

National & Regional Requirements for Participation in the Programme and Proposal Handling

DfES/Learning and Skills Council

Young Apprenticeships Programme for 14- to 16-Year Olds

Cohort 4: September 2007 - July 2009

Purpose

1. This note sets out the national requirements for participation in the fourth cohort of the Young Apprenticeship (YA) Programme for 14- to 16-year olds that will run from September 2007 to July 2009. It also describes how Partnership proposals will be handled and the allocation of places as part of a regional allocation process involving industry specific sectors.
2. The requirements in this note are the criteria against which proposals should be assessed. Although the YA Programme is part of the Apprenticeship family, the system of frameworks that applies to post-16 Apprenticeships does not apply to the Young Apprenticeship Programme. The Programme's features, and the offer to young people, complement the National Curriculum framework. Completion of the Programme may, if young people choose the Apprenticeship route at aged 16, provide swifter progression towards completion of a post-16 Apprenticeship, by completion of some aspects of the post-16 frameworks or a closer alignment to occupational standards through the Programme delivery.

Audience

3. The note is written primarily for LSC regional teams, local LSC Partnership Teams and potential Partnership team members who will be facilitating the successful development of cohort 4 YA Partnerships.

Background

4. The YA Programme currently has two cohorts of pupils participating. The now completed cohort 1 (2004-2006) involved 1,000 pupils, across 39 Partnerships, in 30 Local LSC areas. The first cohort was available in the Engineering (SEMTA), Business and Administration (CfA), Motor (Automotive Skills), Art and Design (CCS) and, Health and Social Care (Skills for Health and Skills for Care) industries.
5. Cohort 2 (2005-2007) involves 2,000 pupils, across 78 Partnerships, in 41 Local LSC areas. Additional industry sectors for the second cohort include; Performing Arts (CCS), Textiles (Skillfast), Hospitality (People 1st) and Sports Management, Leadership & Coaching (SkillsActive).
6. Cohort 3 (2006-2008) involves 3,500 pupils across all LSC areas. Additional industry sectors for the third cohort include; Retail (Skillsmart), Electricity/Power(EUSkills), Hairdressing (Habia), Construction(constructionskills), Food and Drink Manufacturing (Improve) and Science (Semta).

Policy Context

7. Ministers have agreed that there will be a fourth cohort of participants for the Young Apprenticeship Programme – 9000 new Year 10 places. In reaching this decision Ministers took account of the 14-19 reforms. Whilst there is greater clarity about the future, decisions will necessarily take time to implement. In the meantime, the YA Programme remains central to Ministers' vision of creating a spectrum of vocational opportunities at KS4 to suit a variety of needs, and that is closely integrated with progression to post-16 options in education training or employment. The wealth of evaluation material arising from the experience of the YA Programme is informing many aspects of 14 -19 implementation.

Cohort 4: 2007-2009 and Summary of Changes

8. The first cohort of young people completing a Young Apprenticeship Programme completed their programme at the end of the summer term 2006. Evaluation is currently underway which will assess student outcomes and progression routes post 16. Early indications suggest a very promising post 16 progression rate and once information is available it will be become available to all participants in the programme to inform future planning. In the meantime, the Programme's purpose, objectives and targets remain unchanged with the added impetus that if the programme is to deliver long-term success it needs to be mainstreamed as part of a range of pathway options available to young people in KS4.

In summary, the changes to last year are as follows:

- Ministers have agreed that the Programme should rapidly move towards mainstreaming the provision with cohort 4 providing a significant move in this direction. Ministers are looking for 9000 new YA placements to start in September 2007 in addition to the 3,500 currently in the programme as part of cohort 3 who will be starting in Y11.
- Ministers have agreed that as part of the move towards mainstreaming the programme the funding for cohort 4 will be reduced to an average of £4000 per student placement over two years. Students who are part of cohort 3 starting Y11 in September 2007 will continue to be funded at the previous rate of £6000 per student placement over two years.
- The sectors participating in cohort 4 will continue as before with the exception of Skillfast, the SSC supporting the Textiles YA, who has indicated that they will not be looking to continue into cohort 4. The sectors currently involved with the programme remain as those listed in paragraphs 4-6 above.
- There is also likely to be a national employer led pilot within the engineering, motor and electricity sectors and the arrangements for this are currently underway. Regions will be included in the planning of these and the numbers allocated to these contracts will contribute towards the overall target numbers for each region.
- The proposal approval process will be taken forward by each of the nine LSC regions using regional proposal documentation which will mirror the processes used last year. Expertise and capacity building in the nine LSC regions built up over the last three cohorts has covered all aspects of the

planning and delivery process. This means that regional and local knowledge can inform all aspects of the proposal process.

- The restriction on leveraging in additional funding for the programme has been lifted. In order to grow the programme it is important that mainstream funding including funding from schools should start to flow into the programme. Within the total overall funding allocated, the LSC will work with SSCs and sector bodies to determine what provision should be purchased in industrial sector terms to fit with a regional purchaser model. The LSC will seek to achieve best value for money using this new flexibility in the funding of the programme. This would be in addition to other opportunities that 14-19 partnerships chose to offer. A longer term view of the programme would need to maintain the move to greater efficiency savings moving towards a reduced average unit cost in any future programme.

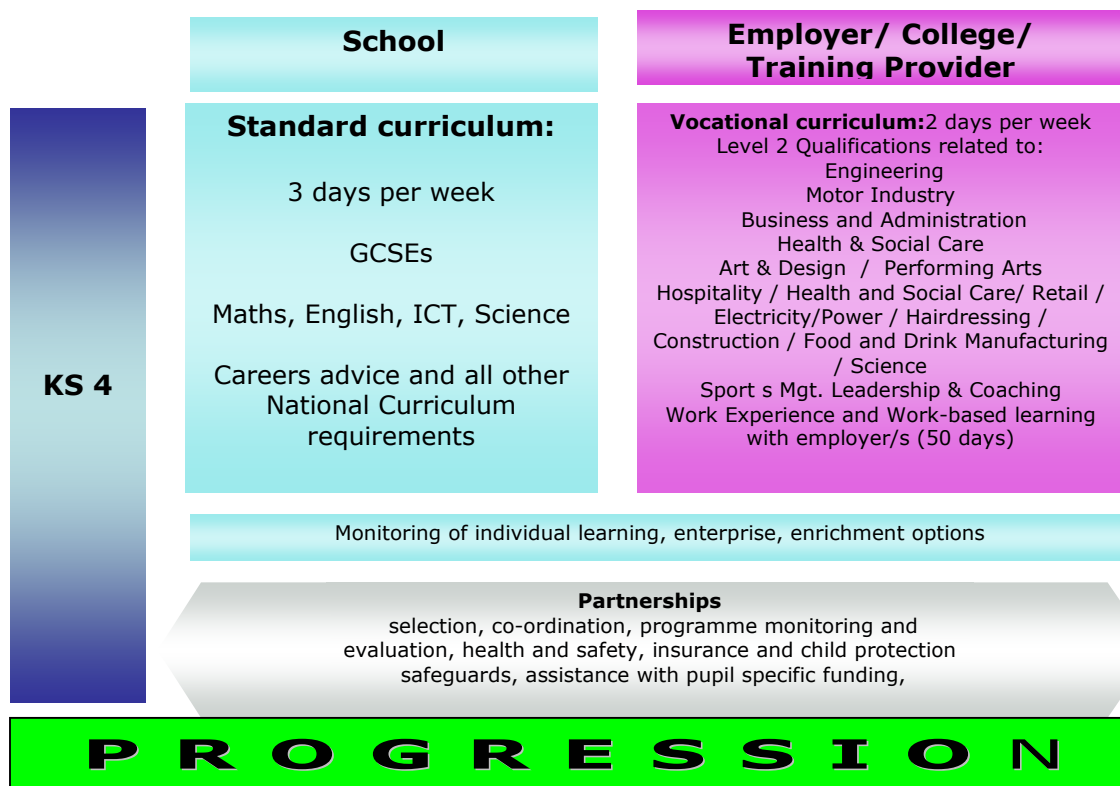
The Distinctive Offer to Schools

9. The YA Programme offers schools a distinctive opportunity for some of their pupils. The Programme's distinctive features are intended to allow the participants to attain qualifications, acquire skills and competencies, and work place experience in more depth than previous opportunities have allowed. It has a number of features that set it apart from other vocational opportunities at Key Stage 4:

- an allocation on average over the life of the Programme, of two days per week
- delivery in a variety of learning settings
- studying for Level 2 qualification outcomes
- undertaking extended work experience/work based learning of 50 days over the two year programme
- robust eligibility and collaborative selection
- parental/guardian support for participation
- the accumulation of a nationally recognised achievement that can contribute towards a post 16 Apprenticeship or learning delivered more closely aligned to occupational standards
- collaborative delivery through a Partnership arrangement
- meets the statutory curriculum and is delivered, as far as possible, within the school timetable
- incorporates enterprise and enrichment opportunities
- completion results in a nationally recognised Young Apprenticeship Certificate endorsed by the relevant Sector Skills Council (SSC)

10. The following diagram illustrates the Young Apprenticeships Programme model and the sectors in which the Programme is currently available in cohorts 1, 2 and 3.

Overview of the Young Apprenticeship Programme 2007/09



Critical Success Factors

11. Those already involved in the first three cohorts will know that the Programme has been subject to extensive evaluation. It is evident that some Partnerships are clearly delivering a high quality experience to their pupils and feedback from pupils, partners and evaluators is very positive. Some Partnerships have, however, struggled with some aspects. This offer is not intended to suit every pupil or every provider and is highly dependent on good collaborative arrangements. Evaluation of previous cohorts suggest that some critical success factors are emerging from the Programme and many of these Programme factors are also reflected in successful 14-19 Area Inspections:
- **Planning.** Partnerships are stronger where there is joint strategic and operational planning and a **shared vision**, mission and ethos, with effective two way collaboration between all partners, including schools, training providers and employers
 - **Involvement of employers from the outset.** Employers should contribute to the course design/ learner selection
 - **Work experience should be clearly linked** to the sector and qualifications being studied
 - **Work experience is the most attractive feature of the Programme to pupils – Programme requirements of 50 days should be met and work experience should be of high quality and demanding.** Developing competence and skills can get pupils work ready to a point but only exposure to the real work place can test the learner – dealing with

- customers, the whole business/product cycle, being part of a work force and meeting deadlines that impact on others
- **Information Advice & Guidance (IAG) is timely & impartial.** Schools should make arrangements for all partners to have a role in advising potential participants in aspects of the Programme and involve parents and guardians as soon as possible
 - **Selecting the right pupils is vital.** Pupils must have the prior attainment scores identified and where indicative scores at KS3 are considered a risk, additional forms of assessment should be applied to inform the selection process. Selection should also be **collaborative** – all partners and employers should play their part
 - Pupils benefit most where they can achieve **whole qualifications that maximise their post 16 opportunities**
 - **Effective communication.** Partners should communicate frequently, effectively and openly with each other, with pupils and guardians. It is essential that there are clear boundaries of responsibilities and tasks setting out which partner does what and by when
 - **Dedicated Programme staff or co-ordinators** who are able to oversee the successful delivery of the programme across all aspects of its delivery. Involving those with enthusiasm and the right skills mix will benefit the quality of teaching and learning
 - **Learner support.** This can cover a multitude of issues: learning styles and pace, timetable, provision to keep up with core subjects if necessary, mentors, transport, e-learning, portfolio assistance, and an understanding of wider issues that may affect the learner. Information sharing on pupil needs is paramount if the pupils are to succeed
 - **Target setting, tracking and monitoring.** It is particularly important for school pupils off-site to be tracked against their targets and for them and their school to receive feedback on their off site experience
 - **Celebrating success and learner achievement.** Recognition of success can positively affect motivation and inspire
 - **Professional development.** This can promote collaboration and give a greater understanding of each partner's perspective and stake in the young person and the Programme
 - **Review. Appropriate and timely** review of all aspects should be a foundation of the planning process and be jointly owned
 - **Progression Post-16.** Discussions with pupils on post 16 progression should be built into the process at the selection stage and be reviewed with targets on a regular basis
 - **SSC / LSC involvement.** Partnerships have clearly benefited where there has been direct involvement, advice and guidance

Managing Demand for Participation

12. Ministers have been keen to see an early expansion of this programme. In the event it was decided to take development more slowly because the programme was so different to others previously offered at Key Stage 4. It was judged important to establish that the offer would be valued by pupils, parents and employers, and that it would deliver on post-16 progression. The programme has been subject to extensive evaluation including: the quality of teaching and learning by Ofsted and ALI; analysis of participating pupils' prior attainment, ethnicity, gender, socio economic background and their general satisfaction with the programme; health and safety arrangements; and, evaluation by Sector Skills Councils of employer involvement and satisfaction. Outcomes from this evaluation have been very positive and the reputation of the programme is high. Whilst in previous cohorts the restricted number of places led to some

frustration as many proposals were not able to be accepted, the move to cohort 4 with 9000 new places should enable supply to meet the undoubted demand for this programme. The available funding, although lower than for previous cohorts, is still generous and the lifting of the restriction on additional resources flowing into the programme will enable regions to have more flexibility in the way in which they are able to manage their programmes.

The principles to be applied to the process are that;

- as a first call, those partnerships involved in cohort 2 and 3 should be allowed an opportunity to continue. Continuation is, however, subject to satisfactory performance, that provision is offered in at least one of the same occupational sectors and that the participation requirements for cohort 4 can be met
- cohort 1 partnerships who ended in the summer of 2006 should be allowed an opportunity to start a new cohort 4 subject to the same conditions as explained above. Regions will be looking to balance their partnerships across a range of sectors in keeping with regional strategic priorities. An overview of the balance of pupil numbers between occupational sectors will be part of the regional selection process.
- any existing Partnerships that wish to offer provision in new sector/s will be considered as a 'new' proposal
- each region will be expected to source approximately 1000 cohort 4 YA placements and national monitoring will be in place to ensure that we are on target to achieve our national target of 9000 new placements overall.

The Process for Managing Proposals

13. As part of the move to mainstreaming the programme we are also simplifying the process to reflect the LSC's new structure. The process for the submission and scoring of proposals will be regionally managed using a similar process to last year. This will also enable Regions to put forward those proposals that best meet, in addition to other requirements, their 14-19 and Skills strategies. Although the process has been devised on a Regional basis it is a matter for each Region how they take into account the local perspective bearing in mind that the Programme has a local history.
14. As part of the support for the cohort 3 selection process a number of events were held in the regions as part of a capacity building move to increase local and regional expertise. Whilst there have been some personnel changes due to the restructuring of the LSC we are confident that across a region there is considerable expertise which needs to be fully utilised as we move to many more young people participating in this programme.
15. The process for managing proposals will be necessarily iterative, but needs to be managed as quickly as possible to accommodate schools and provider planning arrangements. It is intended that for the fourth cohort all proposals will be evaluated and scored by Regions and that funding calculations will be based on approximately 1000 placements for each region with each placement being worth on average £4000. LSC NO will need to receive numbers of agreed sectors and partnerships ready for final

approval by Ministers.

See Annex A for Proposal Template for Cohort 4

16. It is intended that the entire process, where possible, should be concluded by **End of February/Beginning of March 2007** to enable schools to make firm offers to pupils in Year 9 and begin the selection process. The maximum of 30 places for each partnership has been lifted and final sector and Partnership numbers will be at regional discretion bearing in mind that different sectors have different needs.
17. LSC Partnership Teams should discuss cohort 4 with their existing Partnerships. Initial returns from existing Partnerships for continuation onto a possible cohort 4 have already indicated that there is a great deal of interest in continuing with a new cohort. Regional decision-making will need to balance the proposals from existing Partnerships with the capacity to encourage new Partnerships to form reflecting an industry specific spread across a region. LSC Partnerships Teams will seek to maximise their expertise in growing the YA programme in their local areas with a view to seeking efficiency gains as part of a unique Key Stage 4 curriculum offer. Discussions with existing and new Partnerships should seek to ensure that Partnerships are entirely on message with the objectives and spirit of the Programme and to discuss present and future performance. To facilitate this discussion a toolkit has been developed. This is intended to promote discussion and is not required to be completed or returned to us at national level.
18. A proforma for proposals is at **Annex A**. Please ensure that all proposals from Partnerships use this proforma. No other form of documentation will be accepted.

The Role of Sector Skills Councils

19. Participating Sector Skills Councils (SSCs) and Sector Bodies have identified those qualifications that can be used as part of the programme offer. These will be up-dated for cohort 4. Only the qualifications as identified should be included in proposals. The value of these qualifications in terms of guided learning hours for timetabling and the contribution to the Level 2 Threshold as stated on the annexes have been verified by the Qualifications and Curriculum Authority (QCA) as correct. The use of non-approved qualifications is not permissible.
20. All proposals for cohort 4 Partnerships **must have the approval of the relevant sector skill council before they are submitted for the regional scoring and selection process**. LSC Partnership Teams will facilitate the process of linking the relevant sector skill councils with emerging Partnerships and sector skill councils will be able to support local Partnership Teams with emerging Partnerships that they have already identified. The proposal and planning process will also benefit from the expertise of the LSC Regional Skills Development Directors so that a real synergy between all interested parties can help inform the quality and scope of the proposals.

Timing

21. The timeline for developing and agreeing cohort 4 proposals is broadly:
- LSC Partnership Teams to continue to inform all interested parties that there is provision for many new places as part of a new cohort 4 YA programme.
 - All providers/partners invited to participate and given the National Requirements Document and relevant supporting Annexes week beginning **8th January 2007**.
 - Partnerships proposals to have approval from their relevant sector skill councils as part of the proposal. All proposals to be submitted to their Regional Scoring Team no later than Friday **16th February 2007**
 - All proposals considered at Regional level, scored and agreed by week beginning **26th February 2007**.
 - Partnerships to be notified of outcome of proposal process no later than **1st March 2007** or earlier if the regional process permits.
 - LSC National Office to be notified of numbers and sectors involved in each region for Ministerial information week beginning **5th March**.

Curriculum Planning: 2 Days of the Programme

22. Timetabling and curriculum planning are matters for each Partnership to determine to suit local arrangements and employers' needs. The pattern of provision and work experience delivery is also for design at local discretion but as a general rule, the funds for this programme are intended to provide for two days of delivery per week, on average, over the two years of the Programme to be allocated to associated learning and activities. This includes the course of study, for any of the qualifications described in the annexes, including GCSEs in vocational subjects which may be taught at school, and work experience. The statutory curriculum can be delivered in three days per week or 60% of the available timetable over a school year. There are no prescribed guided learning hours for general qualifications but QCA provides guidance on curriculum planning on its 14-19 website <http://www.qca.org.uk/14-19>

Selection of Pupils

23. The Programme is currently aimed at Year 10 pupils within Maintained Education in England and who are 14 years of age (will be 15 in the first year of the Programme) and who are able to meet the selection criteria. This includes pupils within Pupil Referral Units (PRUs) who are registered at a school. It does not discriminate on the grounds of gender, disability, race or religion. Recruits are expected to be pupils with a level of ability that is commensurate with the demands of a challenging Level 2 course of study, who are already motivated to progress on to work-based learning at age 16 or to other vocational programmes and have the support of parents or guardians in their choice. For these reasons all recruits to the initial scheme must meet the following criteria as a minimum:
- key Stage 2 SATs results at Level 4 in Maths, Science and English (or higher);

- a combined Key Stage 3 Teacher Assessment Score of 14 or higher (that is, a combination 5, 5 and 4 variously in Maths, Science and English assessments);
- attendance and behaviour at the level of the average for the Year 9 at the school; and
- evidence that the parents or guardians support the pupil's choice.
- the selection process should be fair and robust and make clear to pupils the full range of progression opportunities open to them on completion of the programme. It should be made clear that, whilst an Apprenticeship might be an accelerated option through the programme, other opportunities are also open to them as they will continue with their statutory curriculum requirements.
- exceptionally, young people meeting at least one of the first two requirements and who are already motivated to progress on to work-based learning at age 16 or to other vocational programmes may be considered.

If there are any doubts about predicted grades additional assessment and aptitude tests can be applied to support the selection process.

Equal Opportunities

24. The Young Apprenticeships Programme must be open to all pupils regardless of social background, gender, physical need or ethnic origin. Consequently Partnerships should develop strategies that:
 - target groups that are socially disadvantaged;
 - counter gender stereotyping – encouraging boys and girls to follow courses of study that depart from traditional patterns;
 - target ethnic minorities, SEN and disabled pupils – for example, by using suitable role models and removing barriers to entry.
25. A recent general formal investigation by the Equal Opportunities Commission (EoC) identified barriers to pupils at KS4 considering studies in particular occupational areas, for example girls into engineering and boys into health & social care. YA Partnerships should identify positive actions to encourage participation to counter these findings.
26. Building on work we are already taking forward with the EoC to identify good practice in selection procedures for the Programme, we are considering how the use of taster pilots can encourage non-stereotypical choices by young people. We know that taster sessions are already an established part of selection in some areas and we would want to encourage all Partnerships to build on this good practice by working with other this where possible.

Work Experience and Work Based Learning: Planning the 50 Days

27. *Key Considerations:* One of the distinctive characteristics of the Young Apprenticeships Programme is the opportunity to undertake extensive work experience and relate it directly to the qualification/s and add coherence to the learner's course of study. It is expected that high quality work experience or work based learning should form part of the Programme and over the two years of study this should amount to:
- 50 full days off-site work experience spread over the course of the 2 years of study;
 - assurance that the employer is able to provide a good quality of experience for the young person- with the prospect of progressing onto a post 16 apprenticeship scheme wherever possible should the pupil wish to do so;
 - consistent supervision and guidance by suitably trained and qualified employees in the appropriate field of study;
 - assurance that the quality of the placement will be suitable (appropriate health and safety, child protection and insurance cover in place);
 - financial assistance from the Partnership grant towards any special requirements (protective clothing etc).
28. *Pattern of Delivery:* Provided that the totality of the work experience element amounts to 50 days, the pattern of work experience is a matter to suit the schools, employers and partnerships. This may be in whole week blocks or regular days per week or a mixed pattern. Where possible, it is desirable for work experience/work based learning to be carried out in term time. If, however, timetabling this element of the programme is difficult, it can be undertaken, in part, outside term time with the consent of parents/guardians and provided that suitable communication arrangements are in place. Within Proposals we are seeking to understand who within the Partnership is responsible for employer recruitment and liaison.
29. *What Counts?:* The 50 days work experience/work based learning component should have a 'high degree' of real employment within it and sufficient time allocated to it to satisfy the vocational qualification requirements. In addition to the acquisition of technical skills, employer visits and employer involvement, young people will benefit from being part of a real workforce. Work simulation in a training environment is not considered to represent work experience or work based learning. Simulated work experience is not sufficiently intensive for this programme and can be accommodated in other KS4 offers. Time spent in COVEs or high quality workshops alone is insufficient. In addition to skills acquisition, competence building and becoming 'work ready' pupils on the programme should be experiencing the workplace and developing their enterprise capability. The full 50 days work based element does not necessarily have to be only about the acquisition of technical skills or using machinery. Young people may, for example, track the development, design, packaging, logistics, advertising, sales aspects related to a product or service that they may, for a proportion of the time, be involved in manufacturing or working on. The programme's distinctive features are intended to allow the participants to attain qualifications, acquire skills and

competencies, and work place experience in more depth than previous opportunities have allowed.

30. The work experience undertaken as part of the Programme can be counted towards the Key Stage 4 statutory requirement for work related learning including enterprise if that is appropriately advanced.

DfES guidance on work experience is available at www.dfes.gov.uk/ebnet/home/Guidance.cfm

Quality of Employer Provision

31. The quality of the employer provision will be critical to the success both of the pupil's experience and the programme as a whole. Partnerships will be expected to gain prior agreement with employers about the extent and nature of the provision and to monitor the quality of the actual delivery as it takes place. The expectation would be that:
 - employers would participate in appraising the young person's performance on the work placement;
 - participation in work placements would be planned so that they are a meaningful experience for the young person;
 - there would be clear links to the qualifications they are undertaking;
 - providers would feedback to students and schools on performance and degree of satisfaction with the recruit.
32. We would expect partnerships to have employer commitment to provide work placements and employer engagement to also involve coaching and mentoring.

National Recognition

33. Completion of the Programme does not lead to a qualification in its own right but participants who complete the 2 year Programme will achieve a nationally recognised Young Apprenticeship Completion Certificate.

Information on the Certification Process will shortly be shared and will be found on the Campaign Resources Site.

Partnership Organisation

34. Senior Managers of the providers and organisations involved in the partnership and participating employers should give their prior agreement to proposals before they are provided. In cohorts 1,2 and 3 it became clear that many schools in particular were not consulted in advance of national approval and the implications of the Programme's requirements in terms of timetabling. Partners should also agree to the partnership arrangements and undertake to make suitable provision at all levels to fulfil the shared objectives. It is recommended that Steering Groups and other partners should also be consulted.
35. In order to ensure that the insurance arrangements governing work experience are covered, Partnerships must ensure that they have the written approval of the School's Governing Body or the Local Authority to participate in the Programme.

36. Partnerships will be facilitated and supported by their local LSC Partnership Teams and by the relevant Sector Skill Council/s. Each partnership will have a designated lead partner that will be the recipient of funding on the partnership's behalf. In conjunction with the school, the Lead Partner will also be expected to ensure that it or another designated partner takes responsibility for health and safety of the pupils and in particular can meet LSC's requirements, set out later in this document. In the majority of cases the Lead Partner will be a provider.
37. Each Partnership will be required to nominate an individual – or individuals – to take responsibility for the planning, organisation and day-to-day operation of the pupil placements in colleges, which will be part of the Programme.

Health, Safety and Welfare

38. The health and safety of pupils on the Young Apprenticeships Programme is of paramount importance, particularly given their young age. The primary responsibility for the welfare of pupils rests with schools. This is set out in *Work Related Learning and the Law* published in 2006. In addition to schools' requirements, the LSC also expects the providers it funds to ensure that all learners are offered a healthy and safe experience in a supportive environment. LSC's web site <http://www.safelearner.info/> sets out all LSC's requirements. Partners should be made aware of the booklet 'Safeguarding Pupils on Young Apprenticeships' available on the Programme Internet site.
39. Regions should ensure that any providers proposing to participate in the Programme have appropriate arrangements in place and meet the requirements set out below before providing proposals for assessment. Proposals that do not contain evidence of the requisite health and safety checks will not be approved. In all cases assurance must be provided, before the Programme starts, that:
 - the local office holds a completed copy of HSQ1 for the provider at which the on-the-job training will take place;
 - the local LSC has reviewed the provider's health and safety as acceptable or better;
 - arrangements will be put in place to meet the requirement for every learner to receive and complete a satisfactory induction prior to undertaking the work based element of the programme. Providers will also be required to document and retain evidence of satisfactory completion;
 - the partnership clearly assigns responsibility for health and safety to one organisation within the partnership.

Statutory Curriculum and Disapplication

40. Schools will continue to have overall responsibility for registered pupils participating in the Programme and must satisfy themselves that the curriculum offer to their pupils fully meets the Key Stage 4 National Curriculum and other statutory requirements.

Enterprise and Enrichment Activities

41. Partnerships are encouraged to consider ways in which the scheme can be enriched and broadened. There is no prescribed route here though it would be appropriate for schemes to:
- enhance the offer by integrating enterprise capability into the offer thereby enabling the student to understand business in a wider and more positive sense; and
 - combine the experience with opportunities to pursue broader activities such as the Duke of Edinburgh Award.

Programme Funding

42. Funding for 2007/09 will be routed to Partnerships via the Learning and Skills Council on the basis of on average £4000 per student with a regional allocation of approximately 1000 places. Negotiations are currently underway with the National Employer Service (NES) for a further contract with the Premier Group and with the Electricity/Power Sector Skill Council for the sourcing of a number of placements directly with them. Once numbers and locations become apparent these numbers will be incorporated into the regional number allocation.
43. The allocation of funding within the Partnership will be decided locally amongst the partners. Regional LSCs will be looking for value for money from all proposals.
44. The funds are allocated per pupil and reconciled against baseline numbers in terms 1 and 4. Regions will be allocated a YA regional allocation in keeping with their target number of 1000 YA placements per region at an average unit cost of £4000 per student. As the funds are pupil led the finance is based on 1000 regional places centrally funded to achieve although if efficiency savings are made it may be possible that more students may be recruited regionally if regional purchasing models permit.
45. The contracts for partnership funding will be managed by local LSC Partnership Teams or NES in the case of the employer led Partnerships. Contract schedules for this cohort will be available in May/June 2007 from regional contract centres.
46. In the light of experience we have previously not recovered funds once the baseline in year 1 has been agreed. For cohort 4 we reserve the right to recover funds from Partnerships in the event that there is a 50% or more drop in pupil numbers at the point of count in year 11. This will be reflected in cohort 4 contracts

Funding - Other

47. Partnerships can participate on the understanding that the proposal covers provision, which is demonstrably additional to that already provided – and not part of another initiative (such as the further regional cohorts of Increased Flexibility for 14-16 Years Olds' Programme). Colleges will not be eligible to claim for students through normal funding routes.
48. Partnerships are free to supplement the funds from other funding streams but not to add additional pupils to the programme.

49. The funds should not be diverted to provision or activities that are not part of the Young Apprenticeships Programme. The funds supporting the programme are not core grant and, for the purposes of this programme, the LSC is acting as an agent of the DfES

VAT

50. This contract is outside the scope of VAT, therefore the funding given is inclusive of any irrecoverable VAT which may be incurred on the purchase of goods or services used for meeting the contract. In instances of doubt over entitlement to reclaim VAT, the local VAT Business Advice Centre will be able to advise. Their address can be found under Customs & Excise in the telephone directory.

Duration of Partnerships

51. The fourth cohort of the Young Apprenticeships Programme will cover the 2007/08 and 2008/9 academic years and teaching will start with effect from September 2007.

National Monitoring

52. The Programme has been extensively monitored and evaluated. Whilst it is not expected that any major additional evaluation is required for cohort 4 there will be the need to follow through on outcomes and progression routes for each cohort as well as the collection of base-line data. Each partnership will be expected to contribute to this much reduced evaluation programme. This is vital to the future development of the policy and operation of the programme and Ministers will be looking for early and comprehensive feedback following cohorts 1, 2 and 3. Partnerships will be expected to provide information to any national evaluators appointed as part of their contractual obligations. This information may include baseline data on partnerships, pupils and their qualifications and achievements, information on the utilisation of funds to support the way in which the programme is funded, case studies, surveys and attainment, completion and transition data. Further information on the precise arrangements for cohort 4 will be available in due course.

Supporting Information

53. There is a wide range of information now available to support the Programme. All of this information is accessible on line through www.apprenticeships.org.uk/partners/marketing/campaignresources/

Please see Annex A

Further Up-dated Annexes will be available shortly