



Young Apprenticeships

Delivering the 50 days' work experience

This note is intended to assist Partnerships in identifying and planning the 50 days' work-experience requirement which is a distinctive feature of the Young Apprenticeship programme. It includes examples from each of the sector programmes showing how the activity has been arranged and delivered and/or planned.

The workplace-based element of the Young Apprenticeship Programme is intended to allow further practical, in-depth development of skills and knowledge, relevant to the vocational studies being undertaken. The 50 days of work experience/work-based learning should feature a high degree of real employer contact, in order to support the vocational qualification requirements and enable young people to understand what it is like to be part of a real workforce.

The 50 days may be structured in a variety of ways, for example through regular work placements or experiences forming a progression within a single organisation or with various employers, or through block placements of one or more weeks, or through a combination of these. Any or all of these may feature project work conducted in the workplace and/or a training setting. Pupils may also attend at an industry partnership centre or a centre of vocational excellence (CoVE) with the support of participating employers as part of the 50-day component.

Work simulation in a training environment is **not** considered to represent work experience. Simulated work experience only is not sufficiently intensive for this programme and can be accommodated in other Key Stage 4 offers. Time spent in CoVEs or high-quality workshops alone is insufficient.

The full 50 days of the work-based element does not necessarily have to be solely about acquiring technical skills or using machinery. Young people may, for example, track the development, design, packaging, logistics, advertising and sales aspects related to a product or service.

Young Apprenticeship in Art and Design

Term 1

Pupils have an induction programme, including an industrial-experience week in the design studio at Rotherham College of Art and Technology (RCAT), allowing them to build up the skills needed for their later work placements, and including project work, for example designing a stamp set with first-day covers and envelopes.

Experience of work – 0 days

Terms 2–3

Experience of work – 15 days

2 x one-week block placements plus one-day activities

Three of the employers engaged on the programme are local florists, giving the Young Apprentices experience in many aspects of running a small enterprise. On the creative side, they are involved in designing bouquets and displays, and in dressing the shop windows.

Other employers engaged in the programme include a department store, a printing company, a design centre and a balloon company. Most are small businesses, and all seem to favour block placements rather than a one-day-a-week system.

Pupils spend time with various employers, although not all will have a placement with every employer on the programme. The aim is to match pupils to suitable employers as far as possible.

One-day activities include site visits, industry visits, employer activities in college and gallery-based activities. Individual practitioners are also invited to talk to pupils about their experiences, including the challenges of self-employment and freelance work.

Terms 4–6

Experience of work – 35 days

one- and two-week block placements plus one-day activities

The rotation around employers continues, as do one-day activities. The Partnership is currently investigating the arrangement of placements on the following three projects, all of which would be under the auspices of the local authority:

- The Young Apprentices would be involved in creating the scheme for the large atrium space of a new business centre. They would first consider the project from the client's perspective, by helping draw up the design brief. They would then be embedded into the design team, and be involved in executing the final project, following it through to completion.
- Pupils would work in the offices of architects and designers delivering a major redevelopment that will change the face of the town centre over 25 years. This would enable them to find out about a range of occupations, and would experience the reality of team working on a complex, long-term project.
- The civic theatre stages a musical each year in June, and Young Apprentices would be involved in a range of design-based activities associated with the production, including designing and making displays, organising publicity, ticketing and working with set designers.

Total experience of work – 50 days

Young Apprenticeship in Business Administration

Term 1

College – 2 days per week

To prepare for their placements, pupils work towards a unit qualification in preparation for work, developing interview and CV-writing skills, as well as an understanding of the behaviour and attitudes required at work. They also learn about legislation related to workplace issues such as data protection, employers' rights and responsibilities and equal opportunities.

Experience of work – 4 days

- Mock interviews with real employers
- Health and safety risk assessment on a real employer's premises
- Protected placement in the college/training provider's administration department
- Visit to a banking call centre to develop understanding of the structure of a company

Term 2

College – 1 day per week

Experience of work – 10 days

one day per week

A placement with a sports-management company. The Young Apprentice will work towards gathering a portfolio of evidence, proving their competence in tasks such as using IT systems, working in a business context and customer relations. This may include investigating the structure of the organisation or making telephone calls to other departments in order to collate information. Portfolios are supported and assessed fortnightly by the Partnership, as pupils work towards their NVQ.

Term 3

College – 1 day per week

Experience of work – 21 days

1 x two-week block placement, plus one day per week

The two-week placement is with the same employer as in Term 2 if possible, and is devoted to helping pupils develop their enterprise capabilities and gain experience in the various departments of a company, such as marketing, finance, operations and sales. The placement includes project activities, such as developing a promotional poster or arranging an internal meeting.

One day per week throughout the term is spent working towards expanding the portfolio of work towards their NVQ, again preferably with the same employer. Tasks and activities include using email software, developing communication skills and managing information in an office environment.

Terms 4 and 5

College – 1 or 2 days per week

Experience of work – 15 days

one day per week

In the second year of the programme, work placements are with a community-sector organisation.

Pupils continue to work towards the NVQ, with as much project work as possible throughout, e.g. production of an internal brochure and presentation to colleagues. Pupils complete their portfolios of evidence, and are also assessed on tasks and activities.

Total experience of work – 50 days plus the opportunity to take part in the Young Enterprise scheme, school timetable permitting

Young Apprenticeship in Engineering

Terms 1 and 2

Experience of work – 9 days

one-day activities

Whilst working towards a vocational qualification such as PEO Level 2, pupils visit a range of different-sized companies linked with their Partnership. At some they have a formal tour, at others they research the company first (perhaps with the company's help), then interview employees, including management. Or they may buddy up with an employee and spend a day with them.

This helps pupils gain a real insight into the many different job roles and working environments in a variety of engineering companies. It is also an opportunity to try to link pupils to work placements best suited to their skills and abilities.

Term 3

Experience of work – 10 days

3 x single days, a two-day block and a one-week placement

Pupils begin to make formal links with a company, completing an application form and attending an interview. The initial phase of their placement covers practical information (contacts/mentors, travel and eating arrangements, etc.) and health and safety training.

They then develop an overview of how the company works and communicates by following an order from sales enquiry through manufacture to despatch. They also research the different jobs within the company.

Term 4

Experience of work – 10 days

a two-week block placement

This placement is spent finding out about and experiencing the different manufacturing processes and working in the design department. Pupils also investigate how much it costs to run the company, looking at wages, materials, equipment and running costs.

Term 5

Experience of work – 10 days

2 x one-week block placements

During the first placement, students investigate health and safety matters when designing and manufacturing machine safety guards. They then design and produce information boards.

The second week is spent learning about maintenance of manufacturing equipment and quality issues. Pupils assist the electrical and mechanical maintenance teams. They also work with engineers to see if there are any improvements that can be made in the processes at the factory.

Term 6

Experience of work – 11 days

1 x two-week block placement plus 1 day for presentations

During this block placement, pupils work on a project to design and manufacture equipment for the company gym. During the first week, six students, working in two teams, research possible designs for manufacture. The designs are presented to the managing director who chooses the best design.

The Young Apprentices spend the second week assisting in the manufacture of the selected design. Individual team members are assigned specific tasks or activities such as marking out, cutting the materials to size, assisting in the welding process and checking the quality of the work.

On completion of the project and to round off the programme, the students produce a presentation and demonstrate the equipment to the managing director and representatives from their school and other companies involved with the programme.

Total experience of work – 50 days

Young Apprenticeship in Health and Social Care

While it is preferable for work placements to be structured through full days, the arrangement shown in this example could be used as an alternative. Pupils must experience a variety of work within the three sectors that are covered by the Health and Social Care programme (health care, social care and childcare), and this experience should be balanced throughout the programme.

Term 1

Pupils have a series of induction workshops, covering areas such as:

- Confidentiality
- Code of conduct for placements
- Health and safety
- Guidance on activities that are suitable for Young Apprentices (personal care is not allowed, for example)
- Role playing through meeting new people, making introductions and addressing people appropriately

The national and regional characteristics of the three sectors covered by the Health and Social Care programme are introduced to the Young Apprentices. Time is also spent learning about the characteristics of different service-user groups, e.g. children, those with learning disabilities or dementia, and those with specific conditions, such as diabetes or cancer.

Experience of work – 5 days

10 x half-days over 10 weeks

Pupils begin their work placements with various employers, focusing on specific vocational areas, e.g. childcare, care of older people, occupational therapy, hospital wards and departments. In the first term, it is advisable to introduce pupils to experiences across the entire Health and Social Care programme.

Where possible, pupils are introduced to post-16 apprentices, Young Apprentices from Cohort 1 and senior staff. There are also sessions with guest speakers from local Primary Care, Acute or Mental Health Trusts.

Term 2

Experience of work – 5 days

10 x half-days over 10 weeks

The work placements continue with various employers across the three sectors involved. The programme is designed to give pupils an insight into the variety of occupations and jobs within the different sectors. Placements might now be focused on health, social care or children's services for a given term or mixed throughout the work-

placement opportunities. However, placements are arranged so that pupils do not cover the sectors in order, but return to them more than once. Thus, their exposure to each sector progresses in line with their growing skills, so that they can make a more balanced choice when it comes to progression choices, rather than perhaps focusing on the most recently experienced sector.

Within the placements, activities are geared to inform the content of the projects and assignments which pupils are required to complete for their qualification, and are planned to be as relevant as possible to the subjects being covered within the pupil's syllabus, so that the workplace experience is underpinned by development of knowledge.

Progress in terms of skills and knowledge is recorded through reviews at each work site, the submission of employer feedback, and the information gathered by pupils themselves with the aid of the Young Apprenticeships Progress Log.

Term 3

Experience of work – 15 days

10 x half-days over 10 weeks plus a two-week block placement

The workplace-skills development programme continues with further work-experience placements in, e.g. a physiotherapy department, an after-school children's club, a Sure Start unit and a residential care setting. Within a physiotherapy department, a Young Apprentice may learn, for example, about the measurements used to monitor joint flexibility following a hip replacement.

Terms 4, 5 and 6

Experience of work – 25 days

3 x one-week block placements, 3 full days and 14 half-days over 14 weeks

Pupils complete their work experience of approximately 17 days in each sector, experiencing work in a care home, a day centre for adults with learning disabilities and a hospital pharmacy. Their activities are still slanted towards the projects and assignments they are studying for their qualification.

Young Apprentices should be encouraged to develop reflective learning practice through the use of journals and diaries of their work experience over the programme lifetime. Documentation thus gathered will help pupils demonstrate versatility and employability at interviews for further education, training or employment. With such a wide range of possible occupational experiences, learners should be encouraged to share their work-based experiences with each other. Gaps in their experiences should be reviewed and addressed in the context of their qualification.

Total experience of work – 50 days

Young Apprenticeship in Hospitality

Term 1

Experience of work – 4 days

one-day activities

Pupils follow a series of induction activities to prepare them for the workplace:

- A 'Welcome Host' customer-service course, hosted by a large retail chain and led by Springboard
- A trip to Billingsgate Market and Fish School to see fish being bought on the market and take part in cookery demonstrations
- A health and safety course, hosted by a large retail chain
- A work-experience preparation day, hosted by a telecommunications company. Activities to develop communication, problem-solving and interview skills, and to explore the practicalities of work experience, such as budgeting, travelling and what to do if you are late or get hurt. A tour of the company's catering facilities follows, during which the company chef meets pupils and describes the great volume of food produced for the workforce. In the afternoon, representatives from a recruitment agency talk to the group about communication and interview skills. There are mock interviews with each pupil.

Terms 2–6

Experience of work – 46 days

1 day per week

Pupils remain on placement one day per week with the same employer for the rest of their programme. Each Young Apprentice completes an induction period, during which they learn about the company and the service that they will be offering. They also undergo all of the health and safety training they need to work safely in that environment.

After the induction period, the placements run through structured programmes, with activities and projects relating to and reinforcing the activities learnt at college:

- Pupils working in a restaurant will begin in the kitchen doing very basic, heavily supervised work, wherever possible in line with their curriculum.
- Pupils placed with a large retail chain with on-site catering facilities will initially each work at the service end of the six food outlets in the store, serving, cleaning, working at the till and doing other service-based tasks. The company has developed a clear programme of progression to lead them towards food preparation as they mature.

- Pupils placed in hotels learn about and work within the conferencing and service facilities for the first few months, before entering the kitchens, in order to allow them to mature and learn the skills that they need at college.

Employers will be involved with the review process at the end of the programme, and it is anticipated that there will be a presentation ceremony to mark completion.

Total experience of work – 50 days

Young Apprenticeship in the Motor Industry

Term 1

Working in a garage can be hazardous, so this term is used to prepare for work-experience placements. Pupils spend time:

- Learning about health and safety issues
- Learning some real technical skills so they can do real jobs in the workplace whilst under supervision
- Preparing for interviews and filling in application forms
- Hearing first-hand from employees about a typical day in the life of a maintenance technician

During this time, employers are encouraged to identify projects that pupils can complete during a work-experience placement. Pupils keep records of the skills they have developed and tasks they can do so these can be practised whilst on a work-experience placement.

Experience of work – 0 days

Term 2

Experience of work – 10 days

1 day per week

Pupils are assigned to an experienced technician who can act as a mentor and who will supervise their work. They complete real jobs, using the practical skills they have learned with the training provider and taking part in a range of experiences.

Term 3

Experience of work – 15 days

3 weeks' block release

Pupils move around the business and work in different departments, e.g. sales and reception, to gain an understanding of the range of jobs available in the motor industry.

They conduct a project investigating an aspect of the company through, for example, a customer-satisfaction survey. They might also do a project around how the company trains its staff.

Review sessions with the pupil's individual mentor are built into the placements.

Term 4

Experience of work – 15 days**3 x one-week block placements**

During the fourth term pupils spend their time out on three separate one-week block-release placements. They spend each week with a different employer practising their technical skills in different environments.

Term 5

Experience of work – 0 days

Pupils concentrate on preparation for their examinations in Term 6. They spend one day per week with the training provider, getting ready to take the tests required for the Technical Certificate.

Term 6

Experience of work – 10 days**a two-week block placement**

During the sixth term pupils spend two weeks with an employer of their choice. They spend time in the department they liked best, practising the skills they developed over the programme. They undertake a project focused on an aspect of the placement they liked and what they learned.

Employer mentors also help pupils prepare for the next stage, which might be finding sponsorship for an Apprenticeship programme and securing a place at Level 3.

Total experience of work – 50 days

Additional sources of advice:

Automotive Skills has produced the following guidance notes on good practice that offer advice on how to organise work-experience placements in the motor industry:

1. 'How to Organise a Good Work Experience Placement'
2. 'What Makes a Good Work Experience Placement in the Retail Automotive Industry?'

Young Apprenticeship in Performing Arts

Term 1

Pupils work towards an OCR Level 2 Certificate in Preparation for Employment.

Experience of work – 6 days

a one-week block placement and a one-day activity

Pupils learn the basics about working in a theatre environment on a day backstage with a national theatre company.

Pupils are involved in producing the sound effects for a local theatre's Christmas pantomime.

Term 2

Experience of work – 10 days

one day per week

A series of structured activities designed to give pupils an overview of a variety of performing-arts environments, including television and radio. Practical activities, some gallery-based, develop pupils' creative confidence and awareness of practical issues through, for example, producing sketches related to a particular production. In addition, there are workshops with individual practitioners, where pupils learn about setting up in business or building a career as a freelance.

Term 3

Experience of work – 10 days

1 x two-week block placement

Work experience at a local theatre and/or a regional television company, rotating through the various departments, both front-of-house and back-of-house.

Terms 4, 5 and 6

Experience of work – 24 days

1 x two-week block placement plus 14 days comprising one- or two-day placements

A collaboration with a local theatre company, the Theatre by the Lake in Keswick, with a structured programme of activities. In Term 4, the central project is helping with the Christmas lights display for Workington town centre and taking part in the switch-on. Over Term 5, pupils are involved in a festival of plays based on Shakespearean themes.

Pupils will also work in collaboration with a youth theatre, and there is the possibility that they may join with local theatre companies to form a production company to perform and promote the programme to schools and businesses in the area.

Total experience of work – 50 days

Young Apprenticeship in Textiles

Term 1

College – 2 days per week

Before work placements begin, there is an induction day focusing on health and safety, contracts of behaviour, expectations and the links between work experience and the learning programme. The day is also used to identify key concerns, clarify the programme and disseminate key contact details.

Experience of work – 0 days

Terms 2 and 3

College – 1 day per week

Experience of work – 25 days

1 day per week

Pupils spend 18 days on placement, rotating around departments within three textile manufacturers to experience a broad prospective of manufacturing specifically linked to textiles.

On their first day, pupils are introduced to the industry by a representative from the Carpet Industry Training Council and go on a tour of a yarn manufacturer to see how yarn used in carpets is produced. Their placements include spells in the manufacturing departments of the company, and also time learning about inspection, repair, marketing, warehousing and distribution. They will develop skills in design, costing, working with yarn and carpet testing.

During each placement, the group of Young Apprentices will design their own carpet. They will then follow this through the manufacturing process until they have assisted in the manufacture of their own sample carpet. After each spell with a company, Young Apprentices will return to college, recap and consolidate the information learnt before moving to the next carpet manufacturer to learn about its processes.

The last day rounds off the first year's work experience with a presentation by pupils to employers, during which they will assess the success of their sample carpet as a product.

Pupils also have seven days of additional activities to allow them to experience business activities that are related to the manufacture of textiles, including the before-yarn, dyeing and yarn-finishing processes, and post-manufacturing processes including testing and fitting.

Terms 4, 5 and 6

College – 1 day per week

Experience of work – 25 days

1 day per week

Pupils are on placement with employers in a chosen department, focusing in more depth on that department's function and what role that department and an individual within it plays in the manufacturing process.

At the end of the two years there is an awards ceremony, with presentations by the managing director of one of the companies involved, to celebrate the milestone the Young Apprentices have reached, and articulate their progression opportunities. Information, advice and guidance is available for parents and learners.

Total experience of work – 50 days