

Public Sector Apprenticeship Target data for Central Bedfordshire Council

1. Reporting period 1 April 2017 to 31 March 2018

Council main workforce

| Reporting period | Headcount on 31 March 2018 | Target - 2.3% of workforce | Apprentice starts during period | Percentage of apprentice starts as a proportion of headcount for reporting period |
|------------------|----------------------------|----------------------------|---------------------------------|---|
| 2017/18 | 2198 | 51 | 22 | 1% |

Schools (Community and voluntary controlled school workforce)

| Reporting period | Headcount on 31 March 2018 | Target - 2.3% of workforce | Apprentice starts during period | Percentage of apprentice starts as a proportion of headcount for reporting period |
|------------------|----------------------------|----------------------------|---------------------------------|---|
| 2017/18 | 2722 | 63 | 18 | 0.66% |

Combined Council and community and voluntary controlled school workforce

| Reporting period | Headcount on 31 March 2018 | Target - 2.3% of workforce | Apprentice starts during period | Percentage of apprentice starts as a proportion of headcount for reporting period |
|------------------|----------------------------|----------------------------|---------------------------------|---|
| 2017/18 | 4920 | 113 | 40 | 0.81% |

Progress towards achieving the target.

With significant pressures on local authorities to make savings over the next four years our approach to apprenticeships has been about maximising the return on our levy investment to meet our mid to long term workforce needs, rather than to focus on volume – a quality over quantity approach which will pay dividends into the future.

Schools are also in a position of limited resources to fund and support apprentices and with a predominantly part time workforce, attracting apprentices and achieving 2.3% of their headcount rather than full time equivalent workforce adds to their challenge.

Within our main workforce our landscape for apprenticeship opportunities is becoming increasingly well informed and cohorts of apprentices are planned to generate a corporate talent pipeline. We are working even more closely with our Learning and Development team to ensure that identified learning needs are delivered, where applicable, through apprenticeships. As more standards are developed, particularly at higher and degree level, there will be even greater opportunity to address technical skill shortages. A clear message about the possibilities of apprenticeships will continue and build momentum through our corporate and school workforce.