

# The Nature of the Young Apprenticeship Programme

## Young Apprenticeships Programme for 14–16 Year Olds Cohort 7: September 2010 - July 2012

### Context:

1. This document is a description of what defines the nature of the Young Apprenticeship (YA) Programme. It is intended to provide a guide to the essential elements of the programme, and has been agreed by the Department for Children, Schools and Families (DCSF) and the Learning and Skills Council (LSC) and is strongly supported by React (the Raising Expectations Action programme of the Local Government Association). The programme will continue to offer 'traditional' YAs using qualifications approved by the Sector Skills Councils (SSCs) and will continue to pilot the delivery of YA alongside the Diploma. The programme will grow to a total of 10,000 places, with a requirement that sufficient YA/Diploma hybrid places are made available to provide accurate evaluation.
2. As part of the programme of 14-19 reforms, and more specifically the 14-16 phase, the YA programme sits as a distinctive offer to those who would benefit from an occupationally specific and work-based learning route leading to a level 2 qualification by 16. Although the programme sits broadly within the 'Apprenticeship family' and is supported by SSCs, it is delivered as an option alongside GCSEs at KS4 and also contributes to the School's work related learning entitlement. For this reason it is seen as positioned within the GCSE strand of the Qualification Strategy. It has a two day a week timetable commitment and involves, over the two year programme a 50 day work placement element. The two features of employer engagement and work placement have contributed to the huge success of the programme with both the young people and employers. In terms of the YA using Diploma components this will test delivery of a hybrid model and each participating SSC will produce a brief overview of how it will work by sector.
3. There will be small scale piloting of a Diploma + 50 day work related learning model alongside the full YA/Diploma hybrid. There is also a requirement that all YA delivery for cohort 7 must clearly demonstrate how English and Maths GCSEs and/or the functional skills at an appropriate level will be delivered as part of the programme.
4. Currently the programme is supported financially by a grant from DCSF, paid via the LSC. In future, subject to legislation, grants to Local Authorities (LAs) will be made via the Young People's Learning Agency (YPLA). Following the changes introduced last year, with cohort 6, LAs will continue to be responsible for commissioning the programme and ensuring that provision meets local need.

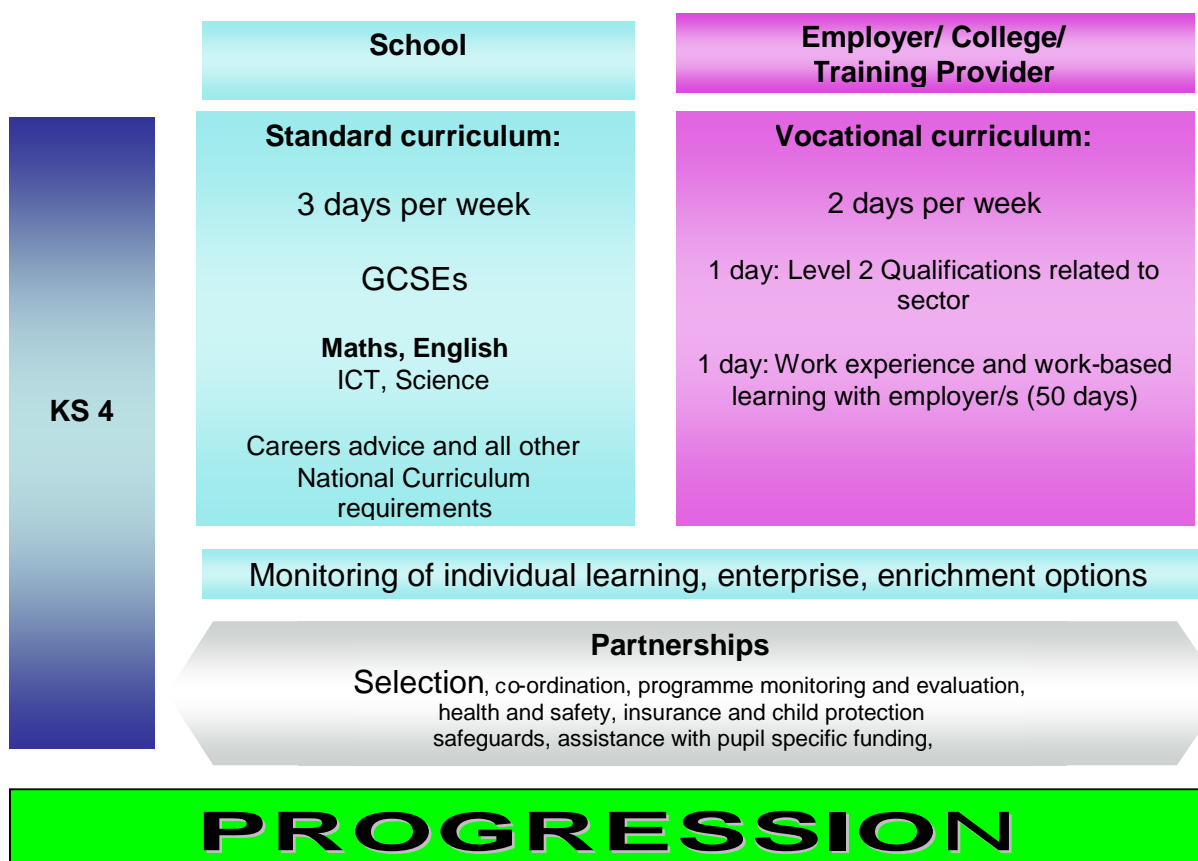
### A Distinctive Offer to Schools

5. The YA Programme offers schools a distinctive opportunity for some of their KS4 pupils. The Programme's distinctive features are intended to allow the participants to attain qualifications, acquire knowledge and skills and take part in work experience placements in more depth than previous opportunities have allowed.
  - The allocation on average over the life of the programme, of two days per week; this is the same time allowance as for Diplomas and the KS4 Engagement Programme.

- The curriculum offer delivered in a variety of learning settings.
- Pupils study for Level 2 qualification outcomes.
- Pupils undertake extended work experience/work-based learning of 50 days over the two year programme.
- Robust eligibility criteria and collaborative selection processes are used to recruit pupils onto the programme.
- Parental/guardian support for participation on the programme.
- The accumulation of a nationally recognised achievement that can contribute towards a post 16 Apprenticeship or learning delivered more closely aligned to national occupational standards.
- Collaborative delivery through a well managed YA Delivery Partnership arrangement.
- Delivery of the programme meets the statutory curriculum and is delivered, as far as possible, within the school timetable.
- The programme incorporates enterprise and enrichment opportunities.
- Completion results in a nationally recognised Young Apprenticeship Certificate endorsed by the relevant Sector Skills Council (SSC) or Sector Body.
- Strong focus on delivery of GCSE English and Maths as a core part of the programme.

6. The following diagram illustrates the Young Apprenticeships Programme model and the sectors in which the Programme is currently available.

**Overview of the Young Apprenticeship Programme**



Sectors available for Cohort 7: **Engineering, Motor Industry, Business and Administration, Health and Social Care, Art and Design, Performing Arts, Hospitality, Electricity and Power, Hairdressing, Construction, Food and Drink Manufacturing, Science, Sports Management, Leadership and Coaching.**

## Partnership Organisation

6. Experience has shown that a Young Apprenticeship programme is more likely to be a success when it is run by a well organised and managed YA Delivery Partnership. The features of a well run partnership are as follows:
  - a dedicated programme manager
  - the involvement of all the players including a learning provider such as a FE college or private training organisation, schools and employers
  - a lead organisation that oversees development, set deadlines and allocates tasks and responsibilities
  - one main point of contact for all stakeholders
  - the existence of a local steering group to oversee policy and operational issues
  - dedicated staff able to support pupils on the programme.
7. YA Delivery Partnerships will need to decide how the YA Delivery Partnership will be organised and managed so that the objectives of the programme are achieved.
8. Senior managers of the providers and organisations involved in the partnership and participating employers should give their prior agreement to proposals before they are submitted, specifically there must be agreements over areas such as releasing pupils and organising the timetable. 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 should be established and consulted along with other partners who will be asked to take part.
9. 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.
10. Cohort 7 partnership proposals will be facilitated and supported by their Local Authorities, the relevant Sector Skill Council/s or Sector Body and the local LSC Partnership Team. 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 Local Authorities requirements. This will require the lead partner to have an HSQ1, it is anticipated that the lead partner will be a provider of technical training and will have an existing contractual relationship with the Local Authority or LSC.
11. Each Partnership will be required to nominate an individual or individuals, who will take responsibility for the planning, organisation and day-to-day operation of the pupil placements with the learning provider, which will be part of the programme.

## Curriculum Planning: 2 Days of the Programme

12. Pupils will on average and over the life of the programme, spend two days per week on the programme. During this time they will complete their 50 days work experience placement.
13. Timetabling and curriculum planning are matters for the YA Delivery 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 identified by SSCs and Sector Bodies, including GCSEs in vocational subjects, which may be taught at school, and the work experience placements. The statutory curriculum can be delivered in three days per week or 60 per cent of the available timetable over a school year. There are no prescribed guided learning hours for general qualifications but QCDA provides guidance on curriculum planning on its 14-19 website <http://www.qcda.gov.uk/20891.aspx>.

### Selection of Pupils

14. The programme is currently aimed at Year 10 pupils within Maintained Education in England and who are 14 years of age 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 should meet the following criteria as a minimum:
  - Have evidence of the ability to achieve a level 2 qualification at 16 provided by:
    - Key Stage 2 SATs results at Level 4 in Maths, Science and English (or higher);
    - or
    - 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.
  - Have evidence that the parents or guardians support the pupil's choice.
15. 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. In such cases the programme should be of an appropriate level for the pupil.
16. If there are any doubts about predicted grades additional assessment and aptitude tests can be applied to support the selection process.
17. The YA Delivery Partnership must put in place a rigorous, fair and robust recruitment and selection process. This process should aim to involve employers. Some SSCs and Sector Bodies have produced guidance on the recruitment and selection of pupils onto a Young Apprenticeship Programme.

### Equal Opportunities

18. The Young Apprenticeship Programme must be open to all pupils regardless of social background, gender, physical need or ethnic origin. Partnerships should develop strategies that:
  - target groups that are socially disadvantaged
  - counter gender stereotyping by encouraging boys and girls to follow courses of study that depart from traditional patterns
  - target ethnic minorities, SEN and disabled pupils by using suitable role models and removing barriers to entry.

19. 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 and social care.
20. YA Delivery Partnerships should encourage non-stereotypical choices by young people. Evidence has shown that taster sessions are already an established part of selection process in some areas and all YA Delivery Partnerships are encouraged to build on this good practice.

### **Work Experience and Work-based Learning: Planning the 50 Days**

21. One of the distinctive characteristics of the Young Apprenticeship Programme is the opportunity to undertake extensive work experience and relate it directly to the qualification/s and add coherence to the pupil'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<sup>1</sup> off-site work experience placement 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, including the prospect of progressing onto a post 16 apprenticeship scheme 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 in terms of appropriate health and safety, child protection and insurance cover
  - financial assistance from the YA Delivery Partnership grant towards any special requirements such as protective clothing.
22. Provided that the totality of the work experience placement element amounts to 50 days, the pattern 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<sup>2</sup>, outside term time with the consent of parents/guardians and provided that suitable communication arrangements are in place. Delivery Partnerships will be aware that out of schools hours placements do not remove the school's duty of care, and a named contact must be available at all times when students are on work experience placements. To make work experience work, YA Delivery Partnerships are advised to identify an individual who is responsible for employer recruitment and liaison.
23. 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.

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<sup>1</sup> A full day is a minimum of one school day i.e. 5 hours but should ideally be a full working day within the Sector. Subject to Local Authority requirements on working hours.

<sup>2</sup> No more than 25% of the 50 days should be delivered outside of term time.

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<sup>3</sup>. In addition to knowledge and skills acquisition 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 workplace experience in more depth than previous opportunities have allowed.

24. The value of a true work experience placement must not be underestimated. Nothing can compare to a 50 day placement with a local employer that is able to offer pupils the real opportunity to practice the knowledge and skills they have developed on the programme as they work alongside an occupationally competent adult.
25. 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.
26. DCSF guidance on work experience and work-related learning is available in the Work-Related Learning Guide (Second Edition) which is available at [http://www.dcsf.gov.uk/14-19/documents/work-relatedlearningguide\\_2.pdf](http://www.dcsf.gov.uk/14-19/documents/work-relatedlearningguide_2.pdf)

### **Role of Employers**

27. The role of employers 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. To help employers, the expectation is that:
  - employers would participate in appraising the young person's performance on the work placement
  - participation in work placements would be planned with employers so they offer a meaningful experience for the pupil
  - there would be clear links to the qualifications they are undertaking with what they are doing in the workplace
  - employers would provide feedback to pupils and schools on their performance.
28. It is expected that YA Delivery Partnerships will:
  - have employer commitment to provide work placements
  - encourage employers to coach and mentor pupils
  - encourage employers to provide feedback on the performance of pupils and the quality of the programme
  - help employers develop the capacity they need to fully take part in the programme.

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<sup>3</sup> Planned visits to high quality training workshops and other specialist industry facilities can count towards a maximum of 10% of the 50 days.

## Health, Safety and Welfare

29. 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 that Local Authorities will ensure that the providers funded to deliver YA make certain that all learners are offered a healthy and safe experience in a supportive environment. The web site <http://www.safelearner.info/> sets out minimum requirements. Partners should be made aware of the booklet 'Safeguarding Pupils on Young Apprenticeships' available at [http://www.safelearner.info/downloads/Safeguarding%20Pupil%20on%20YA%20\(2\).pdf](http://www.safelearner.info/downloads/Safeguarding%20Pupil%20on%20YA%20(2).pdf)
30. Local Delivery Partnerships must ensure that they have appropriate arrangements in place to meet the requirements set out below before completing proposals. Proposals that do not contain evidence of the requisite health and safety checks will not be approved.

Requirements, that:

- the Local Authority holds a completed copy of HSQ1 for the provider at which the on-the-job training will take place
- the Local Authority 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.

## Enterprise and Enrichment Activities

31. 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
  - combine the experience with opportunities to pursue broader activities such as the Duke of Edinburgh Award.

## Statutory Curriculum and Disapplication

32. 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.

## National Recognition

33. Completion of the programme does not lead to a qualification in its own right, but participants who complete the two-year programme will achieve a nationally recognised Young Apprenticeship Completion Certificate. The cost of the certification process will be paid by the YA Delivery Partnership from the support funding it receives.

34. Details on how to apply for certificates are available from the relevant SSC or Sector Body.

### **Responsibilities - Local Authorities**

35. Local Authorities will receive an allocation for the overall YA provision in their area and will commission provision to meet local need. They will be responsible for contracting with YA Partnerships and the on going monitoring and management of the programme.

### **Responsibilities - Sector Skill Council/s or Sector Body**

36. SSCs will ensure that all partnerships meet the minimum quality requirements for their sector. Ensure that all qualifications are part of the Qualifications and Credit Framework (QCF) and that any qualifications delivered as part of the YA/Diploma hybrid are recorded with the Diploma Aggregation Service (DAS) <http://www.qcda.gov.uk/15894.aspx>.
37. SSCs will also continue to develop and evaluate hybrid pilot models of YA delivery and support the ongoing evaluation of YAs. They will also be responsible for ensuring that the Diploma + 50 days work experience model has appropriate sector specific Additional Specialist Learning (ASL) qualification delivery as part of the core Diploma offer.
38. Should a LA wish to commission a partnership that does not initially meet the fully requirements. They will be responsible for agreeing a development with the partnership to ensure full compliance before any delivery commences.

### **Responsibilities – Learning and Skills Council**

39. The LSC will allocate volumes to Local Authorities and will support LAs with partnerships development (till December 2009).
40. The LSC will, via regional leads, be responsible for providing a grant to LAs and monitoring delivery against agreed targets. Subject to legislation the YPLA will continue with this role.