

## Scrutiny Board Task and Finish Group Scoping Document

The process for establishing a task and finish group is:

1. The Scrutiny Board identifies a potential topic for a task and finish group
2. The Scrutiny Board Chairman and the Scrutiny Officer complete the scoping template.
3. The Council Overview Board reviews the scoping document
4. The Scrutiny Board agrees membership of the task and finish group.

<b>Review Topic and Task:</b> Work and prosperity – Apprenticeships
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<b>Relevant background</b>
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<p>The Education and Skills Board has identified work and prosperity as one of its key scrutiny topics for 2015/16. As a starting point it will look at how young people are supported in preparing for employment through apprenticeships.</p>
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<p>The Government has set a national target of 3 million apprenticeships between 2015-2020. Employers are given incentives to offer apprentice positions, and there are a range of national reporting measures. The 2015 Queen’s Speech also gave indication that public sector bodies will be required to employ apprentices, and new targets will be introduced to support this.</p>
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<p>Surrey County Council supports young people and employers in delivering apprenticeships through the Leader’s Ready for Work scheme. This has been highlighted by the LGA as an example of how local authorities can support people towards work. The Council also runs its own apprenticeship scheme, offering a number of positions across the Council’s services.</p>
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<b>Why this is a scrutiny item</b>
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<p>The Council’s corporate strategy for 2015-2020 has economic prosperity as one of its strategic goals. One of the actions to help achieve this goal is to “support young people to participate in education, training or employment.” By reviewing the apprenticeship scheme, and how apprenticeships are delivered across the county, the Scrutiny Board will gain insight into what is done, and what else could be done, to support this strategic goal.</p>
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## **What question is the task group aiming to answer?**

The Task Group will aim to answer four key questions:

- How does the Council support the Government's target of 3 million apprentices in 2015-2020?
- What are young people and their families' views of apprenticeships?
- What are employer's views of apprenticeships?
- What are the views of training providers and schools?
- How do apprenticeships support young people and help them develop the skills required for the workplace?

## **Aim**

To develop a comprehensive understanding of how apprenticeships support young people and employers in Surrey, and how the Council is supporting young people towards work through apprenticeship schemes.

## **Objectives**

- Review the number of employers and apprenticeship schemes available in Surrey in order to understand the different schemes on offer;
- Seek a range of views from both young people and employers about these schemes;
- Identify the career paths young people undertake following completion of apprenticeships and the skills they develop; and
- Identify any gaps, either in terms of the employment market or the aspirations of young people.

## **Scope (within / out of)**

The work undertaken will focus on schemes that meet the minimum required standards for apprenticeships, as defined in the Statement of Apprenticeship Quality. This includes both intermediate and advanced apprenticeships. This means apprenticeships that:

- are for a minimum length of 12 months
- include 280 hours guided learning
- employs an apprentice for 30 hours a week
- provide training to level 2 in Maths and English
- secures an apprenticeship agreement between the employer and apprentice
- adheres to the Specification of Apprenticeship Standards for England (SASE)

Any of other workplace qualification schemes will be considered out of scope for this task, but may be subject to a future scrutiny task if deemed necessary.

## Outcomes for Surrey / Benefits

This piece of scrutiny work will explore one of the ways the Council supports young people to participate in education, training or employment. It will and make recommendations about possible areas for future policy development, including:

- what factors influence employers and young people in relation to apprenticeship schemes;
- how young people and families are directed to apprenticeship opportunities;
- how services are delivered to ensure high levels of participation, and how this can contribute towards economic prosperity across Surrey.

## Proposed work plan

It is important to clearly allocate who is responsible for the work, to ensure that Members and officers can plan the resources needed to support the task group.

Timescale	Task	Responsible
September 2015	Early analysis of apprenticeship data and identification of key witnesses	Task Group Chairman/Officers
October 2015	Witnesses Sessions – <ul style="list-style-type: none"><li>- Young People and Families</li><li>- Training Providers</li><li>- Employers</li><li>- Schools</li></ul>	Task Group
November 2015	Initial findings reported back to Board	Task Group

## Witnesses

- Young People and Families (including those who have chosen not to undertake apprenticeships)
- Training Providers
- Employers
- Schools (apprenticeship data will enable Task Group to identify schools with the highest number of young people undertaking apprenticeship and the lowest)

## Useful Documents

'A Parent's Guide to Apprenticeships', Department for Education, July 2015 - <https://www.gov.uk/government/publications/a-parents-guide-to-apprenticeships>

'Apprenticeships: Resources for teachers and advisers', Department for Education, August 2015, <https://www.gov.uk/government/collections/apprenticeships-resources-for-teachers-and-advisers>

'Local authority schemes supporting people towards work: An independent report for the Local Government Association', National Institute of Economic and Social Research, January 2015  
<http://www.local.gov.uk/documents/10180/11309/NIESR+independent+analysis+ouncil+led+schemes+to+support+people+towards+work+JAN+2015.pdf/0250422e-0c9c-4df5-9e90-3b8aff91f2e6>

## Potential barriers to success (Risks / Dependencies)

There are no direct financial or reputational risks as a result of undertaking this work. However, due care and consideration will be exercised in order to ensure public money and resources are being used effectively. The scoping document reduces this risk by defining key outcomes, and ensuring the task is a focussed activity.

This work is dependent on the engagement of key partners.

## Equalities implications

The task being undertaken has no direct equalities implications.

Any recommendations that are made as result of this work should give due consideration to likely equalities implications.

<b>Task Group Members</b>	
<b>Co-opted Members</b>	
<b>Spokesman for the Group</b>	
<b>Scrutiny Officer/s</b>	