cent).
- In relation to other types of learning, apprenticeships are relatively small with only 8 per cent of 16-18 year olds taking up this form of learning. However, they are only marginally smaller than for the South East as a whole (9 per cent).
- There is a slightly higher take up of Entry to Employment (E2E; Foundation Tier Learning (FLT) under the new funding streams) in Reading than in the South East at 2 per cent of the young population (16-18).

#### Participation in post-16 learning, learners resident in Reading

	Reading		South East	
	Numbers	% of 16-18 population	Numbers	% of 16-18 population
Apprenticeships	422	8%	28,823	9%
Other WBL (mainly E2E)	82	2%	4,650	1%
Further education	1,488	27%	115,223	36%
School Sixth Form	1,197	22%	60,805	19%
2008 Population estimate 16-18 (n)		5,429		323,239

Source: ILR200708 F05, W12.

## Apprenticeship starts and in-year participation

### Relevance

Participation is the key measure of the uptake of apprenticeships; it is the basis for planning, budgeting for, and commissioning provision in the area. The in-year participation is also the measure for the apprenticeship target of one in five young people engaging in apprenticeships.

- **Starts** indicates the number of young people who start an apprenticeship within a given academic year.

- **In-year participation** (also referenced as participation) indicates the number of young people who are undertaking an apprenticeship at some part of a given academic year – this figure therefore includes learners who have started an apprenticeship late in the previous academic year, and continued in the academic year in question.

Figures in this section relate to young people (16-18) resident in the local authority.

### How can I use it?

Starts and participation numbers are key for the education and training budgeting and commissioning processes in the local area, as well as measuring progress towards targets.

### Key points

- In 2007/08, there were 422 young people resident in Reading undertaking apprenticeships.
- The local authority has a share of young people in apprenticeships only slightly lower than the region and somewhat lower than England, at 8 per cent of the young population (South East 9 per cent, England 11 per cent).
- There were no apprentices in the local authority in 2003/04. Apprenticeship starts have fluctuated somewhat in the last four years, peaking in 2005/06 at 223 apprentices in learning, with numbers having slightly fallen since year on year. Apprenticeship participation fell year on year from 2004/05 to 2006/07 (by 3 per cent and 6 per cent), after which it has remained stable in 2007/08.
- The decreases could be due to policy changes, such as cutting of low quality provision. As for the South East and England, Reading has not yet recovered to participation levels that are higher than in 2003/04.

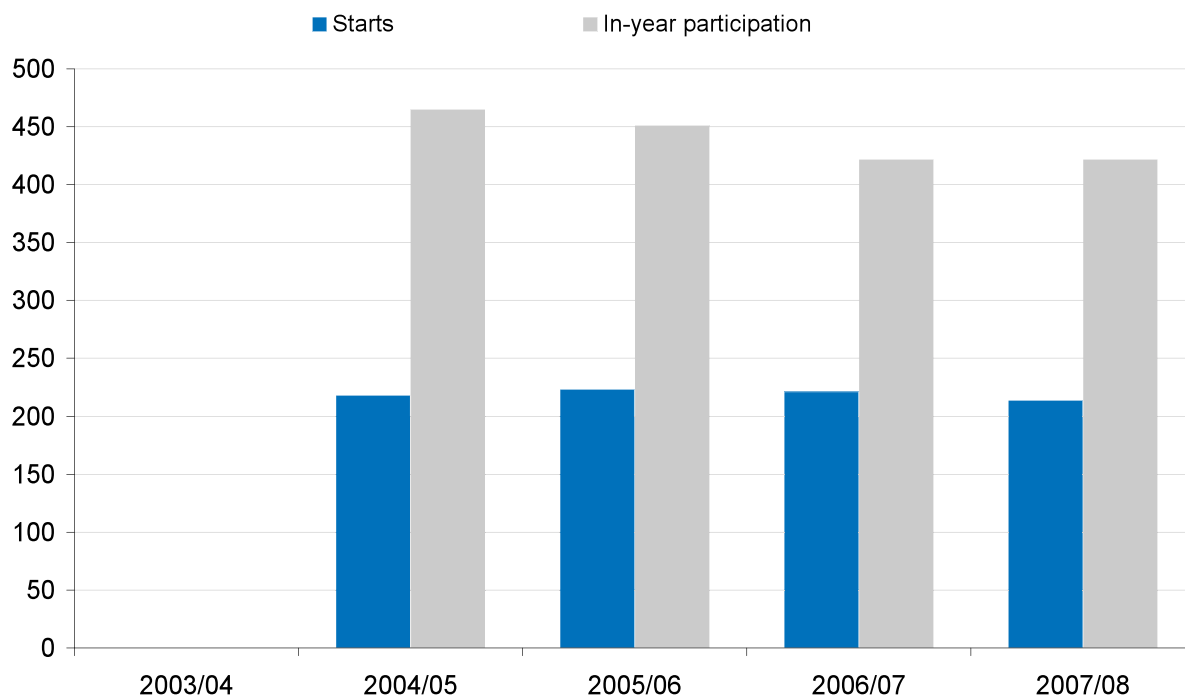
### Apprenticeship starts and participation 2007/08

	Starts	In-year participation	Participation share of 16-18 year olds (%)
Reading	214	422	8%
South East	13,820	28,823	9%
England	106,070	221,657	11%

Source: ILR 2007/08 W12, Experian.

## Apprenticeship starts and in-year participation – five year trends

### Apprenticeship starts and participation trends, last five years



Source: ILR W12, 2003/04-2007/08.

### Apprenticeship starts, last five years

Starts	Year-on-year change		
	Reading	South East	England
2003/04	0	13,671	103,696
2004/05	218	13,532	109,192
2005/06	223	12,465	98,157
2006/07	221	14,108	104,185
2007/08	214	13,820	106,070

Source: ILR W12 2003/04-2007/08.

### Apprenticeship participation, last five years

In-year participation	Year-on-year change		
	Reading	South East	England
2003/04	0	29,940	227,177
2004/05	465	30,428	232,014
2005/06	451	29,252	222,225
2006/07	422	29,265	229,418
2007/08	422	28,823	221,657

Source: ILR W12 2003/04-2007/08.

## Apprenticeship participation – trajectory to meet government targets<sup>7</sup>

### **Relevance**

This is the main government target for apprenticeships, as expressed in its Apprenticeship strategy '*World-class Apprenticeships: Unlocking talent, building skills for all*' (DIUS,2008). The key target is for one in five of all 16-18 year olds to be enrolled on an apprenticeship before the end of the academic year in 2019/20.

### **How can I use it?**

The trajectory has been calculated as a steady increase from current participation numbers to one-fifth of young people as forecasted for 2020. This trajectory can help the local authority plan for increased apprenticeship places year on year, to meet the target.

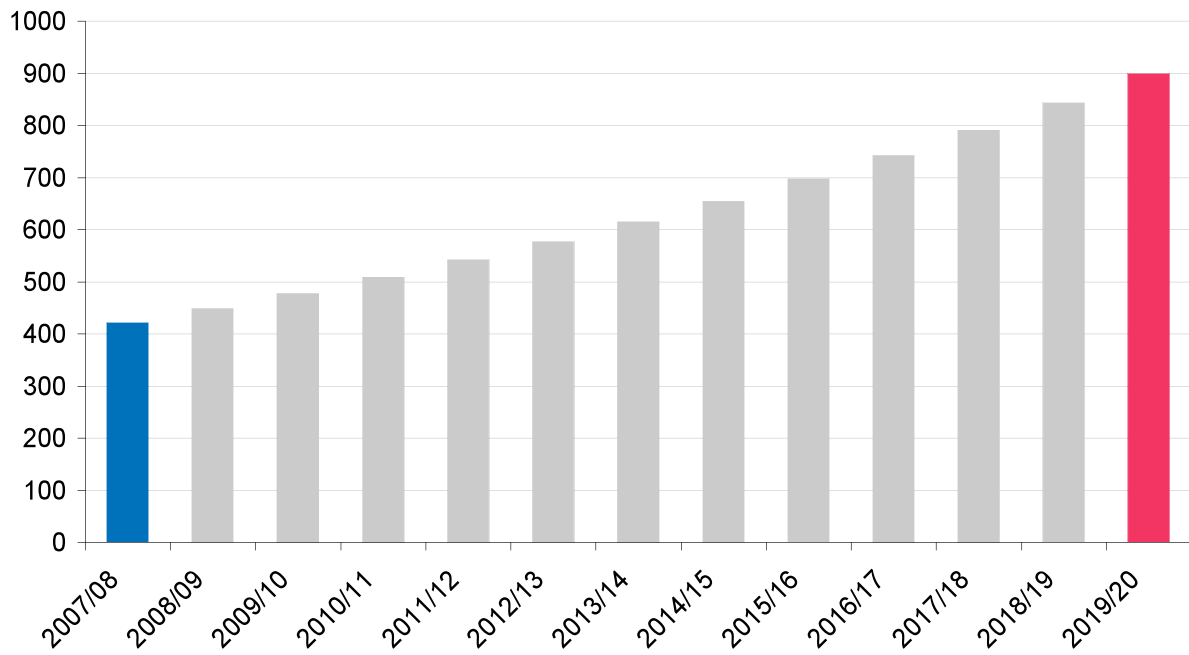
### **Key points**

- Currently, there are 422 young people in-year undertaking apprenticeships in Reading; this number needs to rise to 900 by 2019/20 in order to meet government participation targets.
- This trajectory indicates that, in total, a 113 per cent increase is needed from 2007/08 figures to the 2019/20 target, which translates to a year-on-year increase of 6.5 per cent (on previous year's figures) in participation.
- In absolute numbers, this translates to increases escalating from an increase of 27 additional apprentices in 2008/09 to 56 additional apprentices in 2019/20.
- It should be noted that a rise in 16-18 year olds undertaking apprenticeships will have an effect on other types of learning, e.g. school sixth forms and FE.

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<sup>7</sup> Experian population projections based on ONS estimates, as set out further on in this report , have been used to calculate the trajectory.

## Trajectory required to meet government apprenticeship target



Source: ILR W12, 2003/04-2007/08.

## Apprenticeship learners required each year to meet government target

	Participation	Participation share of 16-18 year olds (%)
2007/08 (actual)	422	8%
2008/09	449	8%
2009/10	479	9%
2010/11	510	10%
2011/12	543	11%
2012/13	578	12%
2013/14	616	13%
2014/15	656	14%
2015/16	698	15%
2016/17	744	17%
2017/18	792	18%
2018/19	844	19%
2019/20 (target)	900	20%

Source: ILR2007/08 W12, Experian.

## Level of apprenticeship study

### **Relevance**

The level of apprenticeship that a young person will be taking up will depend on the need of the job role. An Advanced Apprenticeship (Level 3) requires the young person to already hold a Level 2 qualification, but a young person who holds another Level 2 qualification will not necessarily start at Level 3 – the job role determines the appropriate starting point. It is important to understand the economic profile and occupational mix of the area, to be able to plan the level of provision offered and where to target expansion.

### **How can I use it?**

The information on the levels of apprenticeships available and taken up can be used in conjunction with information on the skills need of the local economy (sector profile and occupational mix) to determine a suitable qualification offer. The figures on the balance between Level 2 and Level 3 (advanced) apprenticeships could be used alongside information on Key Stage 4 achievement and population qualification level to ensure there are sufficient progression routes available.

### **Key points**

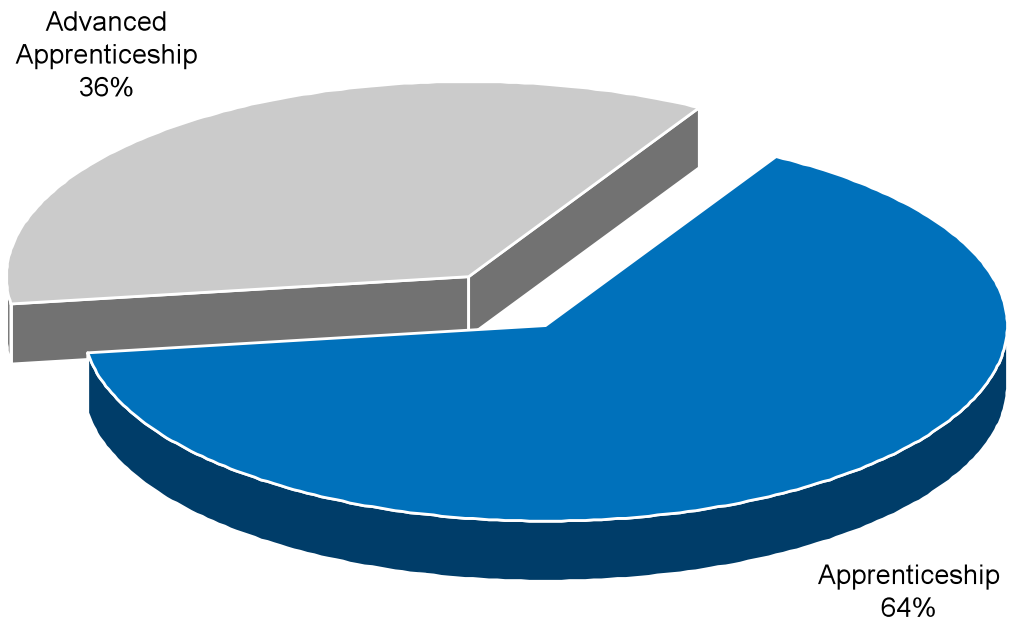
- Locally, Level 2 apprenticeships are preferred within Construction; Hairdressing; and Vehicle Maintenance. Conversely, Level 3 appears to be the common level of study within Electrotechnical and IT services and development apprenticeships. Children's care learning and development has a more even distribution of study.
- There are significantly more Apprenticeships at Level 2 than at Level 3 (Advanced) being taken up in Reading (64.5 per cent compared to 35.5 per cent); this is a much lower share of apprenticeships at Level 2 than regionally and nationally.
- The level of advanced apprenticeship take up in the county indicates that a much higher proportion of apprenticeship take up than in the region is in sectors where the Level 3 apprenticeships are standard or preferred.
- The success rates for the Advanced Apprenticeship in Reading at 57 per cent are significantly lower than in the region as a whole. Success rates at Level 2 are low at 48 per cent only, and significantly lower than in the region as a whole (67 per cent), with children's care learning and development accounting for the full success rate at this level (the regional success rate for this framework is 54.1 per cent).

### **Apprenticeship learners by level of study**

	Reading		South East		England	
	%	Number	%	Number	%	Number
Apprenticeship	64.5%	272	71.1%	20,493	68.9%	152,656
Advanced Apprenticeship	35.5%	150	28.9%	8,330	31.1%	69,001

Source: ILR2007/08 W12.

### Apprenticeship learners by level of study



Source: ILR2007/08 W12.

### Apprenticeship success rates by level of study<sup>8</sup>

	Reading Success rate	South East Success rate	England success rate
Apprenticeships	48%	62%	62%
Advanced Apprenticeships	57%	67%	66%
All apprenticeships	54%	64%	64%

Source: ILR2007/08 W12.

<sup>8</sup> The full framework success rate has been used. It should be noted that success rates is a provider measure, and cannot be calculated on a learner basis. Therefore, success rates for Reading have been calculated based on providers located within the local authority, and not learners resident within the area.

## 4 Apprenticeship learner characteristics

### Apprenticeships – demographic profile of learners

#### **Relevance**

The demographic profile of apprenticeship learners can indicate the attractiveness of the offer to young people, but also how it is being marketed to young people and employers. Apprenticeships should offer an opportunity to young people regardless of, gender, ethnicity and disability, so a balancing of the offer is important to ensure it is attractive to all. It should be noted that the employer also has an important role in ensuring equality of opportunity for prospective apprentices.

#### **How can I use it?**

The statistics on learner demographics can be used to – along with employers - address any imbalances in apprenticeship take up, for example encouraging more take up by of non-traditional apprenticeships (e.g. construction for women, childcare for men), or changing local perceptions of apprenticeships.

#### **Key points**

##### Age

- There are fewer 16-18 year old apprenticeship learners in Reading (46.6 per cent) than regionally and nationally (48.4 per cent and 53.2 per cent respectively; as a proportion of apprentices of all ages).
- The majority of apprentices resident in the local authority are above 19 years old, accounting for 53.2 per cent of learners.

##### Gender (16-18)

- The gender balance for apprenticeships is more even than the regional and national profiles – surprisingly slightly more female learners – with 53.3 per cent of learners being female and 46.7 per cent being male.
- However, an analysis of gender by framework of study reveals that there are significant gender imbalances with strongly stereotypical gender take up, with a majority of female learners taking for example hairdressing and childcare frameworks. Conversely, mostly male apprentices are taking wider construction; electrotechnical; engineering; vehicle maintenance; and IT services and development frameworks.

##### Ethnicity (16-18)

- The ethnic profile of apprentices in Reading is different to the region and England as a whole, with a much smaller share of learners being white at 85.8 per cent. Apprenticeship learners in Reading are to a larger extent white than the 16-19 population (85.8 per cent compared to 80.9 per cent). Particularly apprentices of Asian and mixed/other ethnicity are underrepresented (2.8 per cent of learners compared to 6.9 per cent of the population are Asian; 3.6 per cent of learners compared to 7.9 per cent of the population are of mixed/other ethnicity).
- Apprentices in Reading are also much more likely than FE learners to be white (85.8 per cent compared to 69.6 per cent). All learners of other ethnicity are underrepresented among apprentices compared to FE learners.

### Learning difficulty and/or disability (16-18)

- Reading has a high proportion of resident apprenticeship learners with a learning difficulty and/or disability (14 per cent), much higher than the South East and England (12.1 per cent and 11 per cent respectively).
- There are also fewer apprentices than FE learners who have a learning difficulty and/or disability (14 per cent compared to 19.6 per cent).

### Apprenticeship learner demographic profile

	Reading apprentices (% of total)	South East apprentices (% of total)	England apprentices (% of total)	Reading 16-19 population
<b>Age</b>				
Under 16	0.2%	0.2%	0.3%	n/a
16-18	46.6%	48.4%	53.2%	n/a
19-24	43.1%	44.9%	39.9%	n/a
25+	10.1%	6.6%	6.5%	n/a
<b>Gender (16-18)</b>				
Female	53.3%	35.0%	37.5%	50.4%
Male	46.7%	65.0%	62.5%	49.6%
<b>Ethnicity (16-18)</b>				
White	85.8%	96.2%	94.7%	80.9%
Black	4.0%	0.4%	0.9%	4.4%
Asian	2.8%	1.0%	1.9%	6.9%
Mixed/Other	3.6%	1.2%	1.6%	7.9%
Not know/ not provided	3.8%	1.2%	0.9%	
<b>Learning difficulty and/or disability (16-18)</b>				
Yes	13.0%	12.1%	11.0%	n/a
No	86.5%	86.7%	88.0%	n/a
No information provided	0.5%	1.2%	1.0%	n/a

Source: ILR2007/08 W12.

### Reading comparative learner demographic profile

	Apprenticeships	FE learners*
<b>Ethnicity (16-18)</b>		
White	85.8%	69.6%
Black	4.4%	9.2%
Asian	2.7%	10.3%
Mixed/Other	3.3%	9.3%
Not know/not provided	3.8%	1.5%
<b>Learning difficulty and/or disability (16-18)</b>		
Yes	14.0%	16.9%
No	85.5%	80.9%
No information provided	0.5%	2.2%

Source: ILR2007/08 W12, F05.  
\* This applies to only further education, not school sixth forms.

### Reading apprentices by framework and gender

Framework	Female %	Male %
Active Leisure and Learning	*	*
Amenity Horticulture	-	*
Automotive Industry	-	100.0%
Business Administration	60.0%	*
Children's Care Learning and Development	97.6%	*
Communications Technologies (Telecoms)	-	*
Construction	-	100.0%
Customer Service	60.0%	40.0%
Electrotechnical	*	95.2%
Engineering	*	95.5%
Equine Industry	*	*
Hairdressing	95.0%	*
Health and Social Care	*	-
Heating, Ventilation, Air Conditioning and Refrigeration	-	100.0%
Hospitality and Catering	*	62.5%
IT Services and Development	*	84.6%
Plumbing	-	*
Rail Transport Engineering	-	*
Retail	90.0%	*
Sporting Excellence	-	100.0%
Transport Engineering and Maintenance	-	*
Travel and Tourism Services Leisure and Business	*	-
Vehicle Body and Paint Operations	-	*
Vehicle Fitting	-	*
Vehicle Maintenance and Repair	-	100.0%
Vehicle Parts Operations	-	*
Wholesale, Distribution, Warehousing and Storage	-	*
All frameworks	53.3%	46.7%

Source: ILR2007/08 W12.

\* Learner numbers below five have been suppressed.

## Where do Apprenticeship learners in Reading live?

### **Relevance**

The residence of apprenticeship learners is important to understand, to ensure that there is sufficient availability and access to provision throughout the local authority. It is also important to see whether young people in deprived as well as less deprived areas are taking up apprenticeships to ensure that they reach all parts of the community.

### **How can I use it?**

The information on learner take up by ward and by the level of deprivation of the ward can assist planning to ensure that provision is reaching all parts and communities in the local authority and assist in planning for all 16-19 education and training provision.

### **Key points**

- Apprentices (16-18) in Reading come from all the local authority's wards, with no strong concentrations being apparent.
- Tilehurst and Peppard wards have the highest share of apprentices at 17 per cent and 13 per cent respectively.
- The lowest share of apprenticeships in relation to the 16-18 year old population can be found in the Redland and Thames at 2 per cent and 3 per cent respectively.
- The Whitley ward, which is among the 20 per cent most deprived wards in England, also has a high share of apprentices at 12 per cent of the young population.

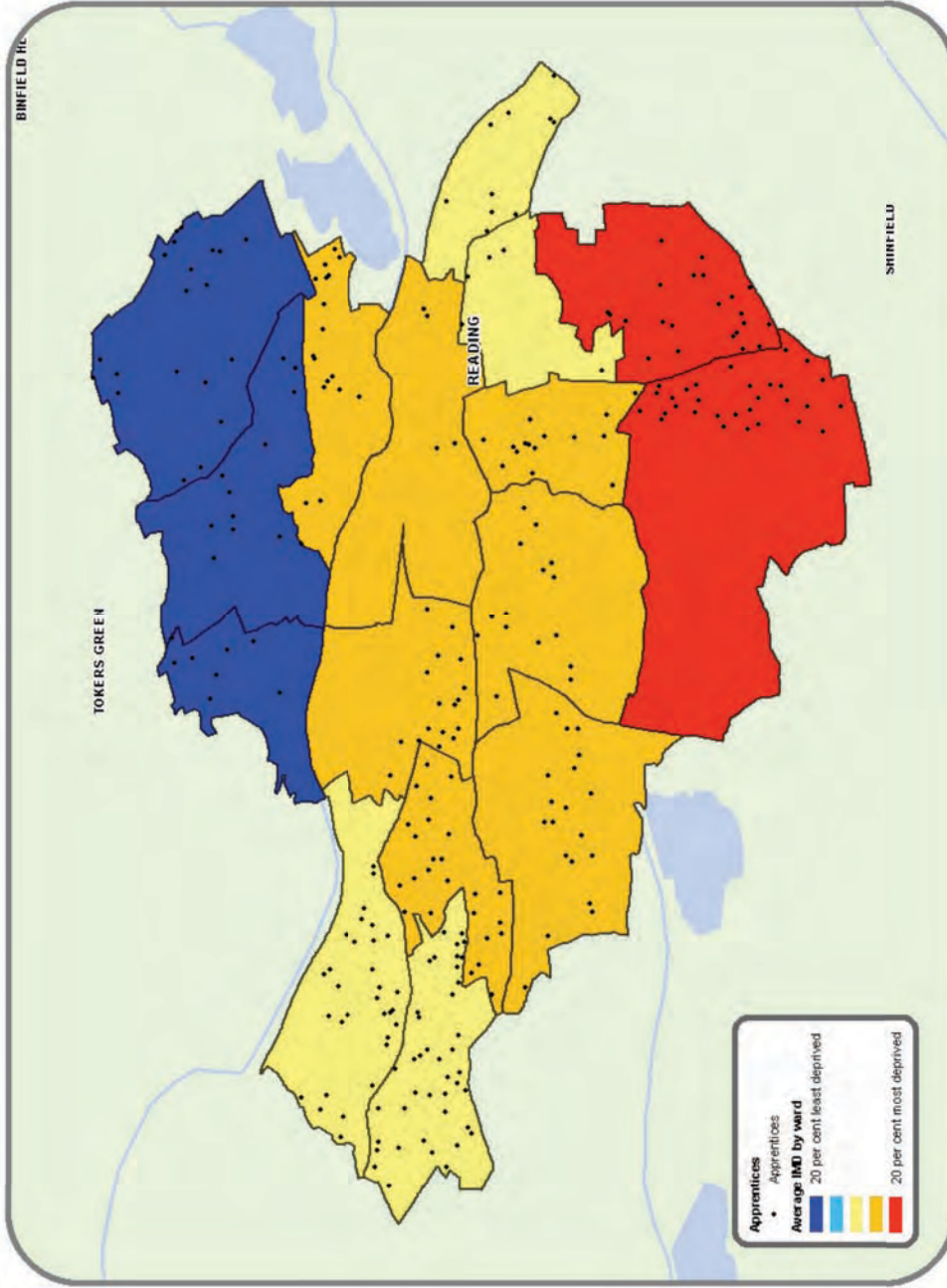
### Reading apprentices by ward

Ward	Apprentices	16-18 population	Apprentices as share of 16-18 population
1 Abbey	10	273	4%
2 Battle	19	247	8%
3 Caversham	29	233	12%
4 Church	32	720	4%
5 Katesgrove	18	333	5%
6 Kentwood	44	410	11%
7 Mapledurham	10	85	12%
8 Minster	25	276	9%
9 Norcot	37	310	12%
10 Park	10	275	4%
11 Peppard	31	239	13%
12 Redlands	8	407	2%
13 Southcote	29	376	8%
14 Thames	15	533	3%
15 Tilehurst	61	354	17%
16 Whitley	44	363	12%

Source: ILR2007/08 W12, Experian.

# Apprenticeship learners resident in Reading

Learners home location and relative deprivation of ward



Ward	Ward Name
1	Abbey
2	Battle
3	Caversham
4	Church
5	Katesgrove
6	Kentwood
7	Mapledurham
8	Minster
9	Norcot
10	Park
11	Peppard
12	Redlands
13	Southcote
14	Thames
15	Tilehurst
16	Whitley

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## 5 Apprenticeship employment and sector of study

### Large apprenticeship employers in Reading

#### **Relevance**

Knowing the profile of apprenticeship employers in the area is important to understand in which sectors, areas, or sizes of businesses apprenticeships can be further marketed. It is also important to know who the key employers in the area are – if a few employers employ a large share of apprenticeships, or if apprentices are concentrated in particular sectors affected by the recession, this could pose a risk to apprentices during the downturn, if companies are making people redundant, as young people may be the last in and the first out.

#### **How can I use it?**

The information on employers engaging in Apprentices in the area can be used for targeting and marketing of apprenticeships, as well as in comparison with the business base to support expansion plans. The information can also be used to monitor the risk to apprentices during the economic recession.

#### **Key points**

- In Reading, over 200 employers take on apprentices, and most take on only one apprentice. Only around 14 employers located in Reading took on five or more apprentices in 2007/08.
- Reading FC is the largest employer of apprentices in the area, taking on 19 apprentices aged 16-18. Interestingly, some of the largest employers of apprentices in the local area do not appear as the largest employers of resident apprentices, suggesting they recruit from outside the local area.
- The prevalence of employers with a single apprentice highlights the importance of SMEs for apprenticeship provision.

#### **Largest employers of 16-18 apprentices located in Reading**

	<b>Apprentices</b>
Reading FC	19
New Look	8
Marc Antoni	7
Home Installations	6
Rhedin Electrical Ltd	6

*Source: ILR2007/08 W12.*

### Largest employers of Reading resident 16-18 apprentices<sup>9</sup>

Employer	Located in	Reading resident apprentices
Zenos Academy - Wokingham	Wokingham	21
AWE PLC	West Berkshire	9
Reading Borough Council	Reading	7
Greyfriars	Reading	6
Alison's Hair	Reading	5
Dickory Docks	Reading	5
Reading FC	Reading	5

*Source: ILR2007/08 W12.*

<sup>9</sup> Reading Borough Council and Greyfriars appear in this table, but not in the table of the largest employers located in Reading; this is most likely due to the employer's location not being recorded on the ILR, resulting in the employer not being able to be identified as located in the area. It should be assumed that these two employers also are among the larger employers located in the area.

## Travel-to-work patterns

### **Relevance**

Understanding the travel to work patterns for apprenticeship learners resident in Reading is important, to establish whether there is sufficient employer engagement with apprenticeship and appropriate local availability of apprenticeship opportunities. Naturally, more specialised employment sectors or a large employer located in a neighbouring area may still mean that learners will travel.

### **How can I use it?**

This information can be used to see learners' travel patterns for their apprenticeships, and to further investigate the reasons why they go out of area: do they go because of lack of local opportunities; easy travel routes; closer location to home; attractiveness of employers outside the area; or a specialist occupational offer?

### **Key points**

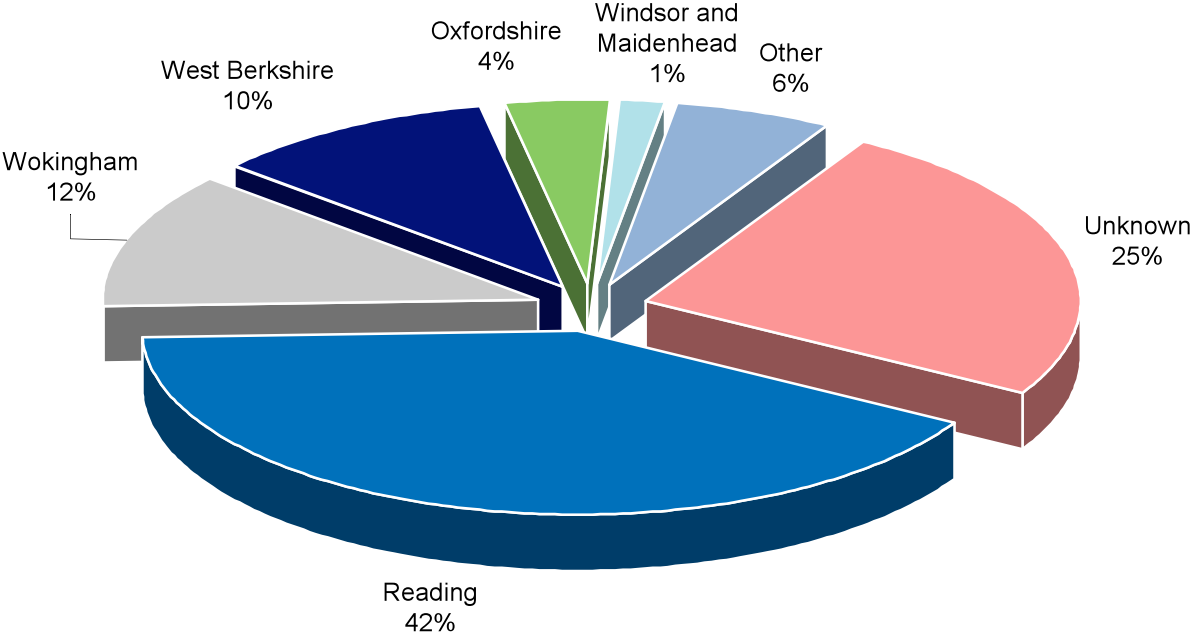
- Only 42 per cent of apprentices resident in Reading also work in Reading.
- The majority of the remainder of apprentices mainly work in Wokingham (12 per cent), West Berkshire (10 per cent) and Oxfordshire (4 per cent), however, the employment location of 25 per cent of apprentices is unknown (no location recorded, or location incorrectly recorded, on the ILR).
- For apprentices who travel outside the area to work, the most popular frameworks are Children's care learning and development, IT services and development; Hairdressing; Engineering; and Construction, which together make up 72.3 per cent of resident apprentices working outside the local area.
- When looking at apprentices who work in the local authority, the picture looks similar; 47 per cent are also resident in the area. The remainder of apprentices travel into work in Reading mainly from Wokingham (21 per cent) and West Berkshire (19 per cent) respectively.

### **Main frameworks for apprentices who travel outside Reading to work**

Framework	Apprentices	% of apprentices travelling out of area
Children's Care Learning and Development	96	38.6%
IT Services and Development	26	10.4%
Hairdressing	20	8.0%
Engineering	19	7.6%
Construction	19	7.6%

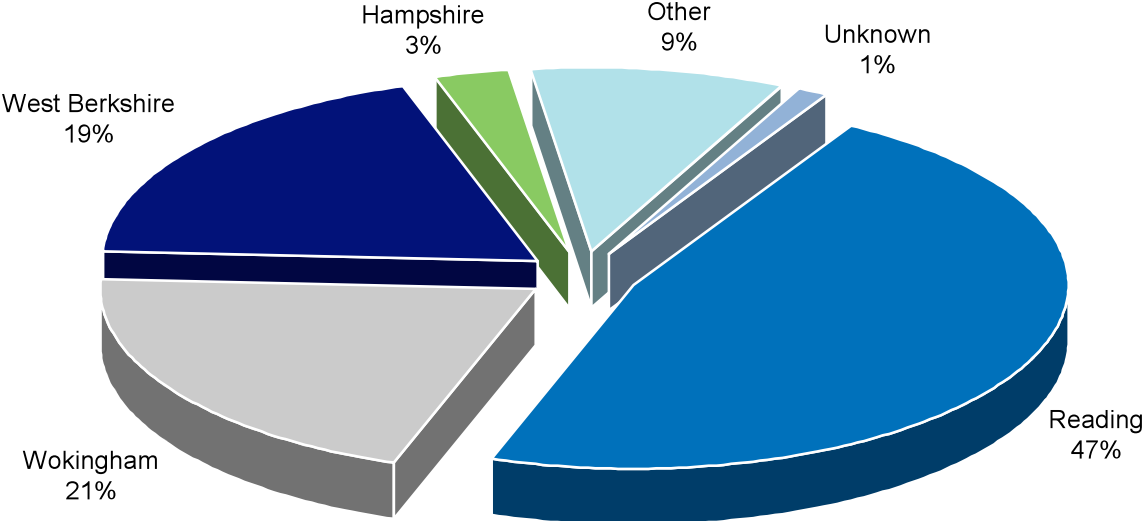
*Source: ILR2007/08 W12.*

**Where do Reading resident apprentices work?**



Source: ILR2007/08 W12.

**From where do apprentices travel to Reading employers?**



Source: ILR2007/08 W12.

## Apprenticeship frameworks<sup>10</sup>

### **Relevance**

A **framework** is the integrated programme of learning in an occupational area – for example engineering, accountancy or customer service – that constitutes an apprenticeship. A framework consists of four elements: and NVQ; a technical certificate; Key Skills; and employment rights and responsibilities. There are over 120 frameworks available nationally (nearly 200 if frameworks at Level 2 and Level 3 are counted separately). Knowing the framework offer available in the local authority is important first as an indicator of learners' preferences and how apprenticeship are marketed to young people, but also to understand which businesses currently take up apprenticeships and whether there are sectors which are underrepresented and could be targeted for apprenticeship expansion. It should be noted that there are a number of frameworks that are currently not covered by a Sector Skills Council (SSC); these tend to be covered by a Standard Setting Board (SSB) instead, e.g. teaching assistants who are covered by TDA.

### **How can I use it?**

The data on frameworks currently offered can be used to see if there is a wide engagement and offer, and matched to the business base, it may provide information on sectors that have potential for apprenticeship take up, but are currently not engaging or being served through the framework offer.

### **Key points**

- The vast majority of learners (84.4 per cent) are undertaking one of only ten frameworks (see table), with childcare, hairdressing and vehicle maintenance engaging over half of all apprentices.
- In Reading, there is a relatively even balance in the uptake of non-technical and technical apprenticeships, with a slight bias towards non-technical apprenticeships.
- Proportionally, the technical frameworks are stronger at Level 3, especially electrotechnical and IT services and development, indicating that Level 3 may be seen as the appropriate apprenticeship level for employers in sectors with employees in these occupations.
- Three of the largest five frameworks – children's care; vehicle maintenance and IT services and development – in Reading have experienced a continuous increase in participation since 2003/04, whilst hairdressing and construction have decreased during the last five years.

<sup>10</sup> In this section, by 'technical' frameworks we mean e.g. construction, engineering and vehicle related frameworks, whilst 'non-technical' refers to e.g. hairdressing, childcare, business administration and customer service.

### Top 10 frameworks undertaken by learners resident in Reading

Framework	Numbers	% of total
Children's Care Learning and Development	126	29.9%
Hairdressing	60	14.2%
Vehicle Maintenance and Repair	32	7.6%
Construction	30	7.1%
IT Services and Development	26	6.2%
Engineering	22	5.2%
Electrotechnical	21	5.0%
Customer Service	15	3.6%
Heating, Ventilation, Air Conditioning and Refrigeration	14	3.3%
Business Administration	10	2.4%

Source: ILR2007/08 W12.

### Frameworks taken by learners resident in Reading, by level of study

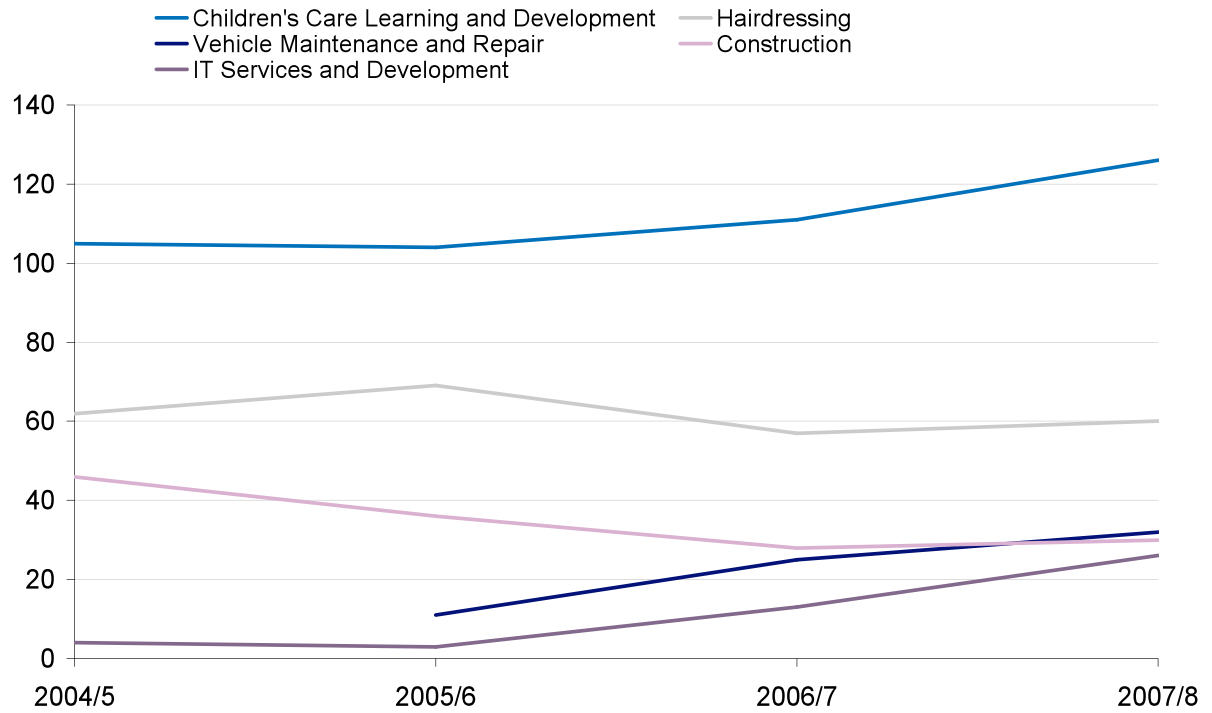
	Apprenticeships	Advanced Apprenticeships
Active Leisure and Learning	5	-
Amenity Horticulture	*	-
Automotive Industry	*	6
Business Administration	9	*
Children's Care Learning and Development	70	56
Communications Technologies (Telecoms)	*	*
Construction	26	*
Customer Service	14	*
Electrotechnical	-	21
Engineering	15	7
Equine Industry	*	-
Hairdressing	55	5
Health and Social Care	*	*
Heating, Ventilation, Air Conditioning and Refrigeration	12	*
Hospitality and Catering	8	-
IT Services and Development	-	26
Plumbing	*	*
Rail Transport Engineering	-	*
Retail	10	-
Sporting Excellence	-	8
Transport Engineering and Maintenance	-	*
Travel and Tourism Services Leisure and Business	*	*
Vehicle Body and Paint Operations	*	-
Vehicle Fitting	*	-
Vehicle Maintenance and Repair	27	5
Vehicle Parts Operations	*	-
Wholesale, Distribution, Warehousing and Storage	*	-

Source: ILR2007/08 W12.

\* All numbers under five have been suppressed.

## Apprenticeship frameworks – five year trend

### Trends in participation in largest frameworks 2004/05 – 2007/08



Source: ILR W12, 2003/04-2007/08

## Apprenticeship sector of study

### **Relevance**

As for the frameworks, the sector of study (an Ofqual framework to categorise qualifications into sectors) provides similar information on learners' preferences and in which sectors employers want their employees to learn, but also an understanding of which sectors currently take up apprenticeships and whether there are sectors which are underrepresented and could be targeted for apprenticeship expansion. It should be noted that the sectors of study do not clearly map either to administrative sector definitions such as Standard Industry Classification (SIC) or the SSC footprints.

### **How can I use it?**

The data on sector of study can be used to establish where IAG can be further used to stimulate interest in sectors with a low uptake, and to ensure that the right learners are being referred to programmes. It can also help the local authority to further engage with NAS to develop underrepresented sectors.

### **Key points**

- There is a slight bias towards non-technical sector subject areas (SSA), with the largest sectors of study being Child development and well-being; Service Enterprises; and Transportation operations and maintenance.
- Frameworks within the child development and well-being SSA are nearly exclusively taken up by public sector employers; frameworks within the service enterprises SSA (such as hair, nail, beauty and property services frameworks) are taken up mainly by the hair and beauty and property management business sectors; whilst frameworks within the transportation operations and maintenance SSA are taken up mainly by the motor industry and technical companies
- As section 7 shows, there is a high level of employment locally in the public sector and the distribution, hotels and restaurant sector (which includes the motor industry) at 23 per cent and 21.1 per cent respectively, whilst service enterprises accounts only for 53.3 per cent of employment, indicating that the base for apprenticeship take up may not be very strong in this sector (this is however, along with the motor industry, sectors with a strong apprenticeship tradition, which probably explains the already high levels of take up).
- Child development and well-being has experienced a decline over the last year after three years of stable participation or growth, whilst Service enterprises and Transportation operations and maintenance have experienced decline over the period (with a slight upturn in service enterprises in 2005/06). Engineering has experienced year on year growth since 2004/05, and Building and construction increased significantly in 2007/08 after three years of decreases. It may be interesting for the local authority to look further into the reason for any increases or decreases in take up, as it may mean new engagement or disengagement from a business sector, or that frameworks are becoming better or worse suited to employers' needs, as these change.

## Sector of study (SSA tier 2) of learners resident in Reading

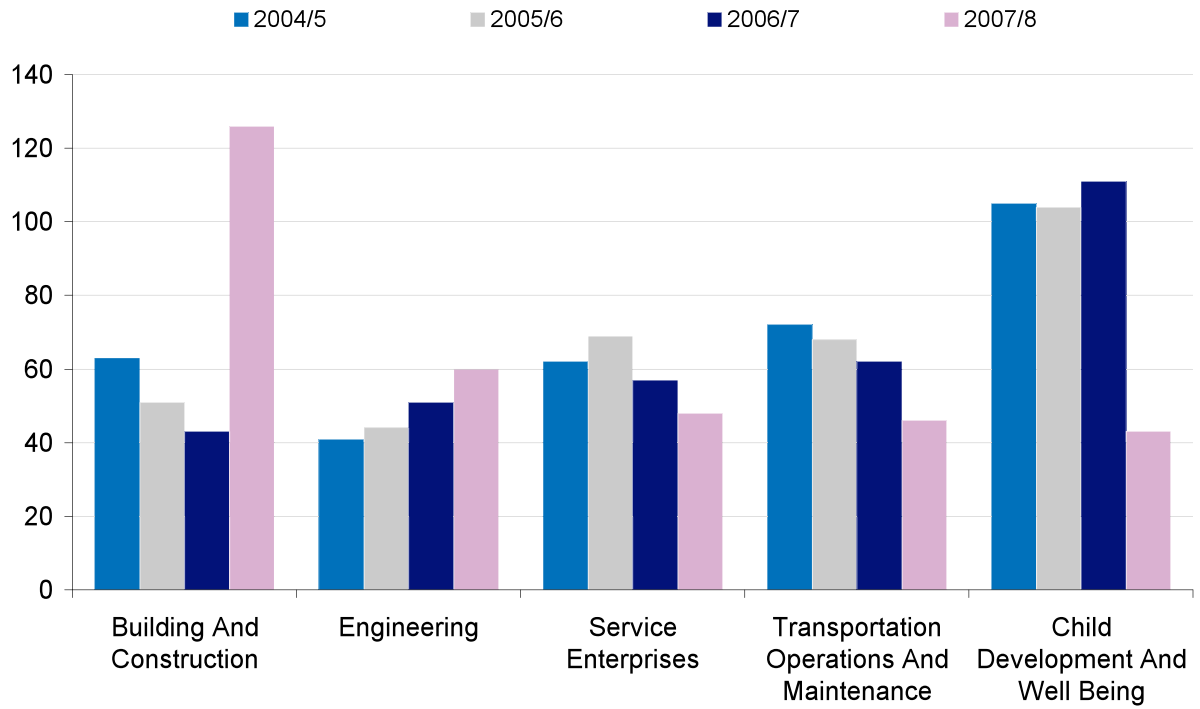
Sector of study (SSA tier 2)	Reading		South East		England	
	Appren- tices (n)	Appren- tices (%)	Appren- tices (n)	Appren- tices (%)	Appren- tices (n)	Appren- tices (%)
Medicine And Dentistry	-	-	-	-	5	0.0%
Nursing And Subjects And Vocations Allied To Medicine	-	-	30	0.1%	1075	0.5%
Health And Social Care	*	0.5%	412	1.4%	3757	1.7%
Public Services	-	-	473	1.6%	1008	0.5%
Child Development And Well Being	126	29.9%	2033	7.1%	16396	7.4%
Science	-	-	-	-	*	0.0%
Agriculture	-	-	22	0.1%	865	0.4%
Horticulture And Forestry	*	0.7%	232	0.8%	1555	0.7%
Animal Care And Veterinary Science	*	0.9%	387	1.3%	2473	1.1%
Environmental Conservation	-	-	*	0.0%	145	0.1%
Engineering	43	10.2%	6608	22.9%	40525	18.3%
Manufacturing Technologies	-	-	109	0.4%	2178	1.0%
Transportation Operations And Maintenance	48	11.4%	3435	11.9%	21961	9.9%
Building And Construction	46	10.9%	4491	15.6%	40697	18.4%
Ict Practitioners	28	6.6%	565	2.0%	3811	1.7%
Ict For Users	-	-	202	0.7%	2939	1.3%
Retailing And Wholesaling	10	2.4%	777	2.7%	5871	2.6%
Warehousing And Distribution	*	0.2%	123	0.4%	2576	1.2%
Service Enterprises	60	14.2%	4220	14.6%	28579	12.9%
Hospitality And Catering	7	1.7%	1217	4.2%	8069	3.6%
Sport, Leisure And Recreation	13	3.1%	795	2.8%	5185	2.3%
Travel And Tourism	*	0.9%	200	0.7%	1479	0.7%
Crafts, Creative Arts And Design	-	-	6	0.0%	93	0.0%
Media And Communication	-	-	*	0.0%	36	0.0%
Publishing And Information Services	-	-	18	0.1%	172	0.1%
Direct Learning Support	-	-	*	0.0%	132	0.1%
Foundations For Learning And Life	-	-	-	-	6	0.0%
Accounting And Finance	-	-	205	0.7%	3220	1.5%
Administration	23	5.5%	1763	6.1%	22965	10.4%
Business Management	*	0.7%	63	0.2%	701	0.3%
Marketing And Sales	-	-	30	0.1%	158	0.1%
Unknown	*	0.2%	400	1.4%	3022	1.4%

Source: ILR2007/08 W12.

\* All numbers under five have been suppressed.

Apprenticeship sector of study – four year trends

Trends in participation in largest SSAs 2004/05 – 2007/08



Source: ILR W12, 2003/04-2007/08

## Apprenticeship success rates by framework

### Relevance

The apprenticeship framework success rate is an essential quality measure of the provision, and important in the drive for increased quality in apprenticeships set out in PSA Delivery Agreement 2. From the learner's perspective, it is also important to expect a good chance of leaving the programme with a completed qualification as labour market currency.

Success rate by framework is also a key measure for continued funding, with 50 per cent being the threshold. As the success rates presented here are calculated to also include achievement after the expected date, the rates would be expected to be higher than the timely rates.

It should be noted that success rates is a provider measure, and cannot be calculated on a learner basis. Therefore, success rates have been calculated based on providers located within the local authority, and not learners resident within the area. The success rates as presented in this report are also only showing part of the picture, as they are limited to 16-18 provision; however, for commissioning decisions and when the quality of learning provision is assessed, this is done for all age groups jointly.

There are of course factors outside providers' control that may affect the success rates, such as if the apprentice is made redundant and cannot find new employment.

### How can I use it?

The success rate by framework measure can be used to look at what quality improvement and support strategies can be implemented.

### Key points

- With very small numbers of leavers on each framework, many of the success rates are not robust enough to use for analysis.
- If success rates on frameworks are very low, it is important to consider how important they are to employers in the area, whether there is other provision of this framework accessible to employers, and whether support is needed to improve the quality of provision rather than terminating it.

### Apprenticeship success rates by framework for Reading providers

	Reading			South East		England		
	Appr	Leavers	Adv. Appr	Leavers	Appr	Adv. Appr	Appr	Adv. Appr
Children's Care Learning and Development	48.1%	5	37.8%	5	54.1%	49.9%	57.7%	57.0%
Engineering			67.8%	5	58.1%	66.5%	59.4%	63.2%
Customer Service			100.0%	*	71.2%	84.2%	66.2%	72.9%

Source: ILR2007/08 W12.  
\* Numbers below five have been suppressed.

## 6 Apprenticeship provision pattern

### Apprenticeship providers – resident learners

#### **Relevance**

All apprentices are tied to a **learning provider**, through whom funding for the apprentice is directed. However, as the learning mainly takes place at work, provision can be sourced from anywhere in the UK. This also means that the provider base for local apprentices could be shifting from year to year (although it does not tend to). Learning providers do not only include FE colleges, sixth-form colleges and private training providers, but also businesses who hold direct funding contracts with the LSC. The local authority of the learning provider notes its main location as registered with the LSC; however, the training can in fact take place at satellite campuses in another area. Knowledge of providers with whom resident 16-18 year olds are undertaking apprenticeships is important in the planning of a comprehensive offer to young people in the local authority, and to understand the full offer available to and taken up by young people in the local area.

#### **How can I use it?**

Information on which learning providers resident learners attend can be used when considering commissioning of provision, as well as joint planning with other local authorities, both within and external to the South East.

#### **Key points**

- Chiltern Training in Reading is the largest provider of apprenticeships to young people resident in the local authority, with nearly 25 per cent of apprentices resident in the area attached to the provider.
- Chiltern Training is also the only locally based provider with which apprentices resident in Reading are engaged; this means that over three-quarters of all resident apprentices are engaged with a provider whose head offices are based outside the local authority.

### Key apprenticeship providers for learners resident in Reading<sup>11 12</sup>

Training provider	Local authority	Apprentices	Share of apprentices (%)
Chiltern Training Limited	Reading	103	24.4%
Thames Valley University	Greater London	46	10.9%
Bracknell and Wokingham College	Bracknell Forest	29	6.9%
Zenos Limited	Northamptonshire	26	6.2%
The Henley College	Oxfordshire	20	4.7%
CITB- ConstructionSkills	Norfolk	19	4.5%
Carter & Carter Group Plc	Nottinghamshire	18	4.3%
Protocol Skills Limited	Cheshire	13	3.1%
West Berkshire Training Consortium	West Berkshire	12	2.8%
Span Training & Development Limited	Oxfordshire	10	2.4%
AWE plc	West Berkshire	9	2.1%
VT Training plc	Surrey	9	2.1%
Quantica Limited		7	1.7%
Laura Holt	Wokingham	6	1.4%
East Berkshire College	Slough	5	1.2%
JTL	Greater London	5	1.2%
The Football Association Premier League Limited	Greater London	5	1.2%
Other providers	Various	80	19.0%

*Source: ILR2007/08 W12.*

<sup>11</sup> The local authority of the learning provider notes its main location as registered with the LSC; however, the training can in fact take place at satellite campuses in another area.

<sup>12</sup> Delivery model, specialist provision, sector coverage are some of the reasons why an employer would choose a training provider from another region. In addition large, national multi site employers with over 5,000 employees such as British Gas, Sainsbury and Whitbread are able to hold contracts themselves overseen by the National Employer Service.

## Apprenticeship providers

### *Relevance*

Apart from understanding the provider base located in the area, it is also important to know what type of provider they are (college or business in its own right); what frameworks they offer; learner capacity; and the success rates of its frameworks. This information helps ensure a broad offer for learners and high quality of provision. It should be noted that the frameworks providers offer can fluctuate from year to year.

This section provides information on the **learning providers** located in the area, as well as the profile of **main delivery location types**. Hence, the figures in this section include apprentices from outside of the local authority as well.

This section shows information about **16-18 year old apprentices**. However, especially when considering the performance of providers (success rates) and making commissioning decisions, it is necessary to take a wider view and consider also older learners; hence the overall success rate for the provider (for apprentices of all ages) is shown here. It should also be noted that providers are judged on a broader set of information; this provides just a snapshot.

### *How can I use it?*

Information on apprenticeship providers can be used in considering commissioning of apprenticeship provision, and whether it needs to be planned with other local authorities, regions, or even nationally.

### *Key points*

- There are two providers of apprenticeships located in Reading, one of which has over 300 learners.
- Apprenticeship framework success rates for the two providers are varying, with Chiltern Training having an average success rates at only 49.5 per cent, whilst Thames Water Utilities has relatively good success rates at 63.6 per cent.
- Both are specialist providers, who in 2007/08 only offered a single framework: Chiltern Training offered children's care learning and development; whilst Thames Water Utilities offered the engineering framework. This means that resident learners on all other frameworks than these two are engaged with a provider outside the area.

## Apprenticeship providers located in Reading

Provider name	Provider type	Apprenticeships 16-18 2007/08	Success rate all ages (%) 2007/08
Chiltern Training Limited	Organisation in Business in its own right	318	49.5%
Thames Water Utilities Limited	Organisation in Business in its own right	48	63.6%

Source: ILR 2007/08 W12

### Framework offer – Chiltern Training Limited

Apprentices	
Children's Care Learning and Development	318

Source: ILR2007/08 W12.

### Framework offer – Thames Water Utilities Limited

Apprentices	
Engineering	48

Source: ILR2007/08 W12.

## Recruitment areas for main providers

### **Relevance**

Which providers employers choose to engage with for apprenticeships for their young employees is important as there may be popular provision which engages employers across local authority borders, or natural access flows which make providers natural options for engagement even cross local authority borders.

### **How can I use it?**

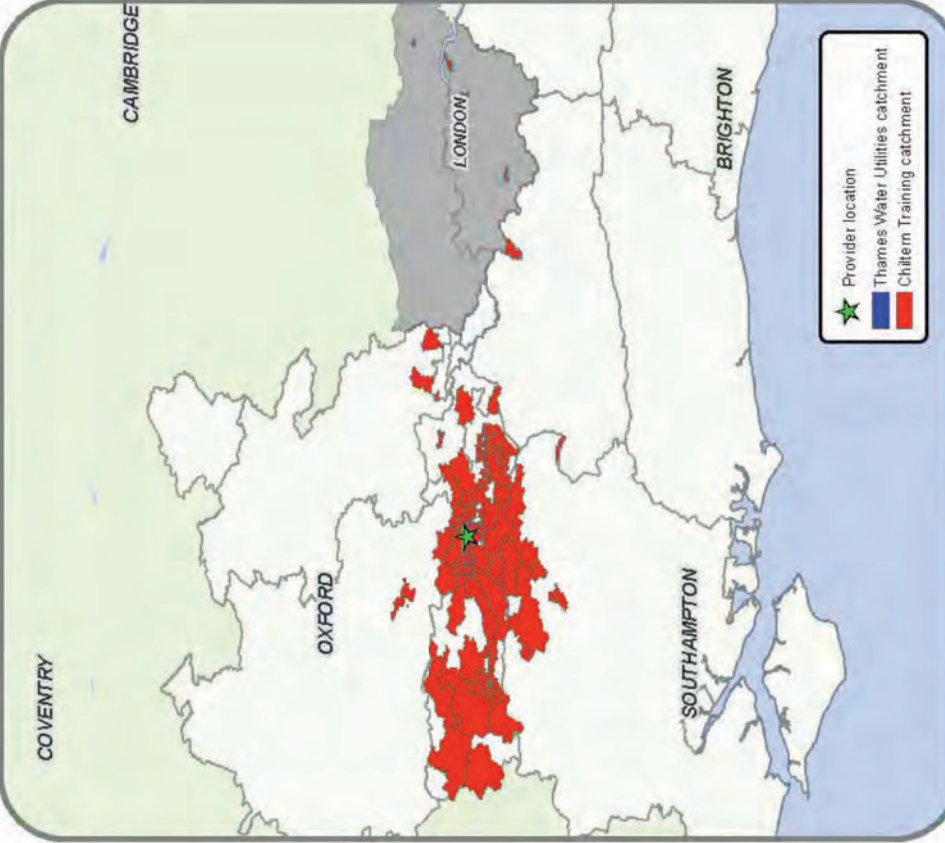
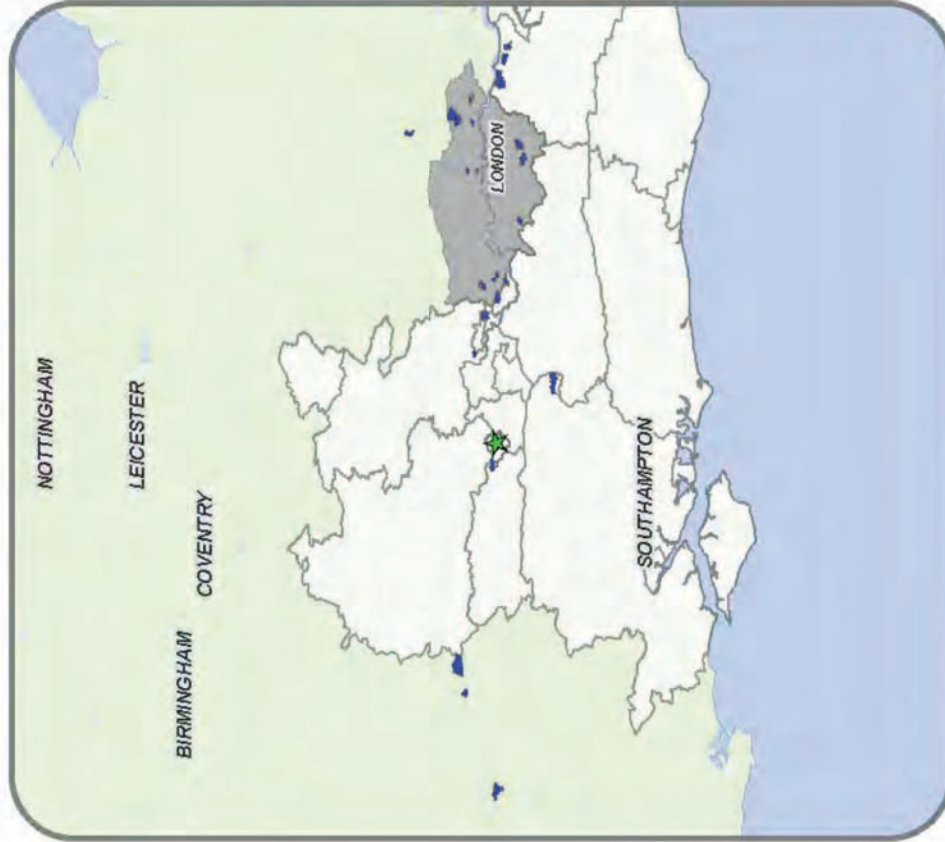
Information on catchment areas and neighbouring provision provides a richer understanding of the locally available provision – although it may be accessed by employers and apprentices from across the country. It can also be used for collaborative working across borders.

### **Key points**

- Chiltern Training Limited has a compact catchment area, recruiting mainly from Reading and the nearby area.
- In contrast, the few people engaged with Thames Water Utilities come from many parts of the South East region, as well as London.

### Apprenticeship provider catchment area: Reading

Provider location and area from which apprentices are recruited



- ★ Provider location
- Thames Water Utilities catchment
- Chiltern Training catchment

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## Type of delivery locations in Reading

### Relevance

Apprenticeships can be fully delivered in the workplace. However, for various reasons – such as an employer preference for day-release – the actual learning could also be delivered at a provider; or through a mix of the two.

The delivery location of the framework indicates where the main delivery is taking place, and is a good indicator of the delivery methods in place in the area. Where the site is noted as 'other', this could either be a secondary campus of the provider, or an employer location which is not the same as the main workplace location – this requires further manual analysis to fully be understood.

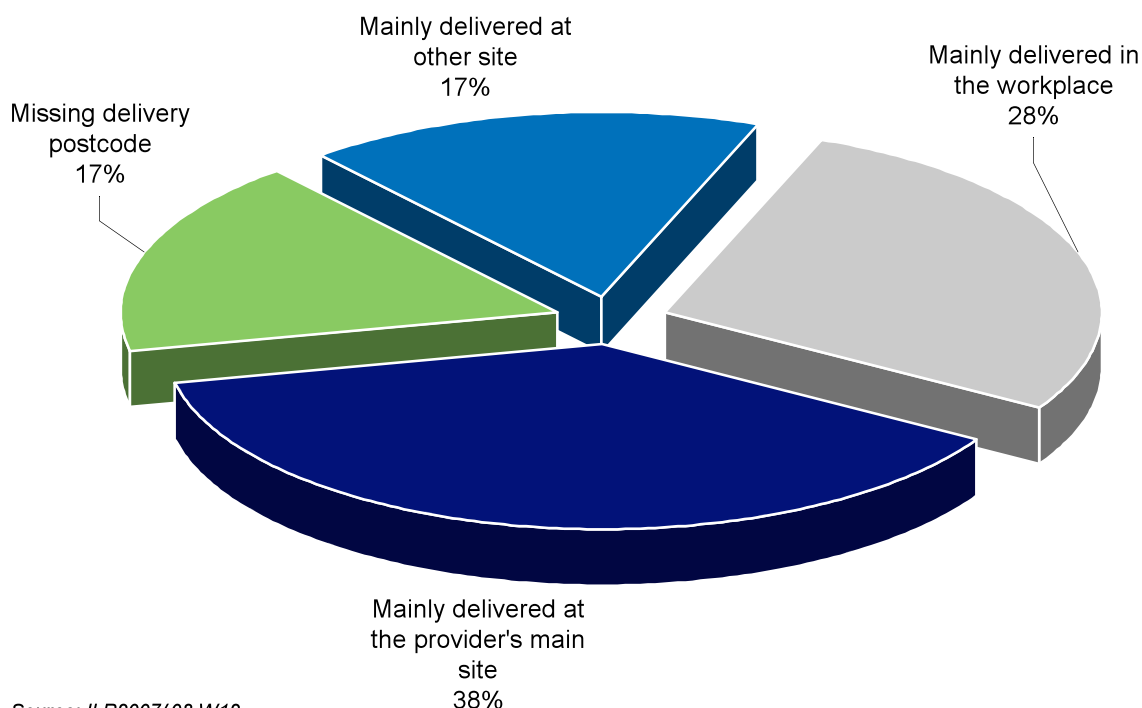
### How can I use it?

This information can be used to understand delivery models used in the local area.

### Key points

- Apprenticeships in Reading are most commonly delivered at the main site of the learning provider; 38 per cent of all apprenticeships taken by resident learners are delivered this way.
- The second largest type of main delivery location is fully in the workplace; as an apprenticeship is a work-based qualification, the proportion of learning delivered fully in the workplace would be expected to be high.

Type of delivery location for Reading resident apprentices



Source: ILR2007/08 W12.

## Travel-to-delivery location patterns

### **Relevance**

Understanding the patterns of travel to the main point of learning (delivery location) for apprenticeship learners resident in Reading is important, to ensure that relevant provision is available in the area and to be able to further investigate the reasons for learners travelling. **As the point of delivery that learners travel to can be either the training provider, or the employer, depending on where the majority of learning takes place, there may be good reasons for learners to travel across local authority borders.**

### **How can I use it?**

This information can be used to see learners' travel patterns for their apprenticeships, and to further investigate the reasons why they go out of area: do they go because of the location of the employer; easy travel routes; closer location; specialist offer of provision; or lack of local offer?

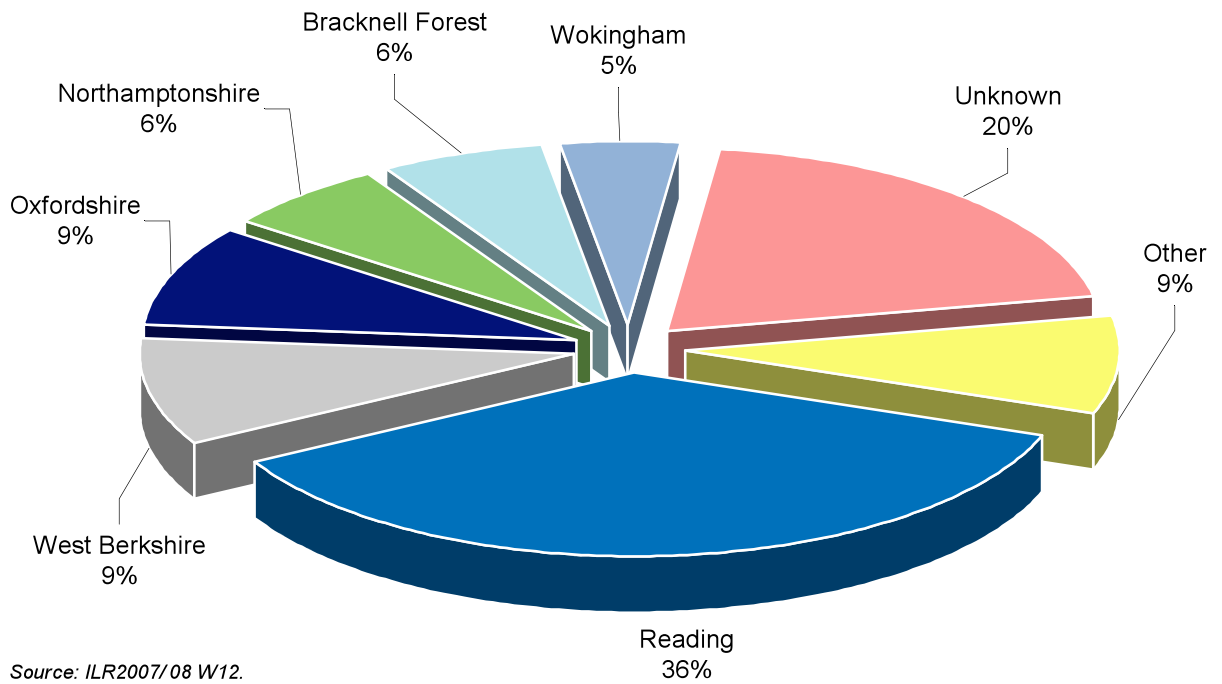
### **Key points**

- There is a net inflow of apprentices to Reading.
- Only a third of apprentices resident in Reading also conduct the majority of their learning (have their main delivery location) in Reading.
- The remainder of Reading resident apprentices have their main learning delivery location across a number of local authorities, including West Berkshire (9 per cent); Oxfordshire (9 per cent); Northamptonshire (6 per cent); Bracknell Forest (6 per cent); and Wokingham (5 per cent).
- When looking at the apprentices who have their main learning delivery location within Reading, the picture looks similar; 29 per cent of apprentices are from the area. The majority of the remainder of apprentices learning in Reading are from Wokingham (26 per cent); West Berkshire (20 per cent); and Bracknell Forest (9 per cent).

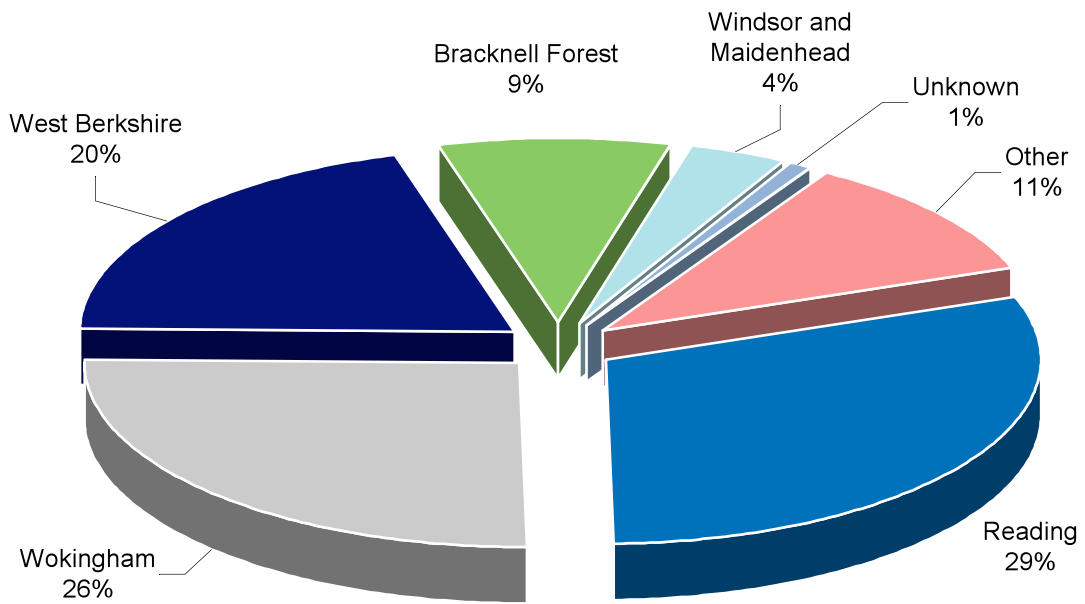
### **Reading flow of apprentices**

Outflow of 16-18 apprentices	268
Inflow of 16-18 apprentices	356
Net flow of 16-18 apprentices	88
<i>Source: ILR2007/08 W12.</i>	

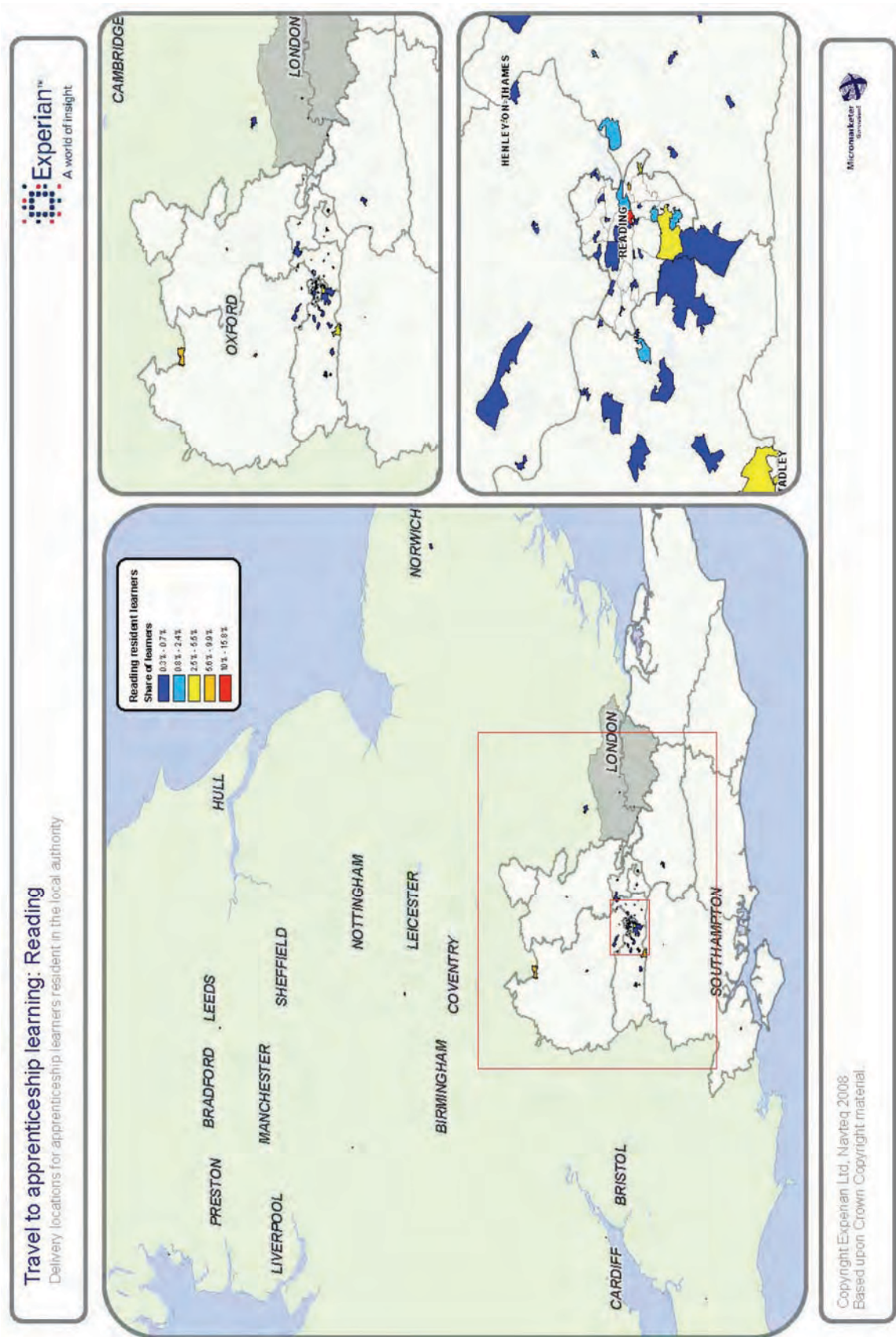
**Where do Reading resident apprentices have their main delivery location?**



**Where do apprentices who have their main delivery location in Reading come from?**



The map on this page shows where the main delivery locations for **apprentices resident in Reading** are located. For example, there is an area in the south west of the local authority where between 2.5 per cent and 5.5 per cent of apprentices do the main part of their learning (yellow on the map).



# 7 Reading – economic and labour market profile

## Population estimate and forecasts<sup>13</sup>

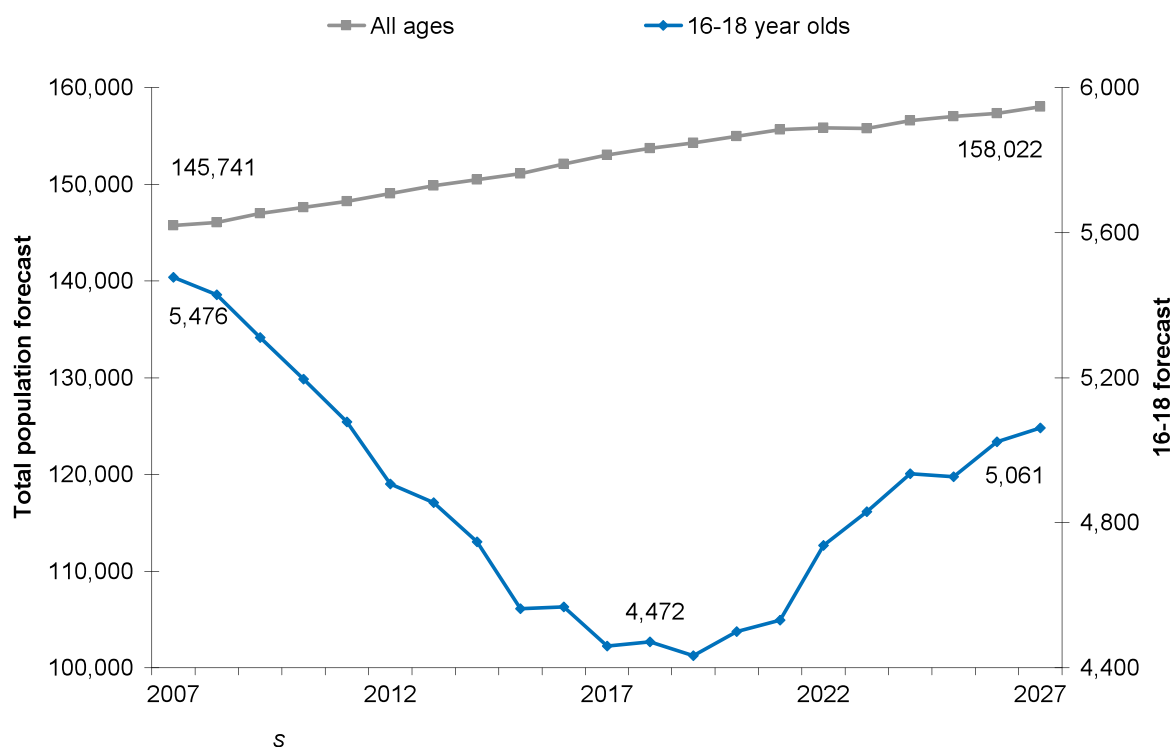
### Key points

The size of the 16-18 age group in the local authority is essential to know for all planning of post-16 education and training, as it will determine the need for learning places, especially when the compulsory participation age is raised in 2013.

It also has particular relevance for the apprenticeship target of one in five young people being engaged in an apprenticeship by the end of the academic year 2019/20.

- With smaller age groups coming through, the 16-18 age group is forecasted to decrease until 2019, after which it will increase again. There may therefore be a need for fewer places up until 2019, but long-term planning is needed for the increased demand for places that will follow.

Population forecast until 2027, total population and 16-18 year olds



<sup>13</sup> The forecasts presented have been derived by Experian with ONS population estimates as a base.

## Young people in employment without training

### Relevance

Young people (16-18 year olds) who are in employment without training (NET) are a key target group for Apprenticeships where their jobs can support an apprenticeship framework and they have sufficient skills to be able to undertake the programme. Once the compulsory participation age for education is raised in 2013, Apprenticeships will be an important form of education and training that young people NET may wish to participate in – Apprenticeships could therefore provide a re-engagement with learning and provide important qualifications and career enhancement for this group.

### How can I use it?

Local data on young people NET will allow local authorities to target marketing of apprenticeships to young people NET and their employers.

### Key points

- Reading has a share of the young population in employment without training marginally higher than the region and slightly higher than England, standing at 7.9 per cent in January 2009 (compared to 7.2 per cent and 6.7 per cent respectively). This is a slight reduction on the previous year, by 1.3 percentage points.
- Interestingly, in January 2009, the number of NET was nearly at the same level as the number of apprentices in learning in 2007/08 (422 apprentices). There could therefore be a strong market for further apprenticeship take up within this group. Targeting those in this group with suitable skills and who are in jobs that could support an apprenticeship framework and their employers for 'learning while earning', that is, staying in employment but also enrolling in fully-funded training, would provide a helpful contribution towards reaching the apprenticeship target for 2020.
- As the map overleaf shows, the majority of Reading wards are among the wards in the South East with the highest proportion of 16-18 year olds NET.

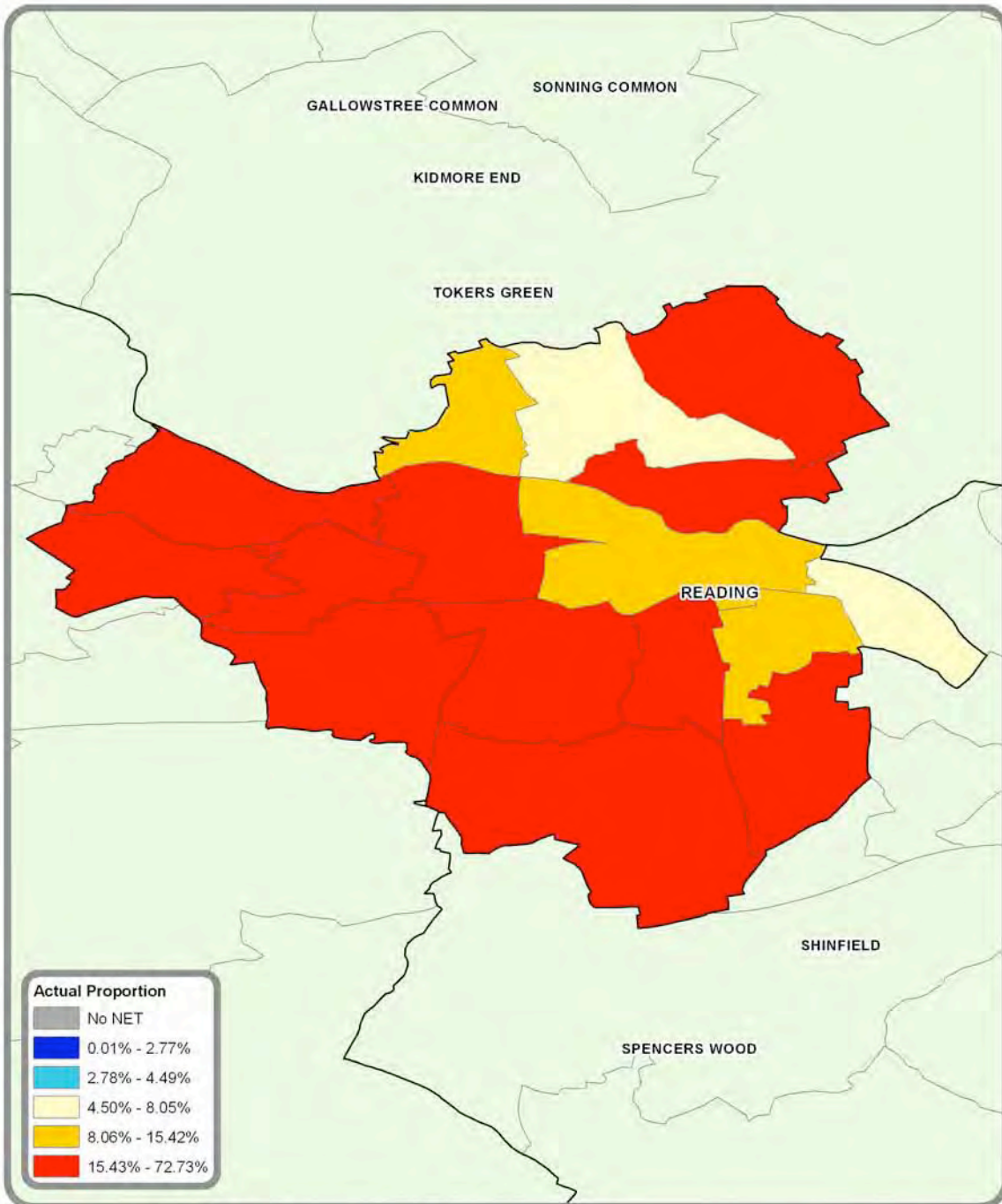
### Young people in employment without training (NET)

	Actual number in Employment without training		Share of 16-18 population (%)	
	Jan 09	Jan 08	Jan 09	Jan 08
Reading	420	499	7.9%	9.2%
South East	23,125	27,788	7.2%	8.6%
England	133,480	156,759	6.7%	7.8%

Source: DCSF 2009

# Reading: Proportion of NET\*

Ward Level



\* NET - Young People in Employment without Training.

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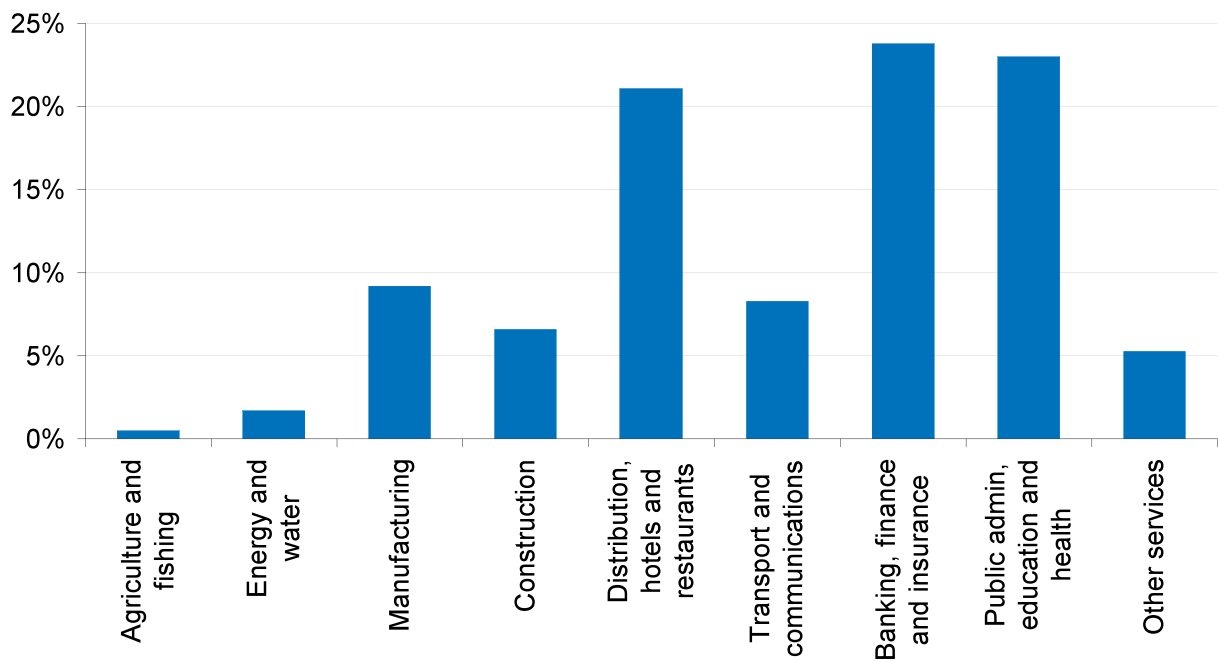
## Employment by sector in Reading

### Key points

Certain sectors are more likely than others to engage in apprenticeships. Sectors with a tradition of apprenticeship delivery, such as construction, engineering, manufacturing and catering are all more likely to engage. It should also be noted that the public sector has until recently has a relatively low engagement with apprenticeships given the size of its workforce; it is now part of the national strategy to expand apprenticeships in the sector.

- Distribution, hotels and restaurants (inc. motor industry) – a sector with a strong tradition of apprenticeships – is strong in Reading, making it a good target for apprenticeship expansion. Manufacturing (inc. engineering) is also relatively strong.
- The public sector is the largest employer of the Reading resident workforce. This is a key target sector for Apprenticeship expansion nationally, and one where the local authority has a lot of leverage.

### Employment by sector, whole workforce



Source: Annual Population Survey June 2007-July 2008.

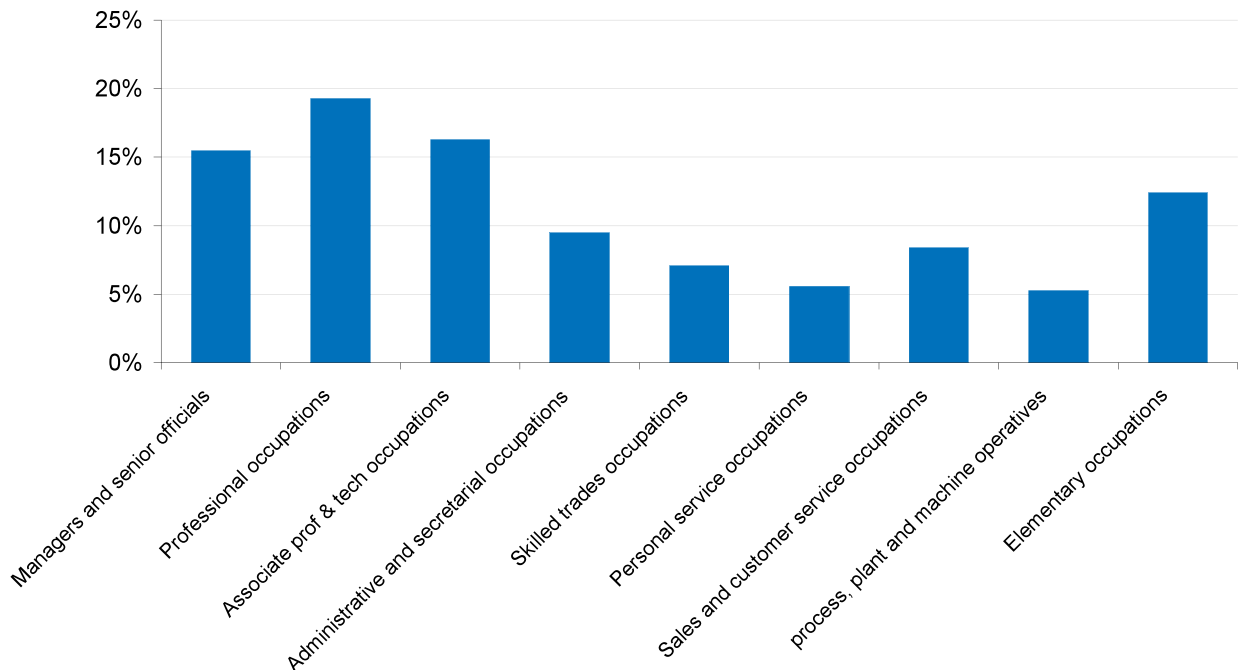
## Employment by occupation in Reading<sup>14</sup>

### Key points

Occupations at skill levels 2 and 3 – those from associate professional to process, plant and machine operatives in the graph – are more likely to engage with apprenticeships, as these occupations tend to require qualifications at Level 2 and 3; sectors with a strong intermediate occupation base are key for apprenticeship targeting and expansion for this reason.

- There is a clear weighting towards the higher skilled occupations in Reading, occupations which often are not the target for apprenticeships.
- Of the occupations at skill levels 2 and 3 where apprenticeships often are used, Associate professional and technical are the strongest occupations within the workforce. There should be a key focus on apprenticeships for these occupations.

### Employment by occupation, whole workforce



Source: Annual Population Survey June 2007-July 2008.

<sup>14</sup> This section focuses on occupations at skill levels 2 and 3 as identified in ONS guidance on Standard Occupational Classifications (SOC) 2000. These are occupations likely to require a qualification at Level 2 or 3.

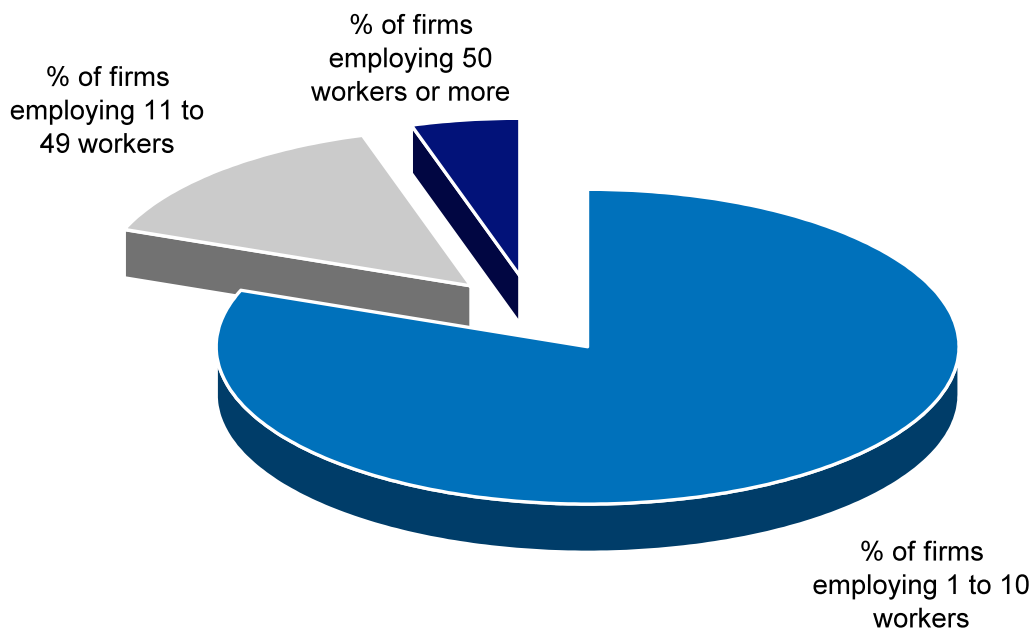
## Employment by size of firm

### Key points

The literature on apprenticeships shows that larger firms – with larger budgets for training and the opportunity to provide staff for training and supervising – are more likely to take on apprentices than smaller firms. However, considering that SMEs make up most of the business base across the UK, they remain very important in apprenticeship delivery. The available data on employment by size of firm does not consider the amount of commuting into and out of an area; this could impact on the picture.

- Looking at **firms located in Reading**, a slightly smaller proportion of firms than regionally employ ten workers or less. However this still accounts for over four fifths of firms in the local authority, and is likely to be an important base for apprenticeship delivery, as most apprenticeship employers in Reading only take on one apprentice.
- Looking at the **workforce in Reading**, a much larger proportion of the workforce are also employed by larger firms (62 per cent) when compared to the regional average (52 per cent). This suggests that large employers are an important potential area for expansion of apprenticeships. This is despite the current low level of reliance of apprenticeship provision on large employers in Reading.

**Firm size (% of firms located in Reading employing a certain number of people)**



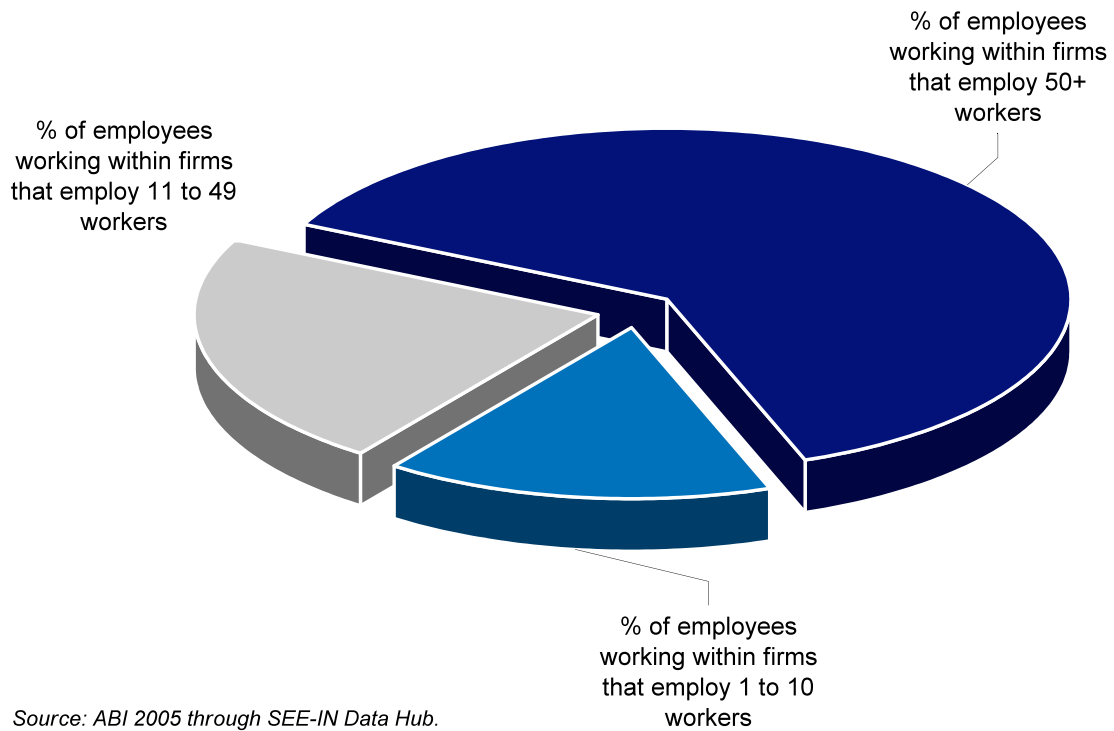
Source: ABI 2005 through SEE-IN Data Hub.

**Firm size (% of firms located in Reading employing a certain number of people)**

	% of firms employing 1 to 10 workers	% of firms employing 11 to 49 workers	% of firms employing 50 workers or more
Reading	81%	15%	5%
South East	85%	11%	3%

Source: SEE-IN Data Hub (ABI 2005).

**Employees by firm size (% of people working in Reading working in firms of a certain size)**



**Employees by firm size (% of people working in Reading working in firms of a certain size)**

	% of employees working within firms that employ 1 to 10 workers	% of employees working within firms that employ 11 to 49 workers	% of employees working within firms that employ 50+ workers
Reading	16%	22%	62%
South East	23%	25%	52%

Source: SEE-IN Data Hub (ABI 2005).

## Workforce qualification profile

### Key points

The literature on apprenticeships shows that businesses are more likely to engage with apprenticeships in areas and sectors where the qualification profile is predominantly at Level 2 and Level 3 – the levels of apprenticeship programmes.

Understanding the qualification level of the workforce, the occupational make up as well as qualification attainment at Key Stage 4, helps plan for the level of apprenticeships that need to be offered in the area – this could also be differentiated by sector. It should however be noted that apprenticeships are not just taken up at the ‘next level’ of study, but are vocationally specific and the level of training therefore needs to be relevant to the job role.

The absence of entry level literacy and numeracy can also be a barrier to apprenticeships.

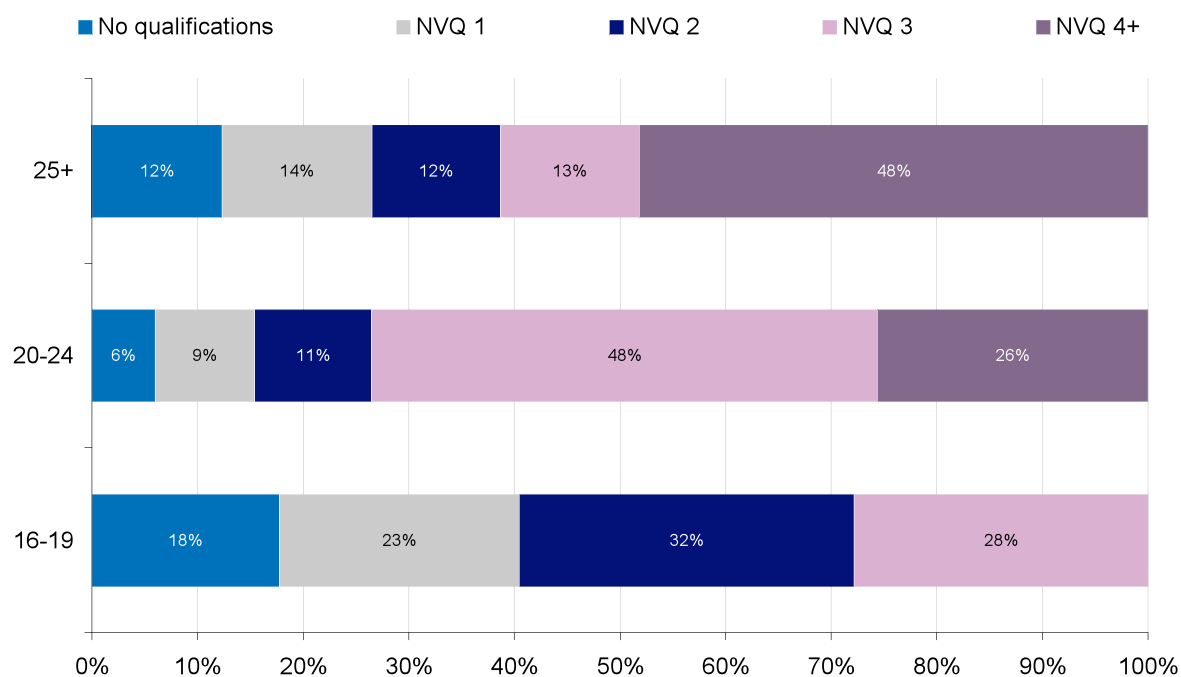
- Current Key Stage 4 achievement is higher than the national average, at 52.7 per cent. However, this still means that nearly half of school leavers leave without a Level 2 qualification – it will therefore be important to have a strong integrated offer at post-16 to support progression to apprenticeships.
- The 16-19 age group in Reading has lower qualification levels compared to the region and England, with 59.5 per cent of the population in this age band qualified to at least Level 2. The Level 2 Apprenticeship is hence still important for the over 40 per cent of the age group who have not yet achieved a Level 2.
- For the share of the young population who already hold a Level 2 qualification, a strong offer of Advanced Apprenticeships (Level 3) is important to provide progression routes from Apprenticeships at Level 2, if this also matches local business needs.
- Some 6 per cent of pupils in Reading leave compulsory education **without even a qualification at Level 1**; for all young people to be able to continue learning, it is therefore important that there is an Entry level offer also post-16.
- Reading also has a much lower share than the region of 19 year olds who have achieved a Level 2 or a Level 3 qualification, with 29.1 per cent of 19 year olds not having achieved a Level 2 qualification (20.4 per cent regionally). This indicates that provision up to this level will still be important to provide for young adult learners to ensure they gain valuable qualifications.

### Key Stage four achievement, Reading

	Reading	England average
5 or more grades A*-C including English and maths	52.7%	47.6%
Pupils NOT achieving 5 or more grades A*-G (Level 1)	6.0%	8.4%

Source: DCSF Achievement and attainment tables 2008

### Population qualification profile, Reading



Source: Annual Population Survey June 2007-July 2008.

### Population qualification profile, 16-19 year olds

	Reading	South East	England
NVQ4+	-	1.6%	1.3%
NVQ3	27.8%	24.3%	22.4%
NVQ2	31.6%	38.5%	37.2%
NVQ1	22.8%	21.5%	22.0%
No quals	17.7%	14.1%	17.1%

Source: Annual Population Survey, Jan 2007-Dec 2007.

### Attainment by age 19 in 2007/08

	Reading	South East	England
Level 2	70.9%	79.6%	76.7%
Level 3	53.0%	56.9%	49.8%

Source: DCSF SFR04/2009

## For further information try:

- Improvement and Development Agency's (IDeA) Apprenticeship website for local authorities: <http://www.idea.gov.uk/idk/core/page.do?pagelId=9325224>
  - The apprenticeship website: <http://www.apprenticeships.org.uk/>
  - The government's broad apprenticeship strategy: [http://www.dius.gov.uk/consultations/~media/publications/world\\_class\\_apprenticeships](http://www.dius.gov.uk/consultations/~media/publications/world_class_apprenticeships)
  - The new apprenticeship bill on its way through parliament. 'Apprenticeships, Skills, Children and Learning Bill 2008-09' <http://services.parliament.uk/bills/2008-09/apprenticeshipskillschildrenandlearning.html>
  - <http://researchtools.lsc.gov.uk/ness/home/home.asp>
  - Your local or national Learning and Skills Council: <http://www.lsc.gov.uk/> or <http://www.lsc.gov.uk/regions/SouthEast/>
  - For further potential data sources: <http://www.see-in.co.uk/welcome.html>; <http://www.thedataservice.org.uk/>
  - Relevant central government departments: <http://www.dcsf.gov.uk/> ; <http://www.ukces.org.uk/> ; and <http://www.dius.gov.uk/>.
  - For more information about employers try the Alliance of SSCs or the individual SSCs themselves at <http://www.sscalliance.org/home/home.asp>.
  - House of Lords report on the prospects for expanding apprenticeships: <http://www.publications.parliament.uk/pa/ld200607/ldselect/ldeconaf/138/13802.htm>
  - The Leitch Review on Skills, the independent review which has informed much of the governments thinking on apprenticeships. [http://www.hm-treasury.gov.uk/leitch\\_review\\_index.htm](http://www.hm-treasury.gov.uk/leitch_review_index.htm)
  - **Identifying sectors with prospects for expanding the number of Apprenticeships**  
[http://readingroom.lsc.gov.uk/lsc/National/Sectors\\_for\\_expansion\\_Apprenticeships\\_Main\\_Report.pdf](http://readingroom.lsc.gov.uk/lsc/National/Sectors_for_expansion_Apprenticeships_Main_Report.pdf)
- Summary report:**  
[http://readingroom.lsc.gov.uk/lsc/National/sectors\\_for\\_expansion\\_apprenticeships\\_summary.pdf](http://readingroom.lsc.gov.uk/lsc/National/sectors_for_expansion_apprenticeships_summary.pdf)

# Appendix A

## South East providers of apprenticeships 2008/09

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This list gives details of the Apprenticeship contracts managed within the South East region for this academic year. The training providers delivering in a local authority area may include other providers who have contracts managed by other LSC regions or the National Employer Service.

Delivery model, specialist provision, sector coverage are some of the reasons why an employer would choose a training provider from another region. In addition large, national multi site employers with over 5000 employees such as British Gas, Sainsbury and Whitbread are able to hold contracts themselves overseen by the National Employer Service.

UPIN	Provider name
105987	A4E Ltd
112314	Abingdon & Witney College
117965	Above Bar College Ltd
117730	Acorn Training Services Ltd
105019	Amersham & Wycombe College
106736	Antoniou Hair Fashions Ltd
105528	Apprenticeship Training Limited
118725	Arqiva Ltd
109194	Aspire Training Team Ltd
107940	ATG Training
106326	AWE Plc
108983	Aylesbury College
118122	Baldwin Training Ltd
115925	BAM Nuttall Ltd
106596	Basingstoke College of Technology
107690	Basingstoke Youth Action Trust Ltd
107509	BHTA Ltd
109367	BMW (UK) Ltd
109371	BPP Holdings Plc
105024	Bracknell & Wokingham College
108432	Brighton Hove & Sussex Sixth Form College
108468	Brockenhurst College
107906	Brooklands College
116968	Business Management Resources (UK) Ltd
118477	Business to Business Exhibitions Ltd
118531	Calex UK Ltd
106717	Canterbury College
118501	Care Training Solutions Ltd
117962	Caring Homes Healthcare Group Ltd
118766	Catch 22 Charity Ltd
117454	Central Sussex College
108568	Cheyne's (Management) Ltd
107513	Chichester College
106328	Chiltern Training Ltd
105732	Chris Pritchard
106098	City College Brighton & Hove
106614	City College Southampton
108368	College Of Richard Collyer
118524	Concept Technology UK Ltd
109420	Davidson Training UK Ltd
107745	East Berkshire College
110214	East Surrey College
108524	Eastleigh College
118463	Ericsson Ltd
117358	EXG Ltd
108459	Fareham College

UPIN	Provider name
106601	Fareport Training Organisation Ltd
106602	Farnborough College of Technology
106603	FNTC Training & Consultancy Ltd
106132	General Physics (UK) Ltd
107902	Gillian Neighbour
106721	Graham Webb (Salons) Ltd
107519	Greater Brighton Construction Training Ltd
107909	Guildford College
109470	Haddon Training Ltd
107708	Hadlow College
107520	Hastings College of Arts & Technology
106393	Haydon Training Services Ltd
107733	Heathercroft Training Services Ltd
110218	Highbury College
117920	HIT Training Ltd
108552	Hospitality Training Partnership (IoW) Ltd
107136	Icon Vocational Training Ltd
118417	Impact Learning & Data Solutions Ltd
118480	Inglewood Day Nursery and College Ltd
105188	INTEC Business Colleges Plc
107912	Inter Training Services Ltd
118366	InTraining (CBE) Ltd
107589	Introtrain & Forum Ltd
106723	IPS International Ltd
107590	ISIS Training Services Ltd
108517	Isle of Wight College
108543	Isle of Wight Industrial Group Training Services (IWIGTS)
105060	JHP Group Ltd
105782	Kaplan Financial Ltd
106727	Keith Lawrence
110202	Kent County Council
107471	Kent Equine Training Services Ltd (KEITS)
106311	Key Training Ltd
106726	KITA Ltd
110079	Lifetime Health & Fitness
107515	Lookfantastic Training Ltd
107736	Mardell Associates Ltd
106732	Master Cutters Ltd
118381	Mercedes-Benz UK Ltd
106733	Mid Kent College
108653	Milton Keynes College
106598	Ministry of Defence
108786	Motor Industry Training Ltd
107765	N&B Training Co Ltd
108505	NESCOT
110221	Newbury College

UPIN	Provider name
117948	North Bar Training
106734	North West Kent College
108501	Northbrook College
106662	NVQ UK
116540	Oakleigh Training & Development Ltd
118506	Orion People Solutions Ltd
116105	Oxford & Cherwell Valley College
115409	Oxfordshire County Council
106538	Paragon Education & Skills Ltd
118134	Parenta Training Ltd
118121	Paul Smith
118493	People & Business Development Ltd
107696	PETA Ltd
107525	Plumpton College
109936	Positive Outcomes Ltd
110083	Profit from Training Partnership Ltd
105834	Protocol Skills Ltd
106122	Rewards Training Recruitment Consultancy Ltd
106612	SETA Ltd
107529	SIGTA Ltd
109926	Skandia Life Assurance Company
109755	Skillnet Ltd
106336	Slough Borough Council
108550	Smart Training and Recruitment Ltd
108488	South Downs College
106741	South Kent College
105037	SPAN Training & Development Ltd
106618	Sparsholt College
111809	Sussex Downs College
106109	Sussex Training
117998	Swanlake Consulting Ltd
109781	TBG Learning Ltd
108331	Thames Valley University
106743	Thanet College
111938	The CADCentre (UK) Ltd
108548	The Care Learning Centre (IoW) Ltd
107518	The Employee Development Forum Ltd
105028	The Henley College
116866	The Motor Insurance Repair Research Centre (MIRRC)
116955	The Skills Partnership
107656	TNG Ltd
108382	Totton College
118490	Troy Solutions Ltd
105044	UK Training & Development Ltd
118206	Valley Forge (UK) Ltd

UPIN	Provider name
118709	Vector Aerospace International Ltd
118679	Virgin Media Ltd
106604	VT Flagship Ltd
107911	VT Training Plc
105529	Waverley Borough Council
116089	Weir Training Ltd
106340	West Berkshire Training Consortium
105603	West Kent College
118011	West London Training
105852	YMCA Training
109944	Zenos Ltd

For more information, please contact:  
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Princes House  
53 Queens Road  
Brighton  
BN1 3XB  
Email: [seresearch@lsc.gov.uk](mailto:seresearch@lsc.gov.uk)