

CONTENTS PAGE

1. INTRODUCTION.....	3
2. METHODOLOGY.....	3
3. ANALYSIS OF CONSULTATION FINDINGS.....	5
4. CONCLUSIONS AND RECOMMENDATIONS.....	32
5. ANNEX 1	
6. ANNEX 2	
7. ANNEX 3	

1. INTRODUCTION

In response to the unique element of the programme that requires an extended work placement with an employer/s from the Business and Administration sector, the CfA has been given the responsibility of identifying preferred learning environments with employers to enable a safe and valuable work experience for the Young Apprentice, whilst in turn adding coherence to their work-related study and qualifications.

2. METHODOLOGY

The following methodology has been used to collate valid and reliable information:

1. E-consultation with Lead partners
2. Piloting activity with Young Apprentices
3. Telephone interviews with Employers
4. Meeting with Health and Safety expert

2.1 E-consultation with Lead Partners

An e-consultation was sent to the 24 Lead partners responsible for managing the Business and Administration Young Apprenticeship partnerships during November 2005. The purpose of this consultation was to establish current practice and views regarding the creation of effective and enriched learning environments with employers.

Consultation findings can be found in appendix 1 and analysis of the consultation can be found in section 3 of this milestone report.

2.2 Piloting activity with Young Apprentices

An activity was sent to all partnerships for piloting with their Young Apprentices. The purpose of this consultation was for the Young Apprentices to evaluate their experiences in relation to the types of activities they are given in the work based element of the programme.

A copy of this piloting activity along with its findings can be found in appendix 2, analysis of the piloting activity can be found in section 3 of this milestone report.

2.3 Telephone interviews with Employers

Telephone interviews were carried out with employers in the Business and Administration sector who have offered and/or currently offer a work placement to Young Apprentices. This consultation was carried out over a period of two weeks in January 2006 and its purpose was to establish an employer perspective on how to create the best learning environment in the work place.

2.4 Meeting with Health and Safety expert

A meeting was held on January 9th 2006 with a Health and Safety expert from the Trident Trust to discuss the content of Business and Administration Health and Safety guidance for the Young Apprenticeship programme. This guidance will act as a benchmark for employers involved in the programme to follow, enabling a safe learning environment throughout the work placement. The development of this guidance is under review due to the recent issues with List 99 that have been widely publicised, the DfES and LSC are currently reviewing their approach to Health and Safety in this context and until this review has taken place we are unable to proceed further in its development.

3. ANALYSIS OF CONSULTATION FINDINGS

A consultation has been carried out involving the 24 Lead partners managing the delivery of the Young Apprenticeship in Business and Administration. The intention of the e-consultation was to establish how current learning environments with employers are procured and how partnerships can work towards an improved model, where necessary, in this area of delivery.

Embedded within this consultation was a piloting activity for partnerships to undertake with their Young Apprentices. The intention of this was to establish the types of activities in the workplace that are considered the most beneficial to the Young Apprentices themselves.

In addition to this telephone interviews were carried out with employers involved cohort 1 of the programme. The intention of these interviews were to discuss employer's experiences and examples of good practice with particular focus on the learning environment in the work-based element of the programme.

The findings from three consultations have been collated and analysed in the following section. From this analysis it is hoped that partnerships will be able to extract good practice and implement a sound learning environment with employers.

It is important that all examples of good practice in this report are taken forward within the health and safety and child protection at all times. For advice on these areas you should refer to the LSC Safeguarding pupils leaflet along with the CfA's child protection guidance.

The e-consultation with lead partners and telephone interviews with employers were split in to 3 separate areas which are considered as influential to the learning environments with employers:

3.1 Induction and Selection

3.2 Designing the learning programme

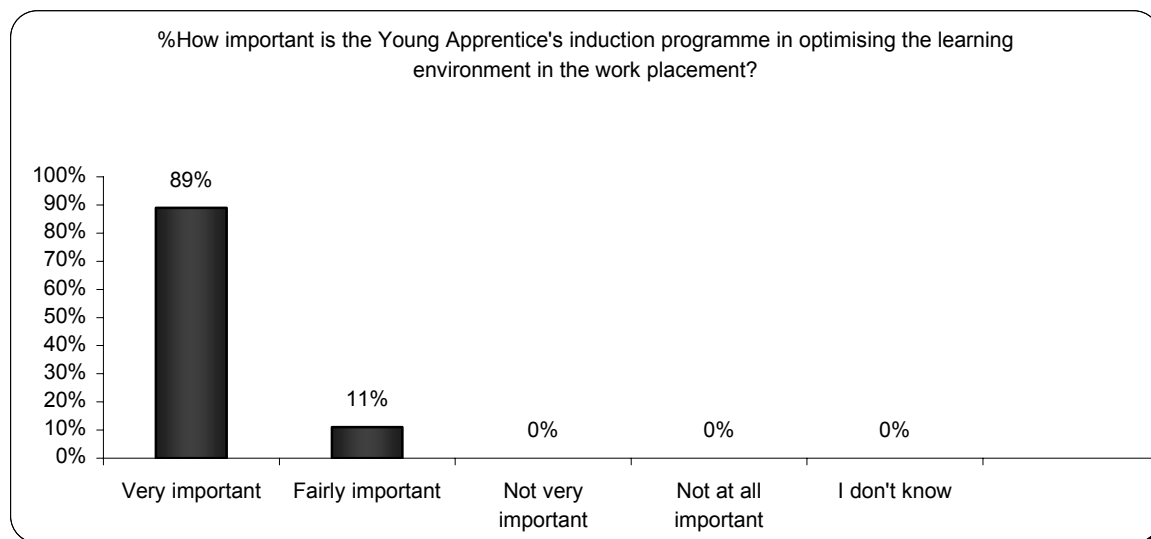
3.3 Supervision and Monitoring

The piloting activity feeds in to the area of "Designing the Learning Programme" only.

3.1 INDUCTION AND SELECTION

E-consultation with lead partners:

Lead partners were consulted on their experiences and opinions surrounding the induction programme and its impact on the learning environment with employers.



89% of the respondents stated that a thorough induction was very important when creating an effective and enriched learning environment with employers.

Respondents listed several topics that they felt should be included within a Young Apprentice's induction programme in the first term of the programme:

- Health and Safety in the workplace
- Attitudes and Behaviours at work
- Equal Opportunities (Talk by)
- Programme information/timetable
- Child protection (CfA child protection guidelines can be used as a resource)
- Employee rights and responsibilities (CfA ERR handbook can be used as a resource)
- Industry visits/Employer talks
- Job descriptions for placements
- Company information
- Organisational charts
- Legislation in the workplace

Good practice:

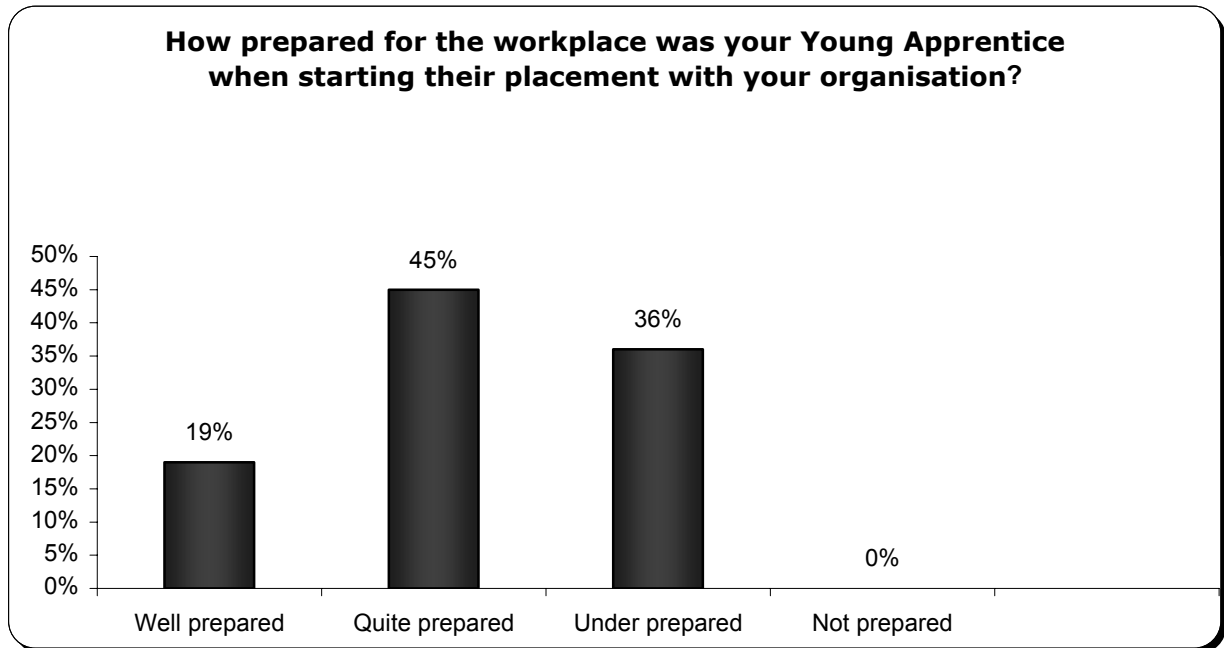
The CfA recommends that the entire 1st term is spent preparing the Young Apprentice for the workplace. In addition to the areas listed above the following should also be included in the induction programme:

- Interview Skills
- CV writing
- Active listening and effective questioning
- Self promotion and motivation
- Dress code

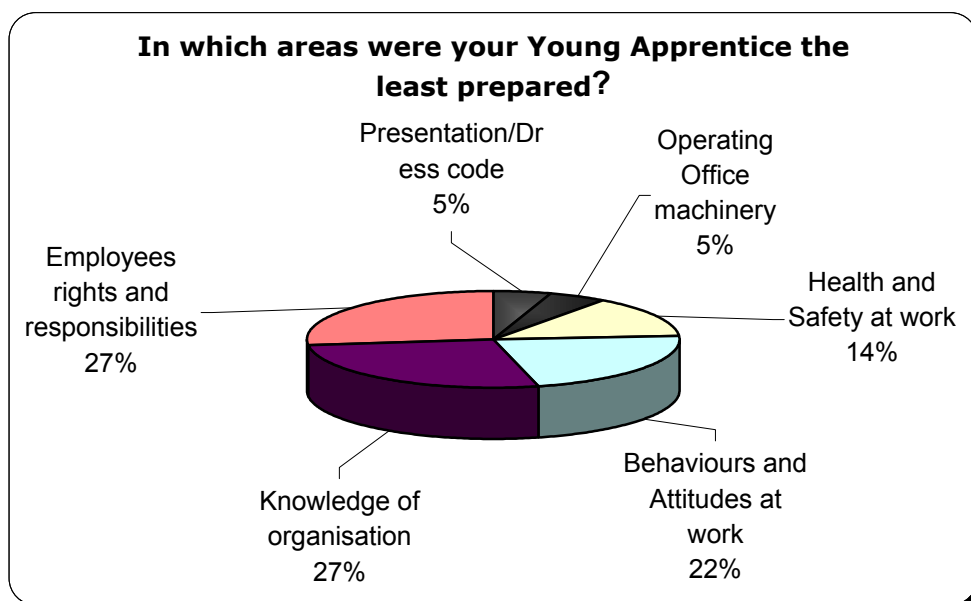
- Skills development in basic keyboarding and computer operations
- Introduction to office machinery
- Basic office systems
- Independent travel to work
- Preparation for work qualification

Telephone interviews with employers:

Employers were then consulted on their experiences with reference to the level of work-readiness of their young apprentice:



45% of employers felt that their Young Apprentice was quite prepared while 36% felt that their Young Apprentice was under prepared. This links back to the importance of a coherent and detailed induction programme as mentioned in the previous analysis.



A total of 54% of employers felt that the areas in which Young Apprentices were least prepared were employees rights and responsibilities (ERR) and knowledge of their particular organisation. 22% of respondents also felt that Young Apprentices were unaware of the required behaviour and attitudes for work.

Qualitative findings:

Employers were asked what other areas they felt should be covered in an induction programme before they arrive in placement. The following responses were offered:

“Activities that encourage initiative in the young people, so that they are more forthcoming in the workplace.”

“More of a focus on why they chose this programme. My young apprentice didn’t seem to fully understand why they were on the programme. If they are clear about why they have chosen the programme then it helps to place their time with us in to a context.”

“Make sure they are fully aware of their job role when they arrive”

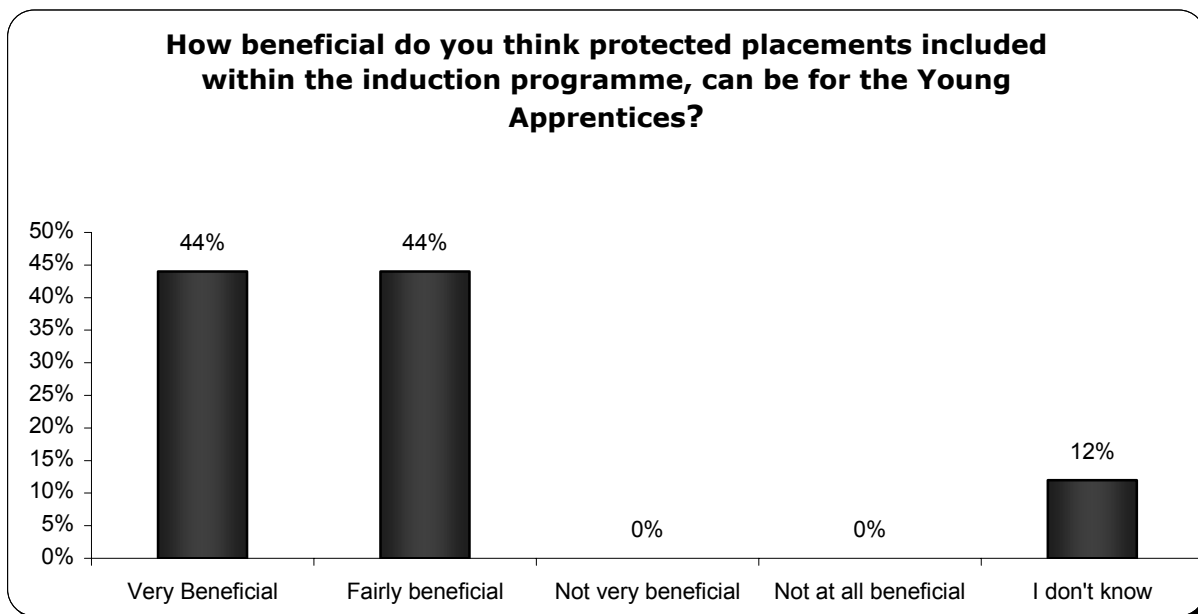
“Maybe they could go to see a motivational speaker to encourage self promotion”

Good practice:

The CfA ERR workbook can be found at www.cfa.uk.com/apprenticeships and is a useful resource for partnerships to structure their delivery of employee rights and responsibilities in their induction programme. It is important that ERR is delivered coherently to the Young Apprentices to enable a smooth progression. ERR is a key component in the post-16 Apprenticeship framework. In addition to this a Level 2 certificate in preparation for work is available for partnerships to use within the induction programme. For more information on the Level 2 preparation for work qualifications that are currently available, please visit www.openquals.co.uk. Partnerships should also encourage Young Apprentices to research the organisation in which they are to be placed, in addition to this partnerships may offer resource so that the Young Apprentice may read up on their organisations prior to entering placements. The CfA would suggest that all the areas mentioned above are included in an induction programme before Young Apprentices enter the workplace.

E-consultation with lead partners:

Lead partners were asked how beneficial they thought protected placements were when incorporated in the induction programme:



By definition, protected placements are time spent in a functioning administration department of the college or provider within the partnership. This enables the Young Apprentice to gain experience of working in a fully functioning administration department with non-training staff while still having access to full support from familiar training staff in a familiar environment.

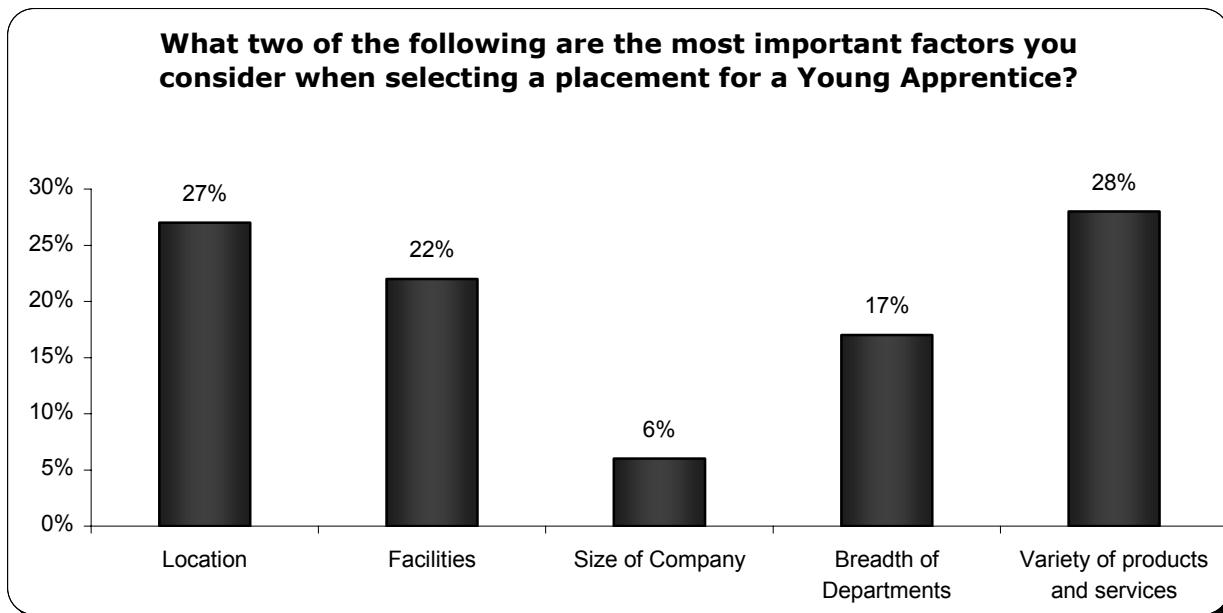
88% of the respondents stated that including protected placements as part of the induction programme were either very beneficial or fairly beneficial.

Good practice:

The CfA would recommend that protected placements be incorporated in to induction programmes where possible as they help to facilitate a valuable and contextualised experience for the Young Apprentice before they begin their 'real' work placements and are exposed to the unfamiliar environment of Business and Administration in industry. Their experience in protected placements will allow the Young Apprentice to begin applying knowledge from the induction programme in a work context, making the transition to their full placement a much smoother process for all partners involved.

E-consultation with lead partners:

Lead partners were asked what the most important factors were when selecting placements for their Young Apprentice:



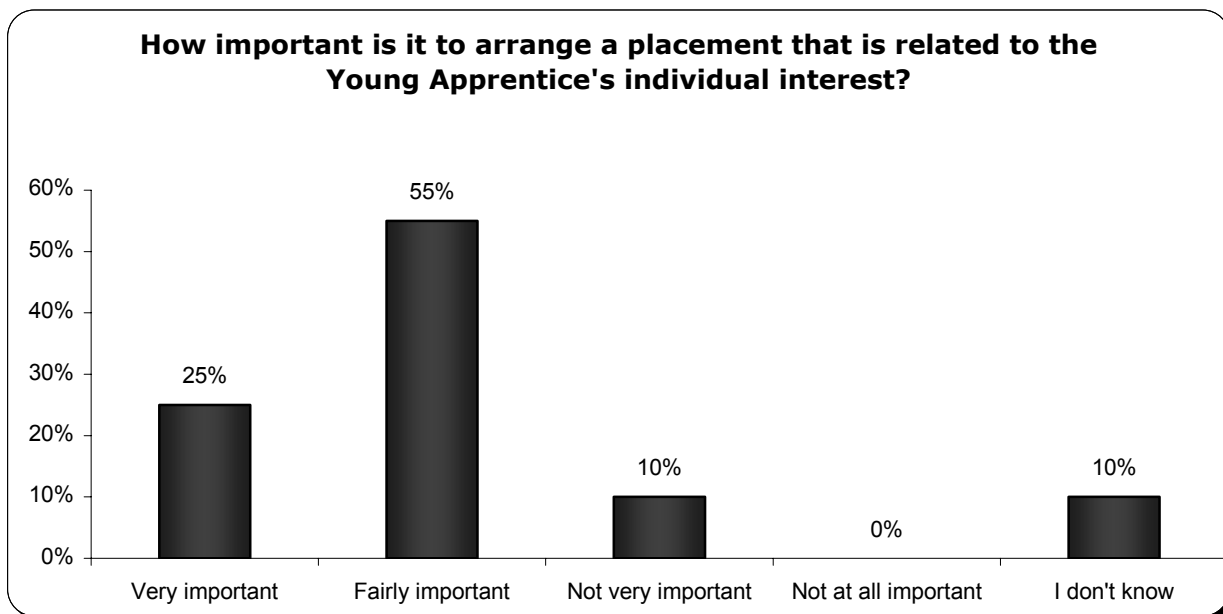
28% of the respondents stated that the most important factor when considering placements was the variety of products and services offered by an organisation. For logistical reasons 27% of the respondents stated that location was the most important factor to consider. This is important in determining which type of organisation offers the most valuable learning environment for Young Apprentices.

Good practice:

A combination of all these factors is ideal, however through selecting organisations which offer a variety of products and services a Young Apprentice will be exposed to the various contexts in which an administrator may work within industry and understand the scope of progression opportunities in the Business and Administration sector. Placements with employers who offer this variety of products and services will naturally offer a cross-departmental experience for the Young Apprentice. In turn, this will present opportunities to develop enterprise capability through tasks and activities that are designed to follow the cycle of a product or service across more than one department.

E-consultation with lead partners:

Lead partners were asked how important they thought it was to arrange a placement related to the Young Apprentice's individual interest:



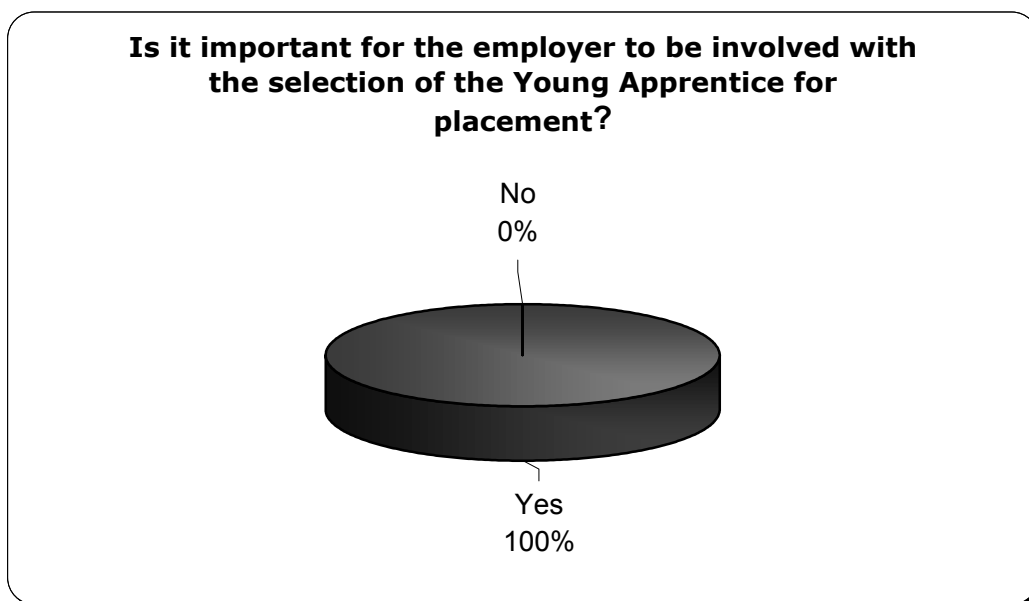
55% of respondents stated that it was fairly important to consider a Young Apprentice's individual interest or career aspirations when sourcing a placement. However, realistically partnerships often do not have the capacity to be so prescriptive about placements due to a shortage of employers willing to participate on the programme.

Good practice:

Where possible partnerships should consider the individual interests and/or career aspirations of a Young Apprentice to enable a contextualised experience that is valued by the Young person, and one that will give them an opportunity for insight in to a potential future career. This will give them the ability to make a more informed choice for progression at post-16. Information about the young person's preferences can be determined through initial assessment methods such as interviews, application forms and one to one mentoring, refer to the CfA's guidance on selection and initial assessment for further information on this.

E-consultation with lead partners:

Lead partners were asked if they thought it was important for employers to be involved in the selection of their Young Apprentice for placement:



100% of respondents stated that it is important for the employer to be involved in the selection of the Young Apprentice for work placement.

Qualitative findings:

The following comments have been received from partnership's regarding the work placement selection process:

- Use employers who have a vested interest in training and/or learning. Those involved in Increased Flexibility programmes or post-16 Apprenticeships.
- Meet with potential placement providers and identify adequate health and safety procedures, insurance policies, equal opportunities, supervision and facilities. Use LSC safe learner website for guidance.
- Discuss the requirements of the YA programme and give it a national context.
- Use CfA literature "Info for employers", CfA newsletter to demonstrate programme.
- Use results of initial assessment methods used to determine a Young Apprentice's preferred industry for placement. Also use these results to determine the department and types of activities suitable for a particular YA.
- Have dialogue with employerS as to the nature of the learning programme. show the NVQ structure, pre-determined project or any other qualification structure you are using and discuss how this can be achieved in the context of the particular organisation.

- Identify travel arrangements for Young Apprentices and consider the location of the placement.
- Produce a clear timetable of activity for the employer to follow during the placement.
- Hold employer interviews with Young Apprentices.
- Give official confirmation of placement, in writing, to the Young Apprentice.

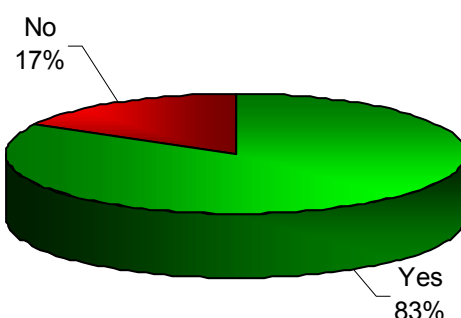
Telephone interviews with employers:

Employers were asked whether they were involved in the selection of their Young Apprentice for placement:



55% of employers stated that they were not involved in the selection of Young Apprentices for placement. This is a weakness which should be addressed in future by partnerships, employer involvement at this stage of the process is a good technique to maintaining a low risk factor when maintaining employer's investment in to the programme, for more information see the best practice below.

Would you prefer to be involved in the selection of your Young Apprentice in future?



83% of the employers who were not involved in the selection of their Young Apprentice stated that they would prefer to be involved the future.

Qualitative findings:

Those employers who were involved with the selection of their Young Apprentice had the following comments and suggestions on the impact this had.

"I felt our relationship was stronger from the outset. Due to this the placement in general was easier to manage and probably a more valuable experience for the young person."

"This helped us establish a link with some local schools. We feel it is important to understand the education system so that we can understand our future employees. It also keeps us up to date with vocational and occupational qualifications in Business and Administration."

"This helped to avoid another bad experience like we had previously when we were simply given a Young Apprentice. This time we were able to choose the right characteristics for our organisation."

" I felt a part of the process and therefore more responsible for supporting my decision"

Good practice:

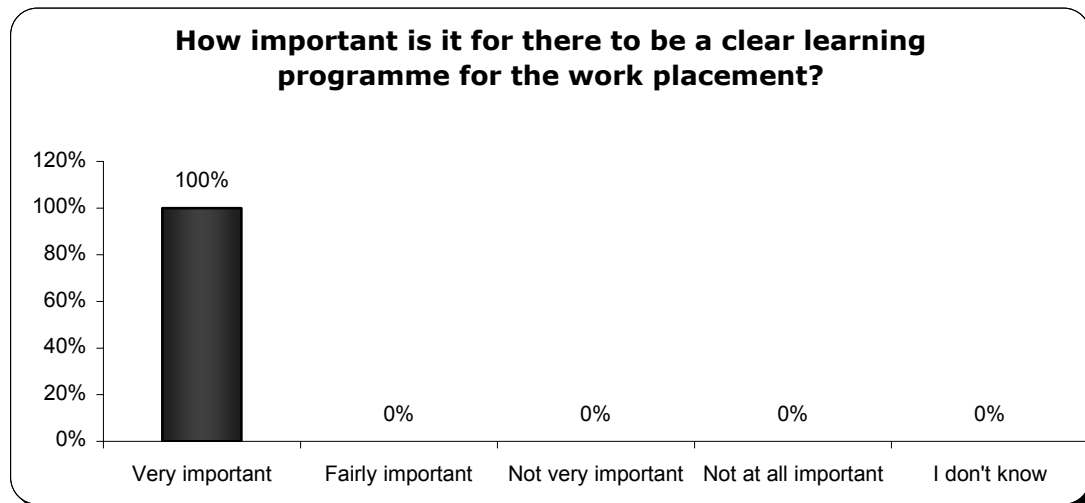
Where possible, employers should interview potential candidates for work placements.

Increased employer involvement in placement selection reverberates the employer's voice throughout the programme and is a good risk-management within a partnership, there are many benefits to the learning environment when this happens. It allows for selection of the right Young Apprentice for their organisation. It also creates a sustainable link between the employer and their Young Apprentice allowing for a workable and resolute relationship to develop, through this strength of relationship employers feel responsible and committed to making the placement work for both the Young Apprentice and their organisation. Partnerships may also be able to reduce the potential of losing employer's participation over the duration of the programme.

3.2 DESIGNING THE WORK-BASED LEARNING PROGRAMME

E-consultation with lead partners:

Lead partners were asked how important they felt a clearly defined learning programme was for the work placement:



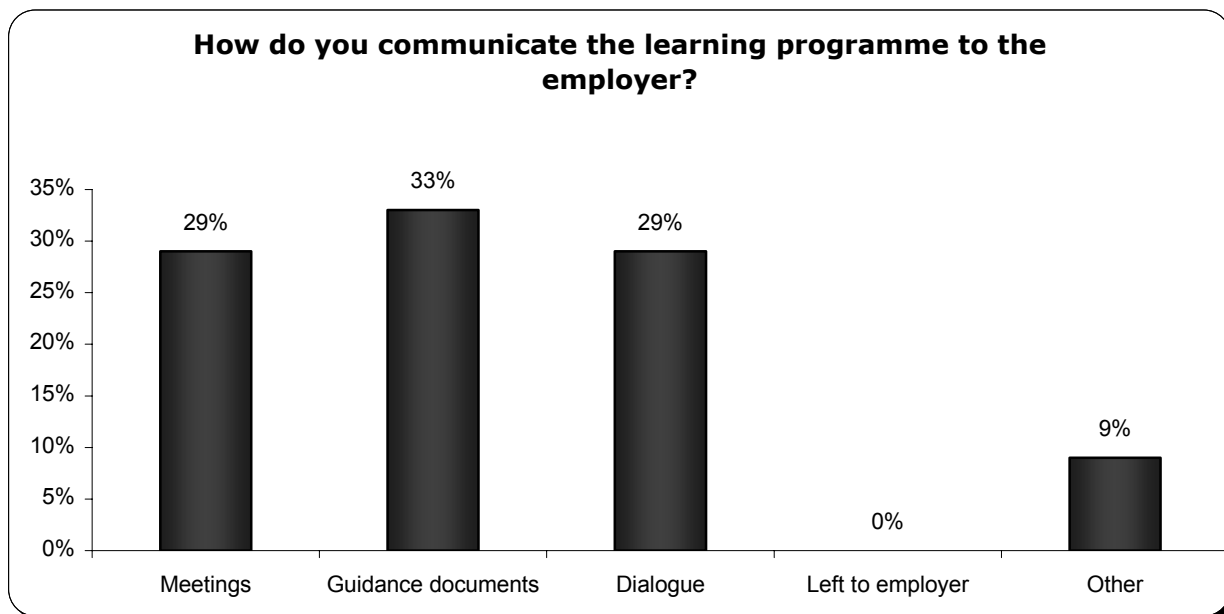
100% of respondents stated that it is very important for there to be a clearly defined learning programme for the work-based element of the programme.

Good practice:

This programme can be developed and delivered according to the local arrangements of the partnership. The CfA NVQ Level 1 Employer Task Book can be used as a resource when developing the learning programme for placement. However, it is important that the benchmark of creating a coherent learning experience is maintained and that the work-based element of the programme reflects and integrates the qualifications studied in a work-related context. i.e tasks and activities in the workplace can be related back to the relevant subject areas of the technical certificate at Level 2 allowing for a contextualised learning experience for the Young Apprentice.

E-consultation with lead partners:

Lead partners were asked how they communicate the learning programme with employers:



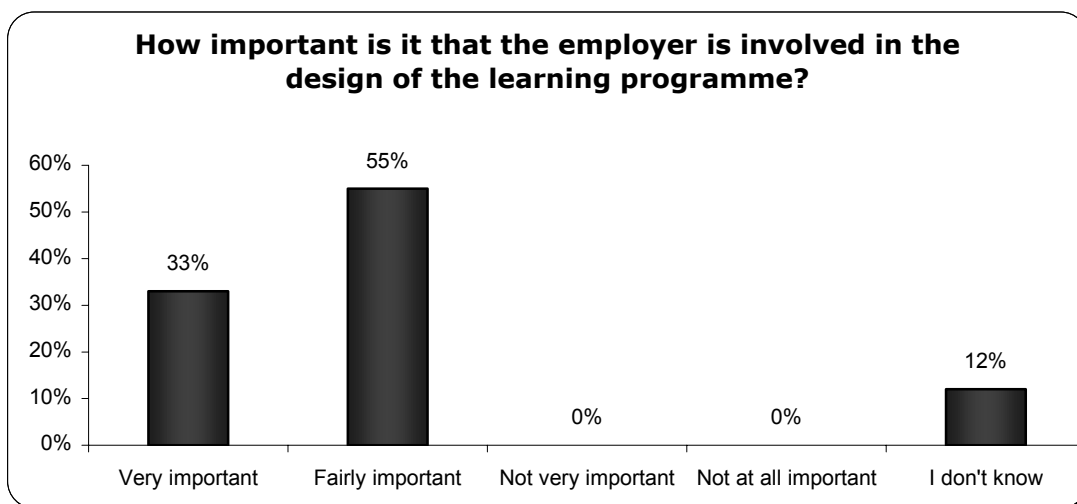
33% of respondents stated that using a guidance document to support communication of the learning programme with employers is crucial.

Good practice:

The CfA's NVQ Level 1 Employer Task Book can be used as a tool to communicate the types of task and activities the Young Apprentice is expected to undertake in the workplace. However, it is apparent that a combination of these methods is the best approach when communicating the learning programme to employers. Partnerships should engage in continuous improvement review meetings with employers and Young Apprentices with a view to updating and evaluating the learning programme on a regular basis. Partnerships might also engage employers in developing the learning programme from as early as possible and therefore communication will automatically occur throughout this development process. During these meetings all of the above resources can be used as support materials. Other suggested methods were formal reporting from partnerships to employers on pupil progress.

E-consultation with lead partners:

Lead partners were asked how important it was for employers to be involved in the design of their Young Apprentice's work-based learning programme:



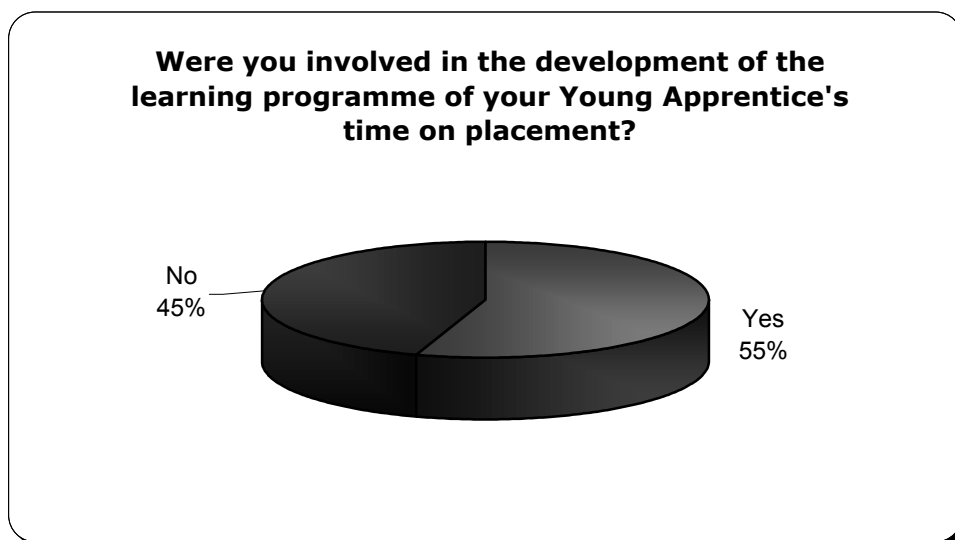
55% of respondents stated that it is fairly important for the employer to be involved with designing the work-based learning programme, with 33% stating that it was very important.

Good practice:

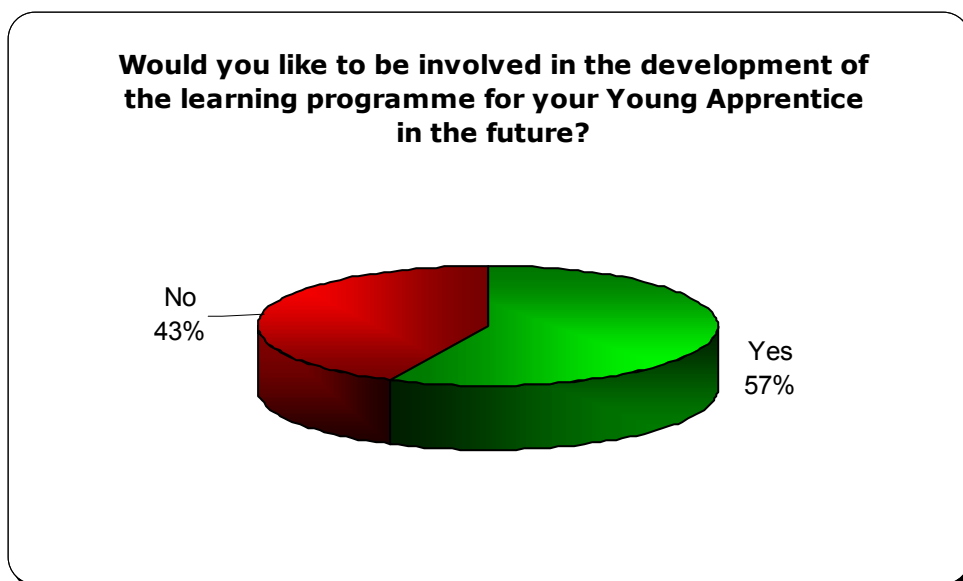
Partnerships find it difficult to include employers at this development stage. However due to the Business and Administration sector spanning across many types of industry, when employers are consulted on the design of the work-based learning programme benefits are clearly seen. Employers are able to communicate to partnerships what business activity will be taking place in their organisation over the period in which the Young Apprentice is in placement. Therefore the learning programme can reflect the particular needs of the employer at that moment in time. For example, an events co-ordination company may have a forthcoming event through which the Young Apprentice can focus their NVQ study. Evidence for unit 103 (Welcome Visitors) and 108 (Make and receive telephone calls) at Level 1 can be a focal point through activity around this event. In addition to this, providers may want to devise projects based around NVQ Level 2 units 203 (Manage Customer relations), 211 (Organise and support meetings) and 206 (Deal with visitors) in isolation, for added value and a contextualised experience for the Young Apprentice.

Telephone interviews with employers:

Employers were asked if they were involved in the development of the learning programme for their Young Apprentice's placement:



55% of employers were involved in the development of the learning programme for their Young Apprentice. 45% of employers were not involved.



57% of employers who were not involved in the development of the learning programme stated that they would like to be involved in developing the learning programme for their Young Apprentice in the future.

Qualitative findings:

Some employers offered the following comments and examples of how their involvement in the learning programme impacted their experience of the placement:

"I was able to determine tasks available for the Young Apprentice that were relevant to the activities going on in my department at that particular time."

"I was able to find tasks and activities which I knew would match the requirements of their NVQ."

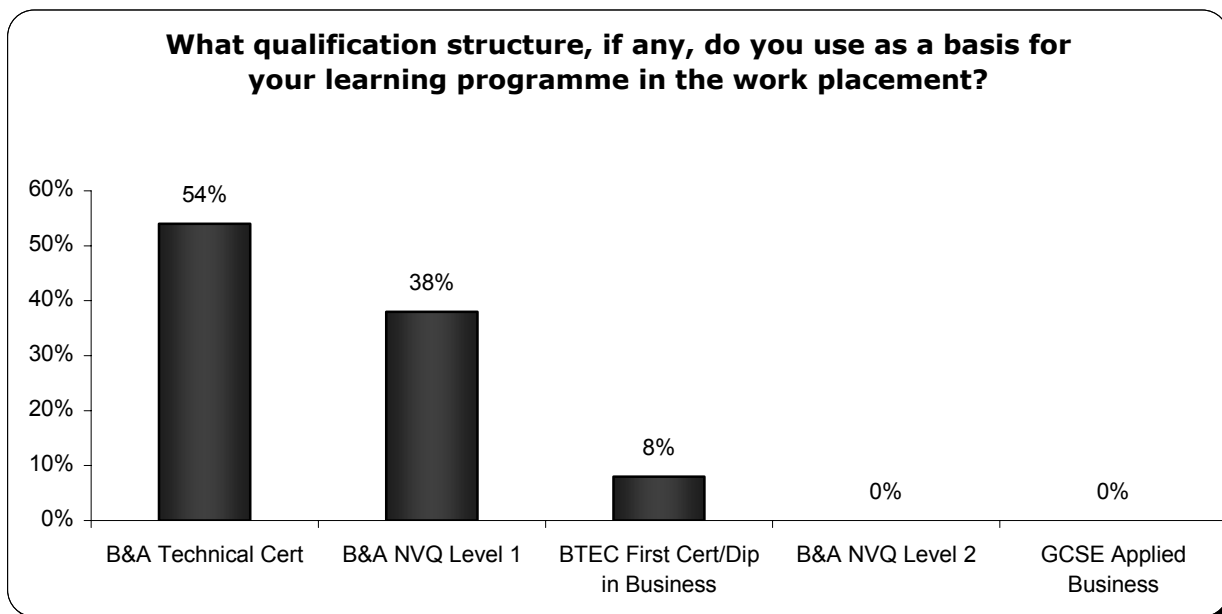
" I was able to ensure that the Young Apprentice's work was as varied as possible."

Good practice:

Partnerships should engage with employers in sufficient time before placements begin. This enables partnerships to work in collaboration with the employer to design individual learning programmes that suit the requirements and content of the qualifications being delivered in work-based and work-related contexts. In collaboration with this employers are able to plan resources around these requirements, consequently facilitating a coherent learning programme for the work placement.

E-consultation with lead partners:

Lead partners were asked what qualification they used as a basis for the learning programme in the work placement:



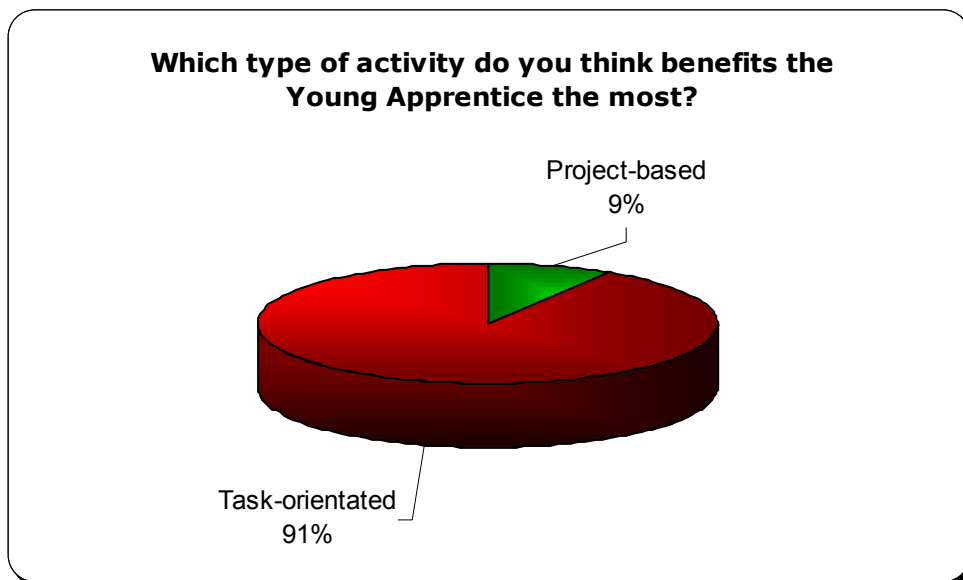
54% of respondents use the Level 2 Technical certificate in Business and Administration as a basis for the work-based learning programme. 38% use the NVQ Level 1.

Good practice:

The CfA would recommend that the NVQ Level 1 is used as a basis for the majority of the work-based element as this is competency based and succinct with the level of responsibility employers are willing to give to this age group. It is important that partnerships make clear and coherent links between the work-related qualifications and the work-based element of the programme. The knowledge and understanding gained through the Level 2 Technical certificate should be continually referenced through the work-based element to contextualise the Level 2 Technical certificate. Partnerships should not miss opportunities in the GCSE Applied Business to structure some of the work-based element. For more information on linking the GCSE Applied Business with work-based activities please go to <http://www.vocationallearning.org.uk> In the BTEC qualifications there are assignments that can compliment the work-based element including exploring business purposes and identifying business activity. Partnerships may wish to create projects and activities designed to compliment these qualifications.

E-consultation with lead partners:

Lead partners were asked which type of activities are more beneficial to the Young Apprentice in the work placement, task-orientated activities or project-based activities:



91% of lead partners stated that task-orientated activities were more beneficial for the Young Apprentice. 9% stated that project-based activities were more beneficial.

Qualitative findings:

Lead partners were asked to give reasons why they believed task-orientated activities were more beneficial to Young Apprentices:

"I actually think it should be a mixture of both types of activities."

"The activity needs to be relevant to the work placement. Short with immediate feedback."

"Small manageable tasks that they can complete, makes them feel they have achieved something."

"Task-orientated will be more 'real work' related which will compliment the work-based programme they are undertaking"

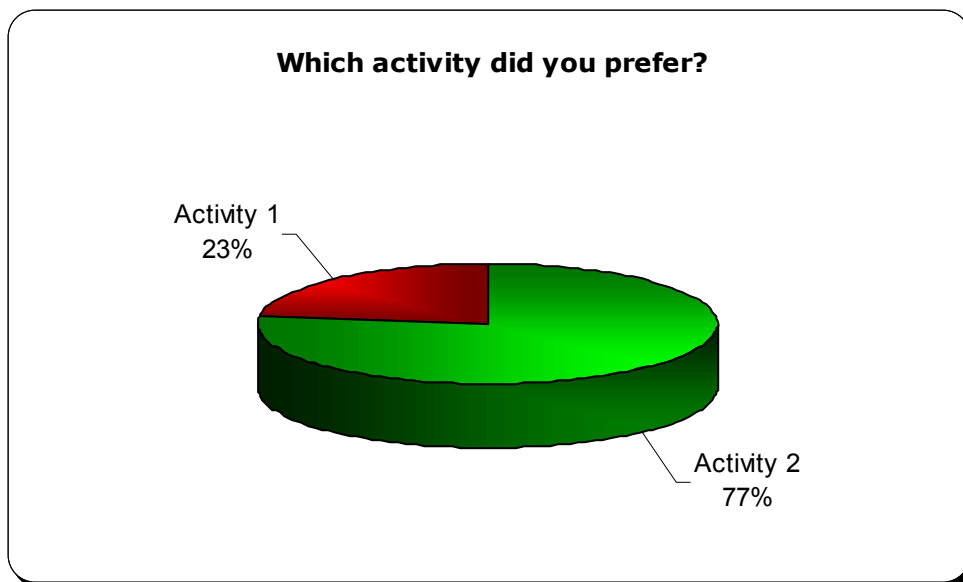
"Considering the level of the Young Apprentice, project-based activity would be too complex. They would benefit from a project at the end of the programme after re-inforcement via task based activities."

Piloting activity with Young Apprentices:

Young Apprentices, with support from the partnerships, were asked to participate in two differing types of activities and then asked to evaluate their experiences, see appendix 2 for copies of these activities:

Quantative findings:

Young Apprentices were asked which activity they preferred:



77% of Young Apprentices preferred activity 2, the project-based activity.

Qualitative findings:

Young Apprentices gave the following comments when asked why they preferred the project-based activity:

"Because it was challenging and I had to research a lot of information and a lot of effort and time into producing the leaflet"

" I preferred activity 2 because it was a lot harder and activity 1 was easy to complete and I had to think a lot more with more effort."

"I preferred activity 2 because it was more creative and I found out alot more about my organisation"

"I preferred activity 2 because it required my opinion and I was more motivated to complete it and get it right."

"I preferred it because it meant that I got to speak with different departments in the organisation and learn different perspectives."

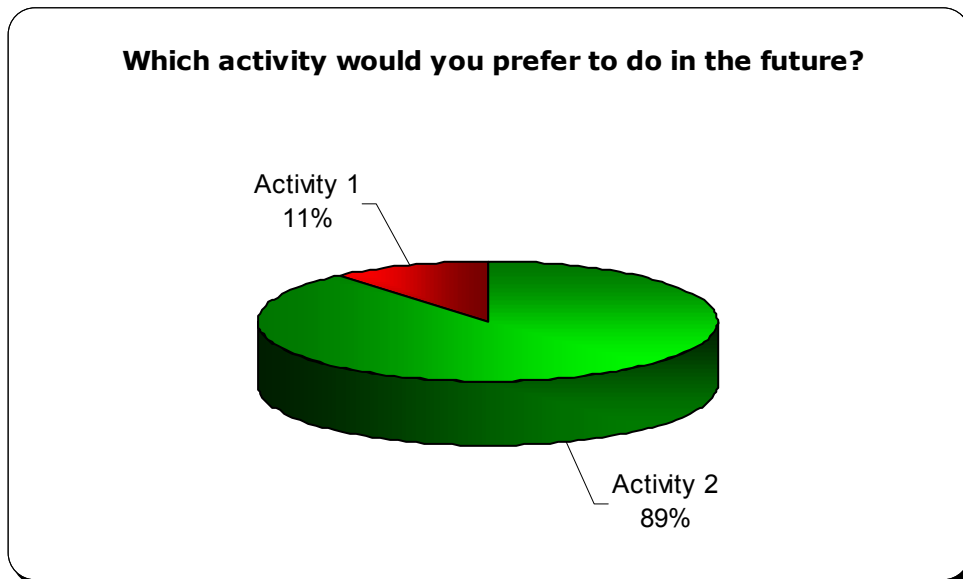
Young Apprentices were asked what they learned about their organisation through undertaking activity 2:

"I learned more about my organisation. I also learned what the image of the company was, including the company logo and why it is used. This meant that I worked with the marketing department."

"I learned about the different services my company provided."

Quantative findings:

Young Apprentices were then asked which type of activity they would prefer to do in the future:

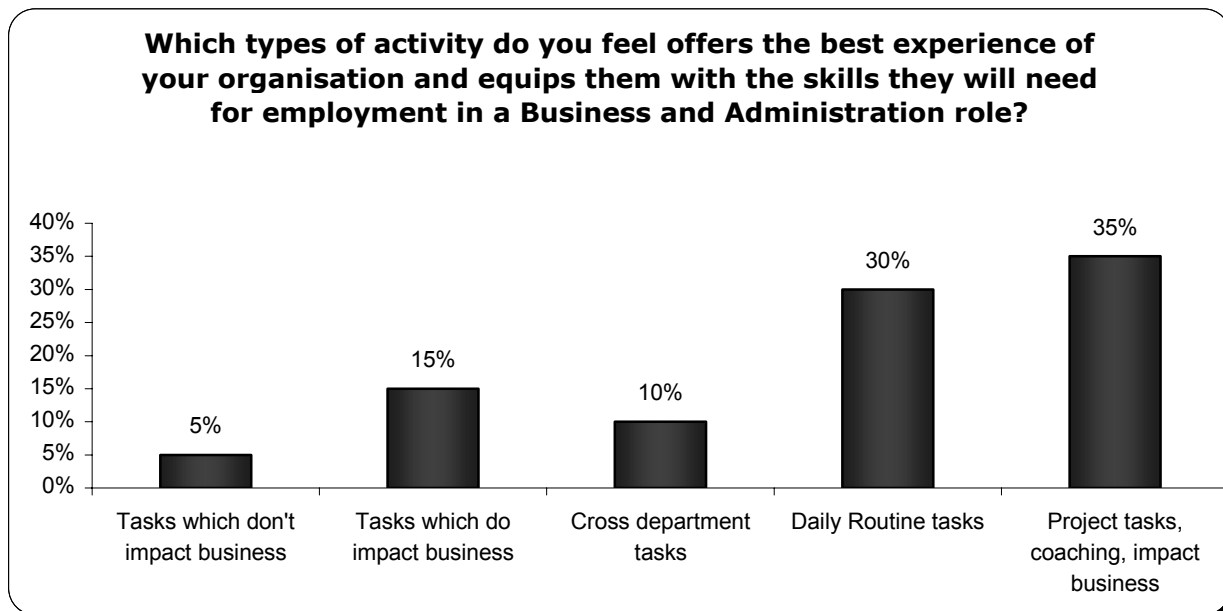


89% of Young Apprentices preferred to do project-based activities in the future.

Telephone Interview with employers

Quantative findings:

Employers were asked which activities they thought offered the Young Apprentice the best experience of their organisation and equipped them with the skills needed for employment in a Business and Administration role:



35% of employers felt that project-based tasks which require coaching and have an impact on the business were the types of tasks which offer the most valuable experience of their organisation and the roles available in the Business and Administration sector. 30% of employers felt that daily routine tasks offered the most valuable experience for their Young Apprentices.

Good practice:

Partnerships should give a project focus to some of the activities in the work placement. It is possible to incorporate short-term goals/tasks and daily routine tasks in to an over-arching project that is coherent with the Level 2 qualification being delivered. This way small achievements are highlighted on the way to a larger achievement. It also important that projects have a real impact on the business around them and are more than experiential projects. The CfA will work on a portfolio of work-based projects to support partnerships with this activity.

3.3 SUPERVISION AND MONITORING

E-consultation with lead partners

Qualitative findings:

Lead partners were asked to describe their criteria for selecting or interviewing supervisors for the work placement, the following comments were offered:

“Friendly and approachable.”

“I look for someone who has worked with pre-16s before, however this is not always possible. So long as they have an interest in the programme and a willingness to support the YA whilst on their placement.”

“Committed to the outcomes of the YA programme and understand it’s context in the wider picture. They should have excellent knowledge of the environment and job roles within their company. They also need time to give to the learner and be patient enough to coach them through tasks.”

“We would look for the placement to identify an appointed supervisor who has a breadth of experience within the placement and is currently in a supervisory role.”

“We only use established supervisors from our post-16 apprenticeship programme.”

“How supportive are they? Do they have previous knowledge of the NVQ? Do they have experience in guiding a young person?”

Good practice:

Partnerships should liaise with employers when identifying a suitable supervisor for the placement. Partnerships may want to go through an interview process with the potential supervisor to check that they match the required characteristics.

All supervisors should undergo a CRB enhanced check before the placement begins. Partnerships may also want to offer to fund mentoring and coaching in the workplace qualifications or units to develop the skills of the supervisor, for further information on this please go to <http://www.ento.co.uk> to find out which qualifications and units are available.

Telephone interview with employers

Qualitative findings:

Employers were asked if they felt supported in their role as supervisor and if there was any room for improvement in this area. The following comments were given:

"I would have preferred a full rota of activities and some guidance on what is required of me and the YA."

"Visited twice and continually called by the training provider, I felt supported although a guidance document would have been nice for me to refer to."

"I did not feel clear about my role as supervisor and would have liked a guidance pack, including communication channels and the type of tasks the Young Apprentice should complete. Also a feedback form for the Young Apprentice to complete and evaluate how good a supervisor I was."

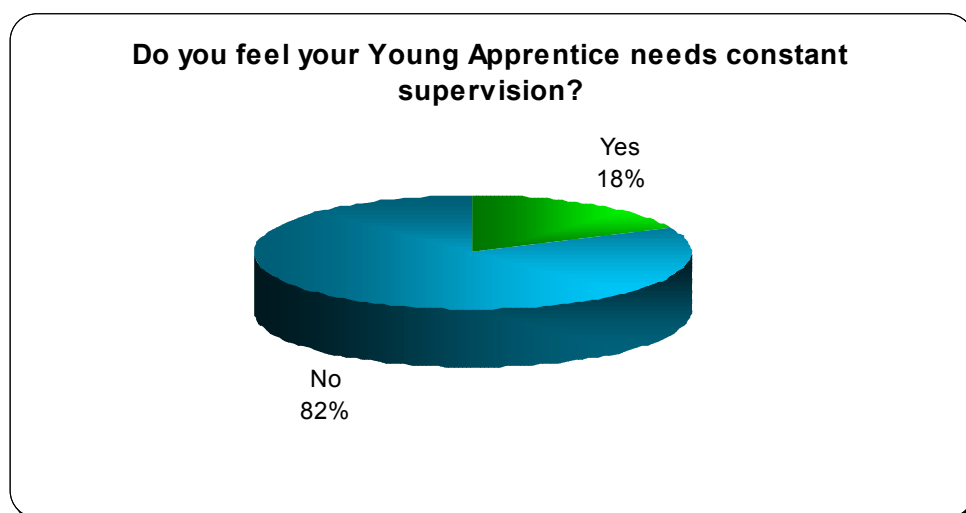
Good practice:

Partnerships should make the role of the supervisor clear throughout the programme. Either through a clear guide, including roles and responsibilities, channels of communication for the supervisor and examples of the types of tasks or projects they are able to give to them. The CfA recommends that the employer task book is used as a resource for this. These issues should also be addressed through regular visits to placements. Partnerships should also make clear that pastoral care of the Young Apprentice will be supported outside of the employer's remit. This will be addressed in the regular visits from the partnerships to placements and/or through extra-curricular arrangements with mentoring foundations. CRB checks will also be arranged and funded by partnerships.

Telephone interviews with employers

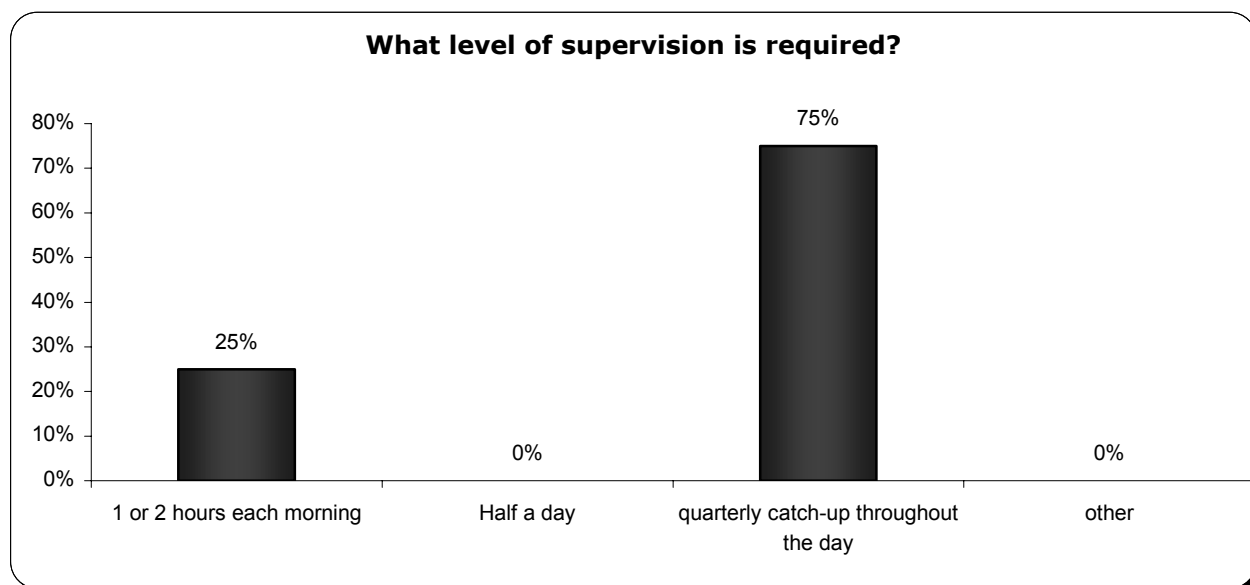
Quantative findings:

Employers were asked if they felt that their Young Apprentice required constant supervision throughout their placement:



82% of employers stated that they felt that their Young Apprentice did not need constant supervision.

Those employers who stated that their Young Apprentice did not need constant supervision were asked what level of supervision was required:



75% of employers stated that a quarterly catch up throughout the day was required, whereas 25% of employers stated that 1 or 2 hours each morning was required to set up the Young Apprentice for the day.

Qualitative findings:

Those employers who stated that their Young Apprentice needed constant supervision were asked for reasons as to why this was and the following comments were given:

“They lack the initiative and self-motivation to ask for tasks and take responsibility.”

“I always need to know what they are doing as these are real tasks.”

Good practice:

Supervision is key to creating an effective learning environment for the workplace. Of course, it is difficult to be prescriptive about the level of supervision required as this is dependant upon the types of tasks and activities given to the Young Apprentice and their individual traits and characteristics. However, partnerships can help to address these issues in other areas of their delivery models. The selection of the right young people on to the programme at the very outset is crucial to engaging with employers, by selecting those with a high level of maturity and initiative partnerships can reduce the amount of supervision needed (please refer to the CfA’s selection and initial assessment guidance for further details on this).

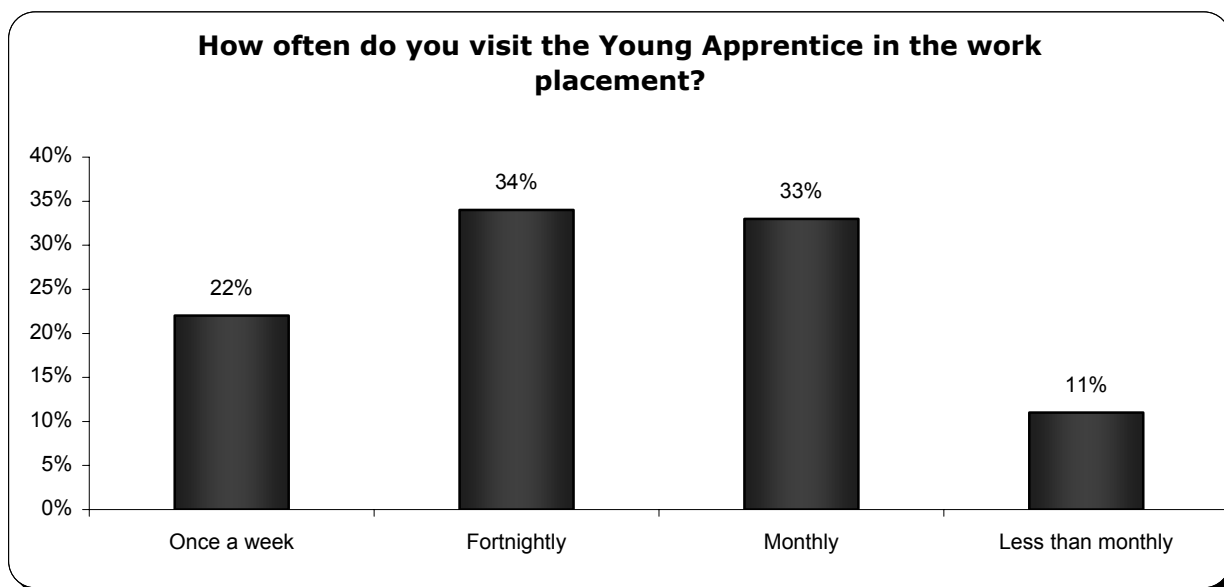
Partnerships should also cover all of the areas specified earlier in this report, in relation to their induction programme. If all of these areas are covered a reduction in the required supervision should be possible.

In addition to this, project based activities require more intense supervision and an element of coaching and, although the CfA would encourage the use of work-based projects towards the end of the programme these should be left to a minimum as they will require a higher level of supervision and prove onerous on the employer’s time.

E-consultation with lead partners

Quantative findings:

Lead partners were asked how often they visit their Young Apprentices in the workplace:



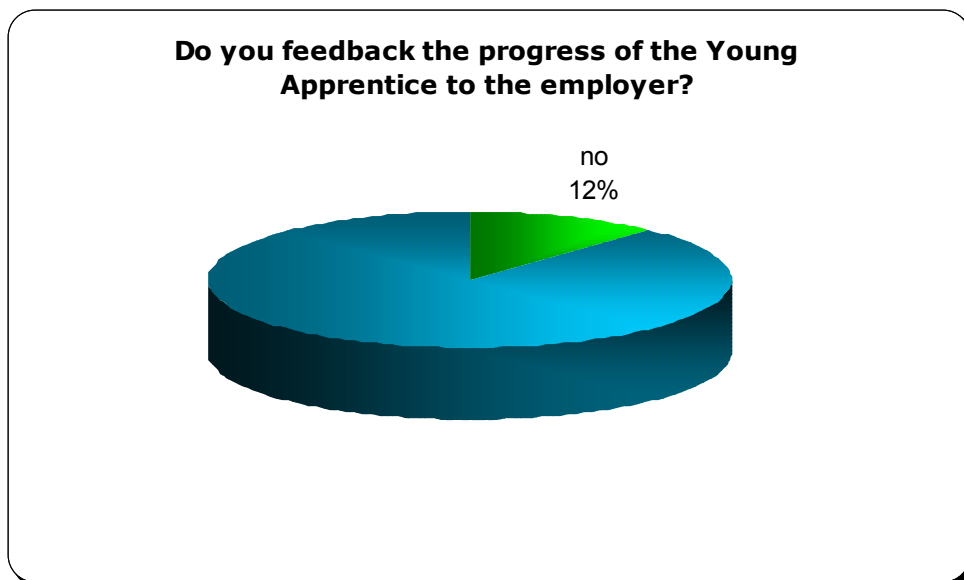
34% of respondents stated that they visit the Young Apprentice fortnightly whilst in placement. 33% of respondents stated that they visit the Young Apprentice monthly.

Good practice:

Due to differing local circumstances the best approach to this will vary. Those partnerships who send their Young Apprentices in one day a week would be expected to visit on a fortnightly basis at least. Those partnerships who have block placements would be expected to visit one day a week over the period of the block. The visits should have a mentoring theme, whereby partnerships discuss with learners any issues or concerns they have with their placement. Partnerships should also adopt a differentiated approach in these visits, adapting the learning programme according to progress and identified needs of the learner. Completion of the LSC/DfES progress log can also be factored in to encourage an evaluative approach to their placement.

Frequent visits facilitate a more structured and coherent learning programme in relation to their work-related studies and help to maintain motivation in the Young Apprentice. Assessment of NVQ portfolios will also have to be timetabled in to these visits to maintain the development of portfolios. Where NVQ assessors also act as placement support mentors to Young Apprentices, coherent relationships are developed which improves motivation amongst YA's.

Lead partners were asked if they feedback the progress of the Young Apprentice to employers:

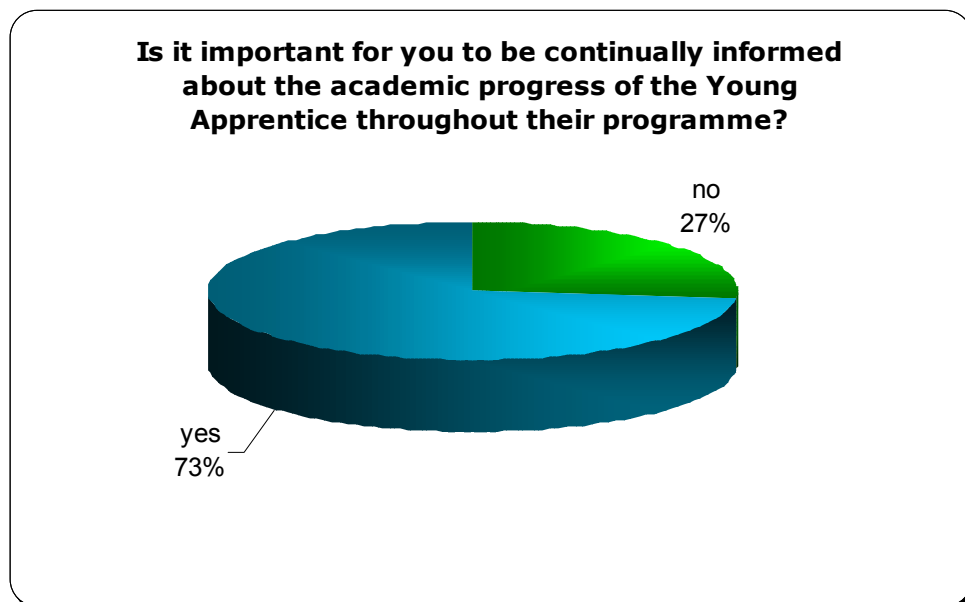


88% of respondents said that they do feedback progress to employers. It is important for partnerships to continue with this good practice so that continuous improvement can be worked in to the learning programme, employers are responsible for translating the learning programme throughout the work placements and therefore it is key that they receive continual feedback from partnerships on their Young Apprentice's progress.

Telephone interviews with employers

Quantitative findings:

Employers were asked if it is important for them to be continually informed about the academic progress of their Young Apprentice:



73% of employers stated that it is important to them that they are continually informed of the Young Apprentice's progress in school and throughout the rest of the programme.

Good practice:

To enable a coherent learning programme all partners in the delivery must be informed of Young Apprentices progress throughout the programme. These feedback sessions to employers can be filtered in when partnerships visit placements and discuss developments in the learning programme. Time constraints may not allow for the employers to sit in with partnerships for any length of time on their visits and so a brief summary of discussion points and actions can be put together from the visits. In addition to this copies of progress reports can be given to employers.

E-consultation with lead partners

Quantitative findings:

Lead partners were asked if they hold regular development meetings with employers:



66% of respondents stated that they do hold regular development meetings with employers.

Good practice:

Partnerships can decide in collaboration with employers as to the regularity of the development meetings. The best way to communicate discussion points and actions about the Young Apprentice's progress is through development meetings. Partnerships should be conscious of time when facilitating these meetings as employers may become disengaged if they are taken away from their own role for too long. Partnerships should also include an element of pastoral care towards the employer in these meetings, address any concerns and/or issues that they may wish to discuss.

4. CONCLUSIONS AND RECOMMENDATIONS

Improve partnerships induction programme before work placements

begin: Partnerships should evaluate and improve, where necessary, the content of their induction programme. Partnerships should create a checklist of areas to be covered from the good practice recommendations in the findings report. The induction phase of the programme should be delivered through the entire first term and should include protected placements if arrangements can be made. This time is also a great opportunity for partnerships to include enrichment activities such as industry days, employer visits, team building days, visits to/from motivational speakers in business and careers mentoring.

Increased employer involvement in the selection of Young Apprentices for placement:

Partnerships should include employers in selecting the right Young Apprentice for their organisation. Where possible, an interview process should be undertaken where the employer meets with the Young Apprentice and identifies their suitability for their particular organisation.

Employer's involvement in the design of the work-based learning

programme: Partnerships, where necessary, should involve employers in developing an individual work-based learning programme when the selection of their Young Apprentice has been completed. Partnerships should engage in continuous review meetings with employers to establish progress so far and further objectives for the learning programme.

CfA will develop a portfolio of work-based projects coherent with the

Level 2 Technical certificate: This portfolio of projects will be designed generically and so partnerships will have to contextualise them to specific organisations. The projects will cover a number of different subject areas and be designed so that small tasks are recognised along the way to the achievement of an over-arching project. This resource will be disseminated to partnerships during Spring 2006.

CfA will offer further support to supervisors in work placements: The CfA will produce some generic guidance for partnerships to give supervisors to support their role on the programme. Partnerships should offer opportunities to develop mentoring and coaching skills in the workplace through ENTO standards and qualifications. www.ento.co.uk

CfA will produce Health and Safety literature specific to the Business and Administration sector when the LSC and DfES have reviewed their approach to this area throughout the programme.