



Young Apprenticeships for 14- to 16-year-olds

A guide for employers



‘I feel that we really need to embrace the next generation of employees, and make them aware that they’re the future of the company.’



About the

Young Apprenticeship programme

The Young Apprenticeship programme enables you and your organisation to become involved in shaping the workforce of the future, by offering able and motivated pupils between the ages of 14 and 16 the chance to get a taste of real work alongside their school studies.

This leaflet explains how the programme works and the benefits to employers of offering Young Apprenticeships to pupils within their business.

Why a Young Apprenticeship?

A Young Apprenticeship is a new two-year programme supported by the Learning and Skills Council (LSC) and the Department for Education and Skills (DfES). It is aimed at capable and motivated pupils who would like the chance to experience workplace life in a supported way, and who will benefit from building a strong foundation before moving on to an Apprenticeship at 16, if that is what suits them.

The programme is designed to benefit employers too, by putting their needs at the heart of the drive to close the skills gap through the development of a first-class system of vocational and technical learning.

How the Young Apprenticeship programme works

Pupils participating in the programme still pursue their curriculum studies and qualifications, including English, Maths, Science and ICT, which are delivered in school as normal.

During the two days a week (or equivalent) that they are on the programme, pupils will study for qualifications in vocational subjects (e.g. GCSEs or Technical Certificates) delivered in a mixture of settings. Pupils will divide their time between school, practical training and work experience with participating employers. The aim is that as much of their learning as possible happens 'on the job', in a real work environment using industry-standard equipment. Over a period of two years they will have 50 days' experience of work.

The Young Apprenticeship programme began in September 2004, with around a thousand pupils. When the programme entered its second year in September 2005, a further two thousand pupils embarked on the programme, studying Art and Design, Business Administration, Engineering, Health and Social Care, Hospitality, the Motor Industry, Performing Arts,

Sports Management, Leadership and Coaching, and Textiles.



In September 2006, the programme will be expanded to include Construction, Food and Drink Manufacturing, Hairdressing and Retail, with two small programmes covering the Electricity Industry and Science. A further 3,500 Young Apprentices will join the scheme and it is anticipated that the number of

pupils and sectors involved will increase in the future.

The Partnership format

Around the country, groups of organisations including schools, colleges, training providers, businesses and education–business link organisations are joining forces to become Partnerships. The exact make-up of each Partnership depends on local circumstances, the sector involved and the qualifications the pupils are studying for.

Within each Partnership, teachers and experienced employees or trainers share responsibility for pupils' learning (although their school retains overall responsibility for their welfare at all times). The Partnership structure is designed to support pupils, to arrange practicalities like induction materials and travel, and to enable all organisations involved to plan and communicate collaboratively.

How will the programme benefit employers?

Participating in a local Partnership to run a Young Apprenticeship can help your company develop by:

- Identifying talented young people interested in your particular industry or sector
- Offering your employees a training and coaching role which enhances their own professional development
- Creating positive links with educational and training institutions locally
- Demonstrating and promoting your company's specialist skills and encouraging innovation
- Supporting customer and public relations
- Giving you an opportunity to invest in and shape the workforce of the future

The Young Apprenticeship programme is designed to feed into the wider family of Apprenticeships, and the qualifications that pupils will gain during their Young Apprenticeship may help them build up credits towards a post-16 Apprenticeship.

It is expected that some pupils on Young Apprenticeships will continue their Apprenticeship training at 16.

If your company is already involved in the Apprenticeship programme, and would like to retain a pupil on completion of their Young Apprenticeship, this can be discussed with your local Learning and Skills Council (LLSC).

How are pupils chosen to be

Young Apprentices?

Teachers will help to identify pupils with good levels of achievement (expected to achieve a minimum of five GCSEs at A*–C), and who have an interest in the specific industry sector. Pupils must also have good attendance and behaviour records, and their parents or guardians must support their choice.

Although the Partnership will put forward the pupils it thinks are best suited to your business, you as the employer will have the final say regarding the pupils you accept on a Young Apprenticeship within your organisation.

A programme with a difference

Pupils might experience the workplace element of the programme in a variety of ways, for example through:

- A series of regular work placements, such as one day per fortnight, under the supervision of a line manager
- A block placement, for example a two- or three-week period during each year of the course
- Project work conducted in the workplace and/or a training setting
- Attendance at an industry partnership centre or a centre of vocational excellence in combination with any of the above

Pupils in the workplace

Over the time pupils spend with your business they will gain many valuable insights as well as learning the skills they need for their course. Through the activities and experiences a work environment can provide, pupils will be able to:

- Develop skills and knowledge relevant to their vocational studies
- Shadow and observe other employees, or gain hands-on work experience, perhaps by undertaking project work

- Gather evidence of their growing competence by building up a portfolio of work
- Find out about how your company and the wider business sector work, which will support their learning and help them make informed career choices later on
- Gain insights that help them develop social skills, personal organisation and team-work
- Improve their problem-solving abilities
- Learn about health and safety in the workplace
- Understand what makes a good employee, and appreciate the importance of their school studies for their future job

Successful completion of the programme is not just a matter of passing exams, though. The development of social skills is important too. Pupils will come into contact with new people and different learning environments, and the practical demands of organising their time and getting to grips with life in the workplace will also help them develop maturity.



The employer's role

The staff who are involved with pupils in the workplace will be responsible for:

- Planning and agreeing learning targets with the Partnership (which will also help identify activities suitable for this age group) and with pupils themselves
- Conducting a basic induction session when pupils first arrive
- Delivering the workplace learning objectives over the course of the placement
- Referring any concerns back to the school so that support can be given
- Evaluating the pupils during and at the end of their placement
- Providing feedback regarding the organisation's experience of Young Apprenticeships to the national monitoring programme

Support for participating employers

Employers will get all the information and support they need to deliver the workplace element of the Young Apprenticeship programme through the local Partnership. Partnerships, backed by the resources and expertise of the Sector Skills Councils (SSCs) and sector bodies, will provide guidance on issues such as insurance and child-protection legislation and procedures.

Schools will ensure that activities, health and safety and workplace arrangements are suitable throughout the two years, and will accommodate the time spent with an employer within the school timetable. They will also ensure that pupils have received an appropriate induction before they spend time on your site.

What about the costs?

The DfES covers all the costs to employers and schools arising from the Young Apprenticeship programme. Financial support will be routed to Partnerships via the LLSCs.

Unlike Apprentices over the age of 16, participating pupils do not receive payment, because the Government has set up the programme as a part of their education. They may, however, receive assistance from the Partnership towards special requirements like protective clothing.



Case study 1: A Young Apprenticeship in Art and Design

Katya began her Young Apprenticeship programme in September 2004. Together with four of her fellow school pupils, she spent an industrial-experience week at a design studio in her local college of art and technology, working to a brief for the design of a stamp set including first-day covers and envelopes.

During her first year on the programme, Katya was placed with two local businesses – a florist's and an event-decoration company. In her placement with the florist's, Katya gained experience in many aspects of running a small business and was actively involved in designing bouquets and displays, and with dressing the shop window.

Katya was then able to apply these skills in her second

placement with the decorations company, where again she helped with designing temporary displays for a number of events.

At the same time Katya continues to study for her chosen GCSE subjects, including an Applied GCSE in Art and Design, at her school and the college of art and design. She is also enjoying taking part in the enrichment activities that have been organised as part of the Young Apprenticeship programme.

Now in her second and final year on the programme, Katya is looking forward to working on a number of exciting projects arranged by the local Young Apprenticeship Partnership. These include the design and commissioning of public art for a recently developed business centre in



her town, and helping to produce the displays and publicity materials that will promote the latest musical to be staged at the civic theatre during June 2006.

Katya says 'I'm really enjoying my time as a Young Apprentice and hopefully I can go on and make a career in design.'

Case study 2: A Young Apprenticeship in the Motor Industry

After a first discussion with teachers where the Young Apprenticeship programme was described, Adam and his parents attended an event run by his local college to find out more about the requirements of the programme and what it would mean for his school studies.

Along with two of his fellow school colleagues and three students from other schools, Adam spends every Tuesday at college, gaining the foundation knowledge he needs to achieve his Vehicle Maintenance and Repair award. He also gets the opportunity to develop basic electrical skills and is gaining knowledge in electronics.

At the beginning of Term 2, Adam began his work placement with a car dealership. It is early days for him but he is finding work satisfying and challenging at the same time. He has concentrated on the technical

side of the garage but will be moving into the other areas of the business, where he will learn about how cars are sold and how garages look after their customers.

Adam is supported on placement by the college and his county's Business Partnership. These organisations will help Adam develop the skills required to achieve his qualification and his goal of progressing to an Apprenticeship at 16. At the dealership, Adam will be working alongside a workplace mentor to carry out a range of motor-vehicle work, from basic servicing to oil and tyre changes. He will also benefit from an e-mentor who will be on hand to guide him through the programme and support his career development.

As well as developing the skills required to achieve his qualification, Adam will be involved in a number of awareness-raising activities



over the course of the programme. These will help him consider the higher-education opportunities available to him if he chooses to progress further in his education and training.

Adam and his group will also benefit from additional activities related to the motor industry, including visits to car manufacturers, careers events, speakers from dealerships and motor-show events.

Case study 3: A Young Apprenticeship in Sports Management, Leadership and Coaching

With tough competition for places on the Young Apprenticeship in Sports Management, Leadership and Coaching, Ellen was selected not only on the basis of her attitude to her school work and her results, but also on her excellent commitment to sports clubs and the Duke of Edinburgh Award.

Over the two years of the programme, Ellen will be working towards a range of goals: the OCR National Level 2 in Sport, a Junior Sports Leadership Award, an NVQ in Sport and Recreation and first-aid and health and safety certificates. She may also aim for other coaching awards depending on her strengths, for example organising community coaching events for triathletes.

A term into her Young Apprenticeship, Ellen has completed her Junior Sports Leadership Award as part of her preparation for work placements and has covered OCR modules on motivation, leadership and communication. She has progressed from observing other teachers delivering lessons to delivering warm-ups and specific activities to Year 9 pupils at her school.

Ellen starts her 50 days of work placements in the second term of the programme. Over her Young Apprenticeship, she will work with a range of employers including the local football club, a leisure club and a gym. 'I felt privileged to be picked for this programme,' she says. 'I hope that this course will help me in the



future because I aim to be a PE teacher or a physiotherapist.'

Case study 4: A Young Apprenticeship in

Textiles

This Young Apprenticeship programme is focused on carpet manufacturing and fitting. Over the two years, Oscar will be working towards a BTEC First Certificate in Engineering at college and a GCSE double award in Manufacturing, which he'll largely be covering through his work placements.

At the beginning of the programme, Oscar attended a workplace induction day covering health and safety, an overview of the carpet sector 'from sheep to ship' and the aims of the Young Apprenticeship. He also got the chance to meet with employers offering work-experience placements and was given a logbook to be completed whilst on placement.

A typical week for Oscar now consists of a day in the

workplace, a day at college and three days at school studying for another five GCSEs. In the first year of the programme, he'll also attend five training courses linked to his individual needs.

During year one of the apprenticeship Oscar will work with three different carpet manufacturers to learn the basics of carpet manufacturing. He will spend at least five days with each company, finding out about the methods and processes used to design, manufacture, market and distribute carpet. Hands-on experience will include the chance for Oscar to work with other pupils to design and help to manufacture their own sample carpet. They will then be shown how to test the carpet for wear and durability and will cost its manufacture. Finally, they will make a presentation to senior



management about what they have learned on the project.

In year two, Oscar will have the opportunity to focus on a work-based project. If he shows enthusiasm and ability, he will also be given extra responsibilities in the workplace, enabling him to gain higher-level skills and boosting his chances of completing a post-16 Apprenticeship more quickly, if that is the route he decides to take.



www.apprenticeships.org.uk

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